

# BOARD OF DIRECTORS

November 18, 2019







**Kelso School District No. 458**  
**601 Crawford St. Kelso, Washington**  
**November 18, 2019 @ Wallace Elementary School**  
**5:30 p.m. Meet the School Board**  
**6:00 p.m. Regular Board Meeting**  
**Executive Session RCW 42.30.110(1)(g)**

**CALL TO ORDER OF REGULAR MEETING**

**FLAG SALUTE**

**COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS**

- A. Wallace Student Recognition
- B. Recognition of Director Sharples & Director Kirk

**COMMENTS/QUESTIONS**

**APPROVAL OF AGENDA**

**CONSENT AGENDA**

- A. Minutes of Nov 4, 2019 Regular Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants

**UNFINISHED BUSINESS**

- A. Naming of the Board Room (Action) .....Mary Beth Tack
- B. Policy 3231 Student Records – 2<sup>nd</sup> Reading (Action) .....Don Iverson
- C. Policy 3416 Medication at School – 2<sup>nd</sup> Reading (Action) .....Don Iverson
- D. Policy 6112 Rental or Lease of District Real Property – 2<sup>nd</sup> Reading (Action) .....Scott Westlund

**NEW BUSINESS**

- A. Lower Columbia School Gardens Presentation .....Ian Thompson & Lauren Hendrickson
- B. Approval of Design Development Planning for Butler Acres & Carrolls ..... Craig Collins
- C. Approval of Resolution 2019/20-09 Butler Acres & Carrolls Modernization .....Scott Westlund
- D. Approval of Resolution 2019/20-10 Guaranteed Maximum Price for Lexington & Wallace Elementary Schools with Amendment #3 (Lexington) .....Scott Westlund
- E. School Improvement Plans (SIP) (Action) .....Kim Yore
- F. Approval of Resolution 2019/20-08 New Members Elect Attending WSSDA .....Mary Beth Tack
- G. Policy 2410 & 2410P Graduation Requirements – 1<sup>st</sup> Reading .....Mary Beth Tack
- H. Policy 2418 & 2418P Waiver of Graduation Credits – 1<sup>st</sup> Reading .....Mary Beth Tack
- I. Superintendents Report .....Mary Beth Tack

**FOR THE GOOD OF THE ORDER**

**ADJOURN**



Kelso School District  
Board of Directors

Leah Moore, President.....Term Expires: November 2021  
Karen Grafton, Vice President.....Term Expires: November 2021  
Howard Sharples.....Term Expires: November 2019  
Mike Haas .....Term Expires: November 2019  
Darr Kirk .....Term Expires: November 2019



# **Board Committee Assignments**

**Revised: February 2019**

## **Director Leah Moore, President**

- CTE
- Council on Learning
- Facilities

## **Director Karen Grafton, Vice President**

- ELL Advisory
- Calendar
- Student Rights and Responsibilities
- Kelso Public Schools Foundation

## **Director Howard Sharples**

- Highly Capable
- Legislative Representative

## **Director Mike Haas**

- Technology
- WIAA
- Social & Emotional Learning/Whole Child

## **Director Darr Kirk**

- Budget
- Facilities

**KELSO SCHOOL DISTRICT  
CALENDAR OF SCHOOL BOARD MEETINGS  
2019-2020**

**Work Sessions will be added and publicized as necessary  
Adopted May 6, 2019**

Unless otherwise noted – all meetings are held at the Ruth B. Clark Administration Services Building, 601 Crawford Street.

~~September 9, 2019~~

~~———— 4 p.m. Work Session  
———— 6 p.m. Regular Meeting~~

February 10, 2020 @ **Barnes Elementary**  
5 p.m. Work Session  
6 p.m. Regular Meeting

~~September 23, 2019~~

~~———— 5 p.m. Work Session  
———— 6 p.m. Regular Meeting~~

February 24, 2020 @ **Butler Acres Elementary**  
5 p.m. Work Session  
6 p.m. Regular Meeting

~~October 7, 2019~~

~~———— 5 p.m. Work Session  
———— 6 p.m. Regular Meeting~~

March 9, 2020 @ **Coweeman M.S.**  
6 p.m. Regular Meeting

~~October 21, 2019~~

~~———— 5 p.m. Work Session  
———— 6 p.m. Regular Meeting~~

March 23, 2020 @ **Rose Valley Elementary**  
6 p.m. Regular Meeting

~~November 4, 2019~~

~~———— 5 p.m. Work Session  
———— 6 p.m. Regular Meeting~~

April 13, 2020 @ **Kelso High Career & Tech Center**  
6 p.m. Regular Meeting

November 18, 2019 @ **Wallace Elementary**  
5:30 p.m. Coffee & Cookies w/School Board & Superintendent  
6 p.m. Regular Meeting

April 27, 2020 @ **Catlin Elementary**  
5 p.m. Work Session  
6 p.m. Regular Meeting

December 16, 2019 @ **Huntington M.S.**  
6 p.m. Regular Meeting

May 11, 2020 @ **Beacon Hill Elementary**  
6 p.m. Regular Meeting

January 13, 2020 @ **Kelso High School**  
5 p.m. Work Session  
6 p.m. Regular Meeting

June 1, 2020 @ **Carrolls Elementary**  
4 p.m. Graduation Appeals – Not Op  
5 p.m. Regular Meeting

January 27, 2020 @ **Loowit High School**  
5 p.m. Work Session  
6 p.m. Regular Meeting

June 15, 2020  
5 p.m. Regular Meeting

July 13, 2020  
5 p.m. Regular Meeting

August 17, 2020  
5 p.m. Regular Meeting



# Road to **STUDENT SUCCESS**

## Our Goals



### **SCHOOL CLIMATE**

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



### **EARLY LEARNING**

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



### **QUALITY INSTRUCTION**

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



### **CAREER, COLLEGE & COMMUNITY READY**

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

## **Mission**

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

## **Vision**

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

## **Principles**

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



# 100% GRADUATING

## CAREER, COLLEGE & COMMUNITY READY

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



## EARLY LEARNING

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

## QUALITY INSTRUCTION

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

### ★ 2019-20 PRIORITY:

English Language Arts standards and materials implementation

Mathematics standards and adoption



## SCHOOL CLIMATE

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

### ★ 2019-20 PRIORITY:

Whole Child/Social Emotional Learning (SEL) systems implementation

# How We Get There





Section: **BOARD OF DIRECTORS**

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

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

1. Written communications shall include letters or published materials received by the Superintendent or members of his/her staff, and which he/she deems informative or in need of Board action.
2. Scheduled communications shall include visitors who have previously arranged with the Superintendent to appear before the Board. General comments, either oral or written, will come at the beginning of the regular meeting under the agenda item designated Public Comments. Members of the audience who are Kelso School District residents wishing to address the Board must provide their name, address and affiliation, if any, prior to addressing the board. Speakers may not discuss school district personnel. Not more than three (3) minutes may be allotted to each speaker and no more than ten (10) minutes to the subject under discussion except with the unanimous consent of the Board. Public comments under this agenda item will be limited to thirty (30) minutes.
3. During Unfinished Business and New Business members of the audience may comment on "Action" items listed on the agenda and/or board policies presented for the first or second reading. Questions or comments are to be directed to the Board of Directors as a whole and may not be put to any individual member of the Board or the administrative staff. "Action" items mean the Board expects that a motion would be made and the Board would discuss the merits of the issue before it. After presentations by school staff, district staff or scheduled presenters, and before a motion is heard, the President may call for any oral or written comments from the audience. Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item scheduled for action may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.

## Policy 1430 Continued

4. It shall not be permissible to orally present or discuss complaints against individual employees of Kelso School District at any Board of Directors meeting. Such charges or complaints shall be presented to the Board of Directors, in writing, and shall be signed by the person or persons making the charge or complaint. Executive session may be granted for a hearing of charges against individuals, whether students or employees.
5. No person less than eighteen (18) years of age may address the Board of Directors in meeting unless accompanied by his/her parent(s)/ guardian(s) or teacher, except with unanimous consent of the Board of Directors.
6. Boisterous conduct shall not be permitted at any meeting of the Board of Directors, nor will any defamatory or abusive remarks be tolerated. The President of the Board may terminate the address of any speaker who violates this policy.
7. Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for the modification can be made.
8. Board work sessions are intended to give board members an opportunity to review topics requiring extended discussion. At the conclusion of board discussion of an item, the board chair may call on audience members for comments (time permitting). Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific work session agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.

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

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

Adopted:                          January 23, 2006

Communications,  
Correspondence &  
Introductions





Wallace  
Elementary  
Student  
Recognition

Rockie Younger

Jax Gurley

Parker Howard

Bentley Magathan

Rose Putnam

Bella Dupaix

Katelynn Herrera

Juan Negrete

Adrian Serrano

Boston Whitmire

Anthony Moffit

Kaylee Seals

Adam Ali

Bryana Renteria

Piper Harris

Mitchell Barney

Thank you to

Director

Sharpley &

Director Kirk



# Consent Agenda

- A. Minutes of Nov 4, 2019 Regular Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants



**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**11/4/19**

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The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 6:00 p.m. in the boardroom of the Ruth B. Clark Administration Building.

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**Board Members:** Leah Moore – President  
Karen Grafton – Vice President  
Howard Sharples  
Mike Haas  
Darr Kirk

**Cabinet Members:** Scott Westlund – Chief Financial Officer  
Tim Peterson – Director of Human Resources  
Don Iverson – Director of Student Services  
Holly Budge – Director of Special Programs  
Kim Yore – Director of Teaching & Learning  
Lacey DeWeert – Associate Director of Teaching & Learning

**Superintendent:** Mary Beth Tack

**Asst. Secretary:** Molly Guler

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**OTHERS PRESENT** – Rob Birdsell (Assistant Principal @ KHS/Renaissance Program) Don Sharer (Community Member)

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**ABSENT - Lacey DeWeert & Kim Yore (Both excused)**

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**COMMENTS & QUESTIONS –**

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**COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS**

**APPROVAL OF AGENDA - Motion Passed**

**Motion to Approve BY: Director Kirk**

**Seconded By: Director Grafton**

**APPROVAL OF CONSENT AGENDA - Motion Passed**

A. Minutes of Oct 21, 2019 Regular Board Meeting & Work Session

B. Certificated Employment Recommendations

C. Classified Employment Recommendations

D. Contracts and Agreements with Kelso School District

E. Vouchers

<b>General Fund</b>	<b>Warrant Date</b>	<b>Amount</b>	<b>Warrant Number</b>
Payroll	10/31/2019	\$1,296.51	255783-255786
Payroll	10/31/2019	\$4,714,740.21	255787-255821
AP Emp ACH	10/31/2019	\$8,618.90	255822
AP	10/31/2019	\$1,078,809.69	255823-256046
AP Comp Tax	10/31/2019	\$2,519.83	256047
Payroll	10/31/2019	\$39,994.72	256048
Payroll	10/31/2019	\$231.02	256049
<b>Capital Projects Fund</b>			
AP	10/31/2019	\$954,913.20	3159-3169
<b>ASB Fund</b>			
AP Emp ACH	10/31/2019	\$333.97	30467
AP	10/31/2019	\$62,762.62	30468-30507
AP Comp Tax	10/31/2019	\$335.00	30508
<b>Trust &amp; Agency Fund</b>			
AP	10/31/2019	\$551.47	1634-1638

F. Cheer Shirt Surplus

**Motion to Approve by: Director Sharples**

**Seconded by: Director Haas**

**UNFINISHED BUSINESS**

No unfinished business



## NEW BUSINESS

### UPDATE ON CONSTRUCTION - PRESENTED BY FORMA, CSG & INTEGRUS

#### Wallace Elementary Update-

- Area A footings/foundations have been poured
- Area B footing excavations
- Mechanical, Electrical & Plumbing (MEP) going in underground
- First concrete slab (gym) will be poured 11/20
- CMU 11/25
- Elevator Pit in place
- 3800 yds gravel poured



#### Lexington Elementary Update-

- Site clearing in process (70% finished, taking full advantage of clear weather)
- Building structural pad for Area C
- Aggregate pier prep/crane set up - Area C install starting 11/1
- Area C foundation excavation to begin 11/14
- We have several local companies working on the project
- Reaching out to neighbors regarding concerns due to construction
- Camera will be going up in the next few weeks (43ft pole)



Overall construction updates will be available monthly by flyer, in parent email, on social media, staff email, “real estate” type mailboxes at sites, flyers available at local businesses for handout.

**APPROVAL OF RESOLUTION 2019/20-05 REPLACEMENT FOR EXPIRING LEVY - Motion Passed**

Authorizing school district to go out to taxpayers for vote in February 2020.

The \$2.50 rate of local support is not attainable for rate payers in Kelso School District in 2021, as it may be in many school districts. With that said, as we experienced in developing the 2019/20 budget this past year with over \$3.5 million in reductions, the amount of state support is not adequate to continue meeting local programs and services in Kelso SD. Continued reductions will be necessary unless additional revenue is obtained. Therefore, the proposed levy resolution amounts and estimated levy rates for a four-year levy are:

Collection Year	Appx Levy Rate/\$1000 AV	Levy Amount
2021	\$2.07	\$6,000,000
2022	\$2.13	\$6,500,000
2023	\$2.19	\$7,000,000
2024	\$2.23	\$7,500,000

**Motion to Approve by: Director Haas**

**Seconded by: Director Sharples**

**APPROVAL OF RESOLUTION 2019/20-06 CERTIFYING COMPLETION OF THE LEXINGTON ELEMENTARY CONSTRUCTABILITY - Motion Passed**

The Kelso School District Board of Directors approves the Lexington Construction Documents for the project budget, scope and schedule. They accept the Constructability Review as complete and final and authorizes the corrected/revised drawings and specifications to be utilized for the bidding of the project.

**Motion to Approve by: Director Kirk**

**Seconded by: Director Graff**

**APPROVAL OF RESOLUTION 2019/20-07 INTENT TO CONSTRUCT PROJECT  
LEXINGTON ELEMENTARY - Motion Passed**

Kelso School Board Directors does hereby certify that the construction of Lexington Elementary School will be completed for the purposes for which state funding assistance is being provided, as required by WAC 392.344.130

**Motion to Accept by: Director Graff**

**Seconded by: Director Sharples**

**UPDATE ON OPEN DOORS/RENAISSANCE PROGRAM - PRESENTED BY MR. ROB  
BIRDSSELL**

In looking at other districts for another option to help kids not making progress in a traditional school environment, the Renaissance program will offer opportunity to complete their GED/Diploma while acquiring an employable certificate at the same time. Working with LCC, Longview and the state of Washington, Kelso will now be able to offer a program for such students as these as they are historically staying in Cowlitz County anyway. This helps them be employable and gets them into the local workforce with training, further boosting graduation rates and local economy. Kelso School District is looking to a January 2020 start date.

**FIRST READING OF POLICY 3231 STUDENT RECORDS - MR. DON IVERSON**

The addition of verbiage regarding access to homeless students records was made. They must be readily available to the enrolling students regardless of outstanding fines or fees.

**FIRST READING OF POLICY 3413P STUDENT IMMUNIZATIONS & LIFE THREATENING  
HEALTH CONDITIONS - MR. DON IVERSON**

These changes are mostly informational as far as the exemption process. Kelso School District already follows almost all of these changes.

## **FIRST READING OF POLICY 3416 MEDICATION AT SCHOOL - MR. DON IVERSON**

The changes made are just cleaning up the language, there is nothing changing with our current practices.

## **FIRST READING OF POLICY 6112 RENTAL OR LEASE OF DISTRICT REAL PROPERTY - MR. SCOTT WESTLUND**

At this time KSD has no leases or rental properties. The changes in this policy has changed so that if we did have them, we could put the money into general funds for maintenance of buildings and grounds.

## **UPDATE ON SEPTEMBER BUDGET STATUS - MR. SCOTT WESTLUND**

Overall average annual District enrollment (including Running Start only) for the 2019/20 school year was budgeted at 4988 FTE.

For district funding and staffing purposes (excluding Running Start and Kelso GOLD), estimated average annual FTE enrollment through Oct. 1 is 4866 FTE. With Running Start (113 FTE) and Kelso GOLD (8.5 FTE), our average annual FTE enrollment through September is 4987 FTE. This is right at budgeted annual enrollment.

We can likely anticipate losing 25-35 FTE throughout the school year, bringing our year end average annual FTE enrollment slightly below projection.

As we finish closing out the financials for 2018/19, our beginning fund balance is right around \$4,400,000 or 6.3% of projected expenditures/transfers.

Though extremely early in the process, it is estimated that our ending fund balance in August 2020 will be around \$4,000,000 or 5.7% of projected expenditures and transfers for 2019/20.

The budget looks good through the first month of the school year.

## **SUPERINTENDENT UPDATE**

School Improvement Plans (SIP) are coming together for review. They will be coming before the board November 18th for approval.

KSD has recently had 2 successful open houses. 1. Barnes Headstart Program and 2. The new CTE department improvements made through bond dollars.

Elections for school board director positions 3, 4 & 5 are tomorrow (Nov 5th)

December board meeting we will be honoring Director Sharples and Director Kirk as they retire from the school board. Their time served has been greatly appreciated and they will be missed.

**FOR THE GOOD OF THE ORDER**

Director Sharples made it known that other districts have been going to a later start time for secondary schools. He was wondering if Kelso will be considering following suit.

Director Moore - Extended a huge thank you to Director Sharples and Director Kirk

Reminder that the November 18th board meeting will be at Wallace Elementary School.

Adjourn 7:00

X \_\_\_\_\_

President

X \_\_\_\_\_

Secretary

**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**WORK SESSION MEETING OF THE BOARD OF DIRECTORS**  
**11/4/19**

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The work session of the Board of Directors of Kelso School District No. 458 was called to order at 5:00 p.m. in the boardroom of the Ruth B. Clark Administration Building.

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**Board Members:** Leah Moore – President  
Karen Grafton – Vice President  
Howard Sharples  
Mike Haas  
Darr Kirk

**Cabinet Members:** Scott Westlund – Chief Financial Officer  
Tim Peterson – Director of Human Resources  
Don Iverson – Director of Student Services  
Holly Budge – Director of Special Programs  
Kim Yore – Director of Teaching & Learning  
Lacey DeWeert – Associate Director of Teaching & Learning

**Superintendent:** Mary Beth Tack

**Asst. Secretary:** Molly Guler

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**OTHERS PRESENT** – Jake Alibiso (SEL), Bob Johansen (SEL), Jan Routh (ELA), Marilyn Melville (ELA)

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**ABSENT - Lacey DeWeert, Kim Yore, Tim Peterson, Scott Westlund (all excused)**

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**COMMENTS & QUESTIONS –**

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English Language Arts (ELA) Standards and Implementation (Jan and Marilyn)

## Quality Instruction Goal

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

## Core and Intervention Support

- ▶ ELA Materials Implementation
  - ReadyGEN            K-5
  - Open Court        K-1
  - myPerspectives    6-8
  - 95 Percent Group
  - Passports and LANGUAGE! Live

The focus is to push for more than “standard” for KSD students with curriculum that is more intense and rigorous. That includes targeted plans to fill gaps for students who are having a hard time getting it. We are looking to “lay the groundwork” in Kindergarten through 2nd grade, before the kids get to 3rd grade and begin testing.



## 2019–20 ELA Priorities

- › Continue ELA materials implementation
- › Continue Quality Instruction Coaching and Support
  - Individuals, Teams, Walk-Throughs, WERs
- › Add new modules and assessments at each grade level
- › Focus on writing, small group reading, and assessment in response to teacher feedback
- › Data-based decisions
- › Develop ELA leaders

A main obstacle facing teachers is time and how to fit it all in. KSD is commingling standards to reach all students at different levels at the same time. With consistent support from Jan & Marilyn, teachers are able to find a style that fits with their particular class of students, allowing for a more rigorous approach. They are also able to meet with our Paraeducators to support them in the work that they do for our students.

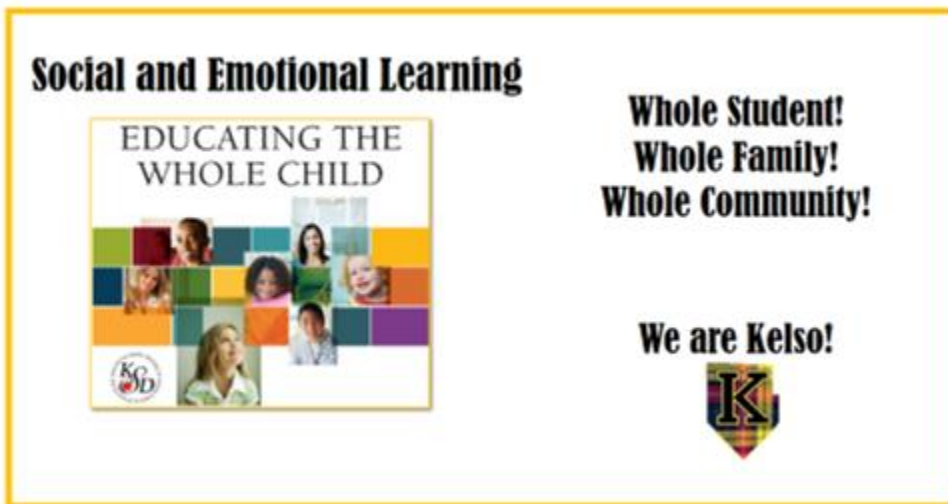
## ELA Instruction and Materials Support

- › Instructional support / model lessons
- › Big picture of lessons and lessons broken down into standards
- › Provide feedback based on both instruction and student responses
- › Learning (and planning) / thought partner
- › District web resources
- › Building capacity for independent implementation of the new practices

ESD 112 recommends Kelso School district as a model for their English Language Arts implementation approach. We are paying attention to what is making a difference for teachers and sharing what is working with other teachers and educational staff.

Social Emotional Learning (SEL) Update (Don, Jake & Bob)





District Department of Emotional Learning Team Members

Jake Alabiso - District SEL Coordinator

Bob Johanson - District SEL Coach

Colleen Brand - District SEL Technician

Shawnda Macie - District SEL Technician

## Background

# 552 days ago

The Office of Social and Emotional Learning was formally founded in May of 2018 with the mission to foster the social/emotional learning that intentionally promotes a student's social and emotional growth that is necessary for college, career and life.

552 days ago our district became aware of the need to fix the “problem” of social and emotional health if they were going to be able to reach the students academically. There was a dramatic increase in:

- Behavior issues
- number of students being considered for behavioral supports within our Structured Learning Center Classrooms (Behavior-EBD)

- Threat Assessments
- Trauma impacted youth in our schools
- Kids with intense social and emotional learning deficits

All of these things were leading to problems in the following areas:

- Teachers not being able to teach
- Loss of instructional learning time
- Lack of academic progress
- Principals that can't focus on instructional leadership
- Higher levels of stress across staff
- Higher turnover rates for staff

Our work now centers on making dramatic changes in a system that isn't working for challenging students, parents, teachers and schools, and how to go about making those changes across the entire district.

What is being done in Kelso is **WORKING!**



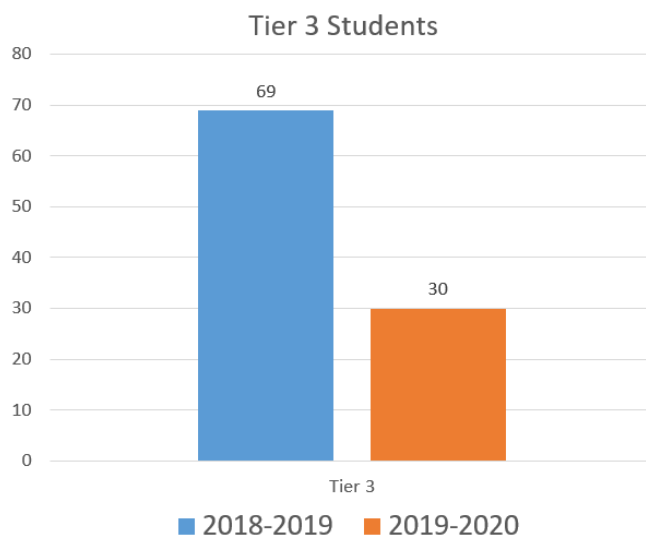
### • Tier 1

- 2200 students, K-5, are now receiving CORE Social and Emotional Learning 5 days a week in their classrooms.
- SEL is a CORE curriculum that has Washington State Standards and Benchmarks (Effective Jan, 2020)



## •Tier 2

- 2200 K-5 students have been provided a social and emotional screener in order to identify targeted supports and interventions.
- 20% of students screened are now receiving specific and intentional Tier 2 supports.



- 21 Tier 3 students move from T3 to T2
- 2 Tier 3 students move from T3 all the way to T1
- Only 1 student has been moved to a structured learning center (SLC)..

## SEL Department Truths

- Adequate time for the right people, to ask the right questions, leads to improved outcomes for adults and children.
- Relentless focus on building resilience and autonomy for students and staff.
- The entire school must support Tier 3 students. These are all our kids!
- Individual Tier 3 schedules are a primary component of Tier 3 success and leads to resiliency for students and staff..
- Implement; (1) Values, Philosophies and Beliefs, (2) Based on Brain Science, (3) Evidence based structure, systems and strategies (4) Evidence based materials
- We only ask people to do what we know what can be done and is evidence based.
- We trust teachers to do the work!

### What is new for the 2019-2020 School Year



Implementing MTSS at the Middle Schools (Tier 1-2-3)



Support implementation of our CORE SEL materials  
K-5.



SEL collaboration and support into Resource and SLC  
classrooms K-5.



Increase our School based Counseling and Mental Health  
Services for families; K-12



Continue to refine Tier 2 K-5 so that we do not over  
identify students

Adjourn 5:55

X

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President

X

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Secretary

**KELSO SCHOOL DISTRICT**  
**SUPPLEMENTAL CONTRACTS ISSUED:**  
**November 1, 2019 - November 13, 2019**

<b>Date Issued</b>	<b>Name</b>	<b>Position</b>	<b>School</b>
11/01/19	Despain, Penelope	Intramural: General Homework Help	HMS
11/04/19	Skeie, Mike	Coach Bowling Girl's - Head	KHS
11/05/19	Knowles, Angela	Test Coordinator - 2nd Trimester	KHS
11/05/19	Toney, Julie	Instructional Support	Wallace
11/06/19	Musgrove, Loryn	Coach Basketball Girl's - Asst.	CMS

**CERTIFICATED PERSONNEL**  
**November 18, 2019**

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**Resignations:**

White, Brad – Teacher, Kelso High School  
1.0 FTE  
Effective 11/04/19

**Distribution List:**

Human Resources      KEA      Payroll      Student Records Mgr      Cody Reid

**CLASSIFIED PERSONNEL**  
**November 18, 2019**

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**Resignations:**

Carlson, Stephanie - Paraeducator, Sped Resource Stud. Spec., Coweeman Middle School  
6.25 hrs/day, 190 days/year  
Effective November 18, 2019

Cannon, Celeste - Paraeducator, Sped Significant, Barnes Elementary  
6.75 hrs/day, 190 days/year  
Effective November 4, 2019

\* = Temporary Position  
TSP = Timesheet Position  
TBD = To Be Determined

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



For Board Approval: November 18, 2019

**SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT**

<b>Company/Provider</b>	<b>Sponsor</b>	<b>Description of Services</b>	<b>Amount</b>
Collins Architectural Group, PS	Scott Westlund	Master Services Agreement for Minor Capital Projects	Compensation for services at hourly rates of: Architect-principal \$145/hr Architect \$120/hr Architect Intern \$ 85/hr CAD Support \$ 75/hr
Collins Architectural Group, PS	Scott Westlund	<b>Change Order Proposal No. 13 - KHS CTE Remodel</b> Delete power & circuitry for coiling doors 413F & 414B	Zero Dollars
Collins Architectural Group, PS	Scott Westlund	<b>Change Order Proposal No. 14 - KHS CTE Remodel</b> ....AutoShop-Delete power & air connection & exhaust hose connection to automotive lift #79. Utiliz power connection to service existing tire changer/balancer machine ....Move list #78 15 feet south together with the related exhaust hose connection	Zero Dollars  Zero Dollars
FORMA Construction	Scott Westlund	Contract Amendment to document and establish the intial Guaranteed Maximum Price ( <b>GMP</b> ) for construction phase of Wallace & Lexington Elementary School Replacement projects	Combined GMP Total to Date \$68,884,392.00
FORMA Construction	Scott Westlund	Construction Change Directive ( <b>CCD-006</b> ) - <b>Wallace Project</b> ....Revise gate G6 hardware from Latch W/Lock to Exit, Set 41" ....Revise gate G6 width from 4'-0" to 3'-6"	Contract Sum is as provided by Article 7.3 and 7.5 of the General Conditions
Gibbs & Olson	Scott Westlund	Agreement for Land Surveying Services - Huntington	Estimated cost \$28,650.00
Heritage Bank - Olympia	Scott Westlund	Escro Agreement which allows Heritage Bank to receive & process warrants made payable to Kelso School Dist and FORMA Construction	Non-financial

Lower Columbia College	Kim Yore	Scope of Work Agreement for Renaissance Open Doors {1418} Youth Reengagement Program	Non-financial
Office of the Superintendent of Public Instruction	Kim Yore	Letter of Intent as commitment by KSD to operate Renaissance Open Doors {1418} Youth Reengagement Program	Non-financial

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 4, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$3,212.72. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 256050 through 256056, totaling \$3,212.72

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

Check Nbr	Vendor Name	Check Date	Check Amount
256050	CGLIC-PHOENIX EASC	11/06/2019	396.73
256051	KAISER PERMANENTE (MEDICAL)	11/06/2019	337.08
256052	Mason, Krista Rose	11/06/2019	2.80
256053	PREMERA BLUE CROSS	11/06/2019	1,469.23
256054	SUN LIFE FINANCIAL	11/06/2019	42.80
256055	WEA/VSP	11/06/2019	277.20
256056	WEA/WDS	11/06/2019	686.88

7 Computer Check(s) For a Total of 3,212.72

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 4, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$342,286.89. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, CP CCT:  
Warrant Numbers 3170 through 3170, totaling \$342,286.89

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

Check Nbr	Vendor Name	Check Date	Check Amount
3170	COLLINS ARCHITECTURAL GROUP PS	11/07/2019	342,286.89

1	Computer	Check(s) For a Total of	342,286.89
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# Unfinished Business

- A. Naming of the Board Room (Action) .....Mary Beth Tack
- B. Policy 3231 Student Records – 2<sup>nd</sup> Reading (Action) .....Don Iverson
- C. Policy 3416 Medication at School – 2<sup>nd</sup> Reading (Action) .....Don Iverson
- D. Policy 6112 Rental or Lease of District Real Property – 2<sup>nd</sup> Reading (Action)  
.....Scott Westlund



Naming the  
Kelso School  
District Board  
Room



Kelso School District #458  
601 Crawford Street  
Kelso, WA 98626

Mary Beth Tack, Superintendent  
360-501-1927  
marybeth.tack@kelsosd.org

October 7, 2019

To: Kelso School Board  
From: Mary Beth Tack, Superintendent

The Kelso School District recognizes that respect and gratitude for individuals who have made significant contributions to our district and the community may be expressed by naming a portion of a facility in honor of those individuals. Acknowledgment in this manner perpetuates the memory of the contribution and provides a sense of history for future Kelso staff, families and community. Tonight, I have a proposal for the Kelso School Board to consider.

Per Policy and Procedure 6970, Naming of a School and Facilities, I am recommending Kelso School District Office Board Room be named the "Roy Parsons Board Room". Procedure 6970 specifically outlines that "whenever possible, follow these guidelines". The below three bullets specifically address the naming of the board room

- 1. Each name will be known to, and significant to, the people of the district; or
- 4. The use of a school board members name will not be considered until five (5) years after they have exited the board; or
- 6. In the event that any said member listed above deceases prior to retirement or separation from the district, their name can be considered after five (5) years has lapsed.

However, after input and discussion, I request the board to consider the following as extenuating circumstances to forgo the five (5) year wait in support of naming the board room "Roy Parsons Board Room". The following information can serve as a guide for this decision:

- Roy Parsons served as a school board member for 37 years in the Kelso School District (1981 to 2018) and at time of passing was Board President
- During his tenure, Roy Parsons attended over 750 meetings in this board room
- Roy Parsons served our state as a Washington State School Directors Association board member for 16 years (1995 to 2011)

The school board will have 30 days to review the proposed name "Roy Parson Board Room" and can take action on this naming at the November 18, 2020 public meeting.

Attached to this memo for reference is Policy and Procedure 6970.



## **Naming Schools and Facilities**

### **Policy 6970**

The Board of Directors' approval is required for all decisions to name or change a name of a school or building or to name or change a name of a portion of a school or building.

For the purpose of this policy, a building refers to a whole school or individual portions of a school, auditoriums, gymnasiums, fields and playgrounds, classrooms, and other facilities as designated by the board of directors.

No commitments or promises should be made for naming a facility, nor should any formal or informal agreements be made for a naming opportunity without prior board approval.

School district buildings may be named after:

- A. Persons who have attained national, state, or local prominence in the fields of education, arts and sciences, politics, military achievements, citizenship, statesmanship;
- B. After past U.S. presidents or Washington state national senators or representatives;
- C. After the geographic characteristics of the area in which the facility is located; or
- D. Donors that represent the ideals and values of the district mission statement, core values and policies.

The district's numerous buildings, auditoriums, gymnasiums, fields/playgrounds, classrooms and similar rooms or areas offer opportunities for naming rights or plaques acknowledging the source of the funds for the construction, renovation or enhancement of such facility.

Special requests to name or rename portions of buildings or other facilities in honor of people or an organization who have contributed to the betterment of the district's educational program or alumni who have distinguished themselves may be considered by the Kelso School Board. The person or organization being honored by naming of a facility must represent the ideals and values of the district as reflected in the district's mission statement, core values, and policies. The board reserves the right to decline any donation conditioned on a naming right.

Final board action will take place no sooner than thirty (30) days after the superintendent provides a written report at a board meeting.

Cross References: Policy 6114 – Gifts or Donations

ADOPTED: 9.24.18

## Naming Schools and Facilities Procedure 6970P

### INITIAL NAMING OF A SCHOOL OR BUILDING

- A. The opportunity to name a new school or building comes about as a result of new construction. Replacing an existing school or building, either at the same site or adjacent location, is not considered new construction for the purpose of this procedure. (see replacement schools or building).
- B. Names of new schools or buildings should be selected based upon the criteria noted in Policy 6970. Whenever the opportunity to initially name a school or building is presented, the superintendent will direct the principal or appropriate district administrator to develop a community input process to bring forward at least three (3), and no more than five (5), recommended names to the board of directors. The recommended names will not be prioritized.
- C. The principal, or appropriate administrator, shall prepare a written report summarizing school and community recommendations, including supporting rationale, for the proposed new names. The report will be submitted to the superintendent. The superintendent will provide a written report to the board.
- D. The board will take action on the proposed names thirty (30) days after the superintendent provides a written report at a board meeting.

### INITIAL NAMING OF A PORTION OF A SCHOOL OR BUILDING

- A. Portions of a school include, but are not limited to rooms, auditoriums, gymnasiums, athletic fields, and libraries.
- B. The opportunity to name a portion of a school or building or name a portion of a new school or building could result from, among other reasons, new construction.
- C. Whenever the opportunity to name a portion of a school or building is presented, the superintendent will direct the principal or appropriate district administrator to develop a community input process regarding the naming opportunity.
- D. The committee will, whenever possible, follow these guidelines:
  - 1. Each name will be known to, and significant to, the people of the district; or
  - 2. The names submitted will not conflict with the names of other schools in the district or surrounding districts;
  - 3. The use of names of living persons will be avoided unless the circumstances warrant an exception; or
  - 4. The use of a school board members name will not be considered until five (5) years after they have exited the board; or
  - 5. The use of employees' names will not be considered until five (5) years after their retirement; or

6. In the event that any said member listed above deceases prior to retirement or separation from the district, their name can be considered after five (5) years has lapsed.
- E. The principal or appropriate administrator shall prepare a written report summarizing school and community recommendations for the proposed new name. The report will be submitted to the superintendent. The superintendent will provide a written report to the board at the next board meeting
- F. The board will take action on the proposed names thirty (30) days after the superintendent provides a written report at a board meeting.
- G. The board will select the name of the new facility from the list. In recognition of the efforts of those involved in the project, a plaque containing the following information will be attached to a new building:
  1. School and/or facilities name;
  2. Board-approved construction date;
  3. Completion or dedication date;
  4. Name of board members as of the board-approved construction date in the following order:
    - a. President
    - b. Vice President; and
    - c. Board Members (alphabetically)
  5. Superintendent as of board-approved construction date; and
  6. Architect and contractor names.

Formal dedication of the facility will take place on a date and time specified by the board.

#### **NAMING IN RECOGNITION OF A GIFT**

- A. In any cases that a gift is in exchange for naming of a school, building, facility or portion thereof, the requestor(s) shall make a formal proposal to the superintendent.
- B. If the superintendent determines the proposal provides a significant improvement to or addition to the quality of the school, building, facility or portion thereof, the superintendent will direct the principal or appropriate district administrator to develop a community input process regarding the gift and naming rights associated with the gift.
- C. The principal or district designee will prepare a written report summarizing support of and/or opposition to the gift and naming of the school, building, facility or portion thereof.
- D. If the school, building, facility or portion thereof has previously been named, “changing a school or building name” procedures apply.
- E. The board will take action on the proposed gift and naming thirty (30) days after the superintendent provides a written report at a board meeting.

**CHANGING A SCHOOL OR BUILDING NAME**

- A. The person(s) proposing the name change should present the proposal to the superintendent.
- B. If the superintendent determines the school or building name change should be considered, the superintendent will direct the principal or appropriate district administrator to develop a community input process regarding the naming change.
- C. The principal or administrator will prepare a written report summarizing school and community support of and/or opposition to the proposed change. This report will be submitted to the superintendent.
- D. If the building was originally named after a local person, a good faith effort must be demonstrated to contact and seek input from the relatives of the person before a name change is approved.
- E. The superintendent will provide a written report to the board at the next board meeting.

ADOPTED: 9.24.18

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## Student Records

### Policy 3231

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law. All information related to individual students will be treated in a confidential and professional manner. When information is released in compliance with state and federal law the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Services Districts Records Retention Schedule, both of which are published on the Secretary of State's website at: [www.sos.wa.gov/archives/recordsretentionschedules.aspx](http://www.sos.wa.gov/archives/recordsretentionschedules.aspx)

Student records are the property of the district but will be available in an orderly and timely manner to students and parents. "Parent" includes the state Department of Social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district which permits prospective employers to review the student's transcript. Parental or adult student consent will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

A grades report, transcript, or diploma will not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment. If a student has transferred to another school district that has requested the student's records, but the student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions will be sent to the enrolling school. The content of those records will be communicated to the enrolling district within two school days and copies of the records will be sent as soon as possible. The official transcript will not be released until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine. *However, for students who meet the definition of homeless, the district will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.*

The superintendent will establish procedures governing the content, management and control of student records.

<b>Cross Reference:</b>	Policy 2100	Educational Opportunities for Military Children
	<i>Policy 3115</i>	<i>Students Experiencing Homelessness – Enrollment Rights and Services</i>
	Policy 3211	Transgender Students
	Policy 3520	Student Fees, Fines or Changes
	Policy 4020	Confidential Communications
<b>Legal References:</b>	Policy 4040	Public Access to District Records
	20 U.S.C. § 1232g	Family Education Rights and Privacy Act
	CFR 34, Part 99	Family Education Rights and Privacy Act Regulations

42 U.S.C 11431 et seq RCW 28A.150.510  RCW 28A.195.070 RCW 28A.225.151 RCW 28A.225.330  RCW 28A.230.120  RCW 28A.230.180  RCW 28A.600.475  RCW 28A.605.030  RCW 28A.635.060  RCW 40.24.030 Chapter 246-105 WAC  Chapter 392-172A WAC Chapter 392-182 WAC Chapter 392-415-WAC WAC 181-87-093  WAC 392-121-182 WAC 392-122-228  WAC 392-500-025	McKinney-Vento Homeless Assistance Act Transmittal of education records to DSHS—Disclosure of educational records—Data sharing agreements—Comprehensive needs requirement document—Report Official transcript withholding – Transmittal of information Reports Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules High school diplomas — Issuance — Option to receive final transcripts —Notice Educational and career opportunities in the military, student access to information on, when Exchange of information with law enforcement and juvenile court officials – Notification of parents and students. Student education records – Parental review—release of records—Procedure Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected Address Confidentiality Program — Application — Certification Immunization of child care and school children against certain vaccine-preventable diseases Rules for the provision of special education Student Health Records Secondary Education- standardized high school transcript Failure to assure the transfer of student record information or student records Alternative learning experience requirements Alternative learning experiences for juvenile students incarcerated in adult jail facilities <a href="#">Pupil tests and records – Tests – School district policy in writing</a>
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**Management Resources:**

- 2019 *July Issue*
- 2018 [December 2018 – December Policy Issue](#)
- Updated 2014 [Records Retention Schedule for School Districts and ESDs](#)
- 2014 [December Issue](#)
- 2013 [February Issue](#)
- 2010 [February Issue](#)
- 2003 [December Issue](#)
- 2001 [April Issue](#)

ADOPTED: 5.8.06  
REVISED: 10.3.16 |

## Medication at School Policy 3416

### GENERAL STATEMENT

Under normal circumstances, all student medications, both ~~prescribed~~ prescription and over the counter (OTC) medications, should be administered before and/or after school hours under supervision of the parent/guardian. ~~When it is necessary for a student to receive prescription or OTC oral medication, topical medication, eye drops, ear drops, or nasal spray from an authorized staff member at school or at school-sponsored events,~~ the parent/guardian must submit a written parental request and a written authorization form from a licensed healthcare practitioner (LHP), prescribing within the scope of his or her prescriptive authority. ~~If the medication will be administered for more than fifteen consecutive days,~~ the LHP must also provide written, current and unexpired instructions for the administration of the medication.

### Procedures

The superintendent/designee shall establish procedures for ~~required and proper:~~

- A. ~~Designating Delegating, training and supervision of staff members in the~~ who may administer medication to students by a physician or registered nurse;
- B. ~~Designating staff members who may administer prescribed or non-prescribed medication to students~~ Training, delegation, and supervision of staff members in the administration of medication to students by a registered nurse (RN), including oral medication, topical medication, eye drops, ear drops, and/or nasal spray;
- C. ~~Obtaining signed and dated parental~~ parent/guardian and LHP request and authorization for the administration of medications, including instructions from the LHP if the medication is to be given for more than fifteen (15) days; and health professional requests for the dispensing of prescribed or non-prescribed medications, including instructions from the health professional;
- D. ~~Storing prescribed or non-prescribed medication in a locked or limited access facility;~~ Transporting medications to and from school;
- E. ~~Maintaining records pertaining to the administration of prescribed or non-prescribed medication;~~ and Storing medication in a locked or limited access area;
- F. ~~Permitting, under limited circumstances, students to carry and self-administer medications necessary to their attendance at school;~~ and Labeling medication;
- G. ~~Permitting possession and self-administration of over the counter topical sunscreen products. This procedure may include product identification, storage, limitations of volume of sunscreen product possessed, time and circumstances of use, and such other reasonable conditions deemed necessary~~ Administration of medication, including identification of student and medication;
- H. Documenting administration of medication , including errors, reactions, or side effects;

- I. Disposing of medications;
- J. Maintaining records pertaining to the administration of medication;
- K. Maintaining student confidentiality;
- L. Permitting, as appropriate, possession and self-administration of medications necessary for student school attendance;
- M. Permitting possession and self-administration of over the counter topical sunscreen products (see Sunscreen Section below); and
- N. Reviewing and evaluating of medication practices and documentation

School District Policy and Procedure 3419 – Self-Administration of Asthma and Anaphylaxis Medication and

School District Policy and Procedure 3420 – Anaphylaxis Prevention and Response govern the use of injectable medication for the treatment of anaphylaxis

#### **Inhalers, Injections, Suppositories**

~~Nasal inhalers, suppositories and non-emergency injections may not be administered by school staff other than registered nurses and licensed practical nurses. No medication will be administered by injection by school staff except when a student is susceptible to a predetermined, life-endangering situation (See Policy 3420, Anaphylaxis Prevention and Response). In such an instance, the parent will submit a written and signed permission statement. Such an authorization will be supported by signed and dated written orders accompanied by supporting directions from a licensed health professional. A staff member will be trained prior to injecting a medication.~~ **Except for limited situations, no school staff other than an RN or licensed practical nurse (LPN) may administer suppositories, rectal gels, or injections (except for emergency injections for students with anaphylaxis, as stated in School District Policy and Procedure 3419 – Self Administration of Asthma and Anaphylaxis Medication and School District Policy and Procedure 3420 – Anaphylaxis Prevention and Response. In some situations, a parent designated adult (PDA) may administer certain injections.**

#### **Discontinuing Medications**

If the district decides to discontinue administering a student’s medication, the superintendent or designee must provide notice to the student’s parent/guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

#### **SUNSCREEN Special Exception to General Statement**

Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff without a written prescription or note from a licensed health care provider if the following conditions are met:

- A. The product is regulated by the US Food and Drug Administration as an over-the-counter



sunscreen product; and

- B. If possessed by a student, the product is provided to the student by a parent/ guardian.

### MEDICAL MARIJUANA

Washington State law (RCW 69.51A.060) permits the use of medical marijuana, however, federal law (Title IV-Part A - Safe and Drug Free Schools and Communities and the Controlled Substances Act (CSA) (21 U.S.C. 811) prohibits the possession and use of marijuana on the premises of recipients of federal funds including educational institutions. School nurses may not administer medical marijuana. See 3423 – Parental administration of Marijuana for Medical Purposes regarding parental administration of medical marijuana on school grounds, school bus and school sponsored activities.

#### ~~Administration of legend (prescribed) drugs or controlled substances by nasal spray:~~

~~If a school nurse is on the premises, he/she may administer a nasal spray containing a prescribed drug or controlled substance to a student. If a school nurse is not on school premises, a nasal spray containing a legend (prescribed) drug or controlled substance may be administered by: 1)a trained school employee, provided that person has received appropriate RN delegation and volunteered for the training pursuant to RCW 28A.210.260; 2)a parent designated adult.~~

#### **Required Notification of EMS**

~~After a school employee who is not a school nurse administers a nasal spray that is a legend drug or a controlled substance, the employee shall summon emergency medical assistance as soon as practicable.~~

Cross Reference:	Policy 3420	-	Anaphylaxis Prevention and Responses
	Policy 3419	-	Self-Administration of Asthma & Anaphylaxis Medication
	Policy 3423	-	Parental Administration of Marijuana for Medical Purposes
Legal References:	RCW 28A.210.260	-	Public and Private Schools – Administration of Medication by – Conditions
	RCW 28A.210.270	-	Public and Private Schools – Administration of Medication – Immunity from liability – Discontinuance, procedure
Management Resources:	2019	-	July Issue
	2018	-	August 2018
	2017	-	July Policy Issue
	2014	-	February Issue
	2012	-	August Issue
		-	Policy News, February 2001 Oral Medication Definition Expanded

ADOPTED: 5.8.06

REVISED: 6.18.07 | 5.20.13 | 5.26.15 | 1.22.18 |

## Rental or Lease of District Real Property Policy 6112

When district real property is not needed, the board has the authority to call for bids to rent or lease any surplus real property. A notice of the intent to rent or lease property will be published in a newspaper of general circulation in the district at least 45 days before the rental or lease takes effect, if the value of the rental or lease is \$10,000.00 or more. The district may establish a minimum acceptable bid based upon the fair market value, provided that such minimum bid is non-discriminatory within classes of users.

Such property shall be rented or leased for lawful purposes. The rental or lease shall be in the best interests of the district and shall not interfere with the conduct of the district's educational program and related activities. *It is a violation of district policy for any person, including a renter or leaser to carry a firearm or dangerous weapon on district property.* Proceeds from rental or lease of district property which is are in excess of the operational costs incurred for such rental or lease, shall *will* be deposited in the capital projects fund or debt service fund.

*At the option of the board of directors, after evaluating the sufficiency of the school district's capital projects fund for purposes of meeting demands for new construction and improvements, moneys derived from the lease or rental property may be deposited into the district's general fund to be used exclusively for nonrecurring costs related to operating school facilities, including but not limited to, expenses for maintenance.*

Cross References:	Policy 4210	Regulation of Dangerous Weapons
Legal References:	RCW 28A.335.040	Surplus school property, rental, lease or use of – Authorized
	RCW 28A.335.050	Surplus school property, rental, lease or use of – Joint Use
	RCW 28A.335.060	Surplus school property, rental lease or use of – Disposition of monies received for
	RCW 28A.335.070	Surplus school property, rental, lease or use of – Existing contracts not impaired
	RCW 28A.335.080	Surplus school property, rental, lease or use of – Community use not impaired
	RCW 28A.335.090	Conveyance and acquisition of property – Management
	RCW 28A.335.130	Real property – Sale – Use of proceeds

ADOPTED: 2.12.07  
REVISED:

# New Business

- A. Lower Columbia School Gardens Presentation.....Ian Thompson & Lauren Hendrickson
- B. Approval of Design Development Planning for Butler Acres & Carrolls ..... Craig Collins
- C. Approval of Resolution 2019/20-09 Butler Acres & Carrolls Modernization  
.....Scott Westlund
- D. Approval of Resolution 2019/20-10 Guaranteed Maximum Price for Lexington &  
Wallace Elementary Schools with Amendment #3 (Lexington).....Scott Westlund
- E. School Improvement Plans (SIP) (Action) .....Kim Yore
- F. Approval of Resolution 2019/20-08 New Members Elect Attending WSSDA  
.....Mary Beth Tack
- G. Policy 2410 & 2410P Graduation Requirements – 1<sup>st</sup> Reading .....Mary Beth Tack
- H. Policy 2418 & 2418P Waiver of Graduation Credits – 1<sup>st</sup> Reading .....Mary Beth Tack
- I. Superintendents Report .....Mary Beth Tack



Lower  
Columbia  
School  
Gardens  
Presentation

Design  
Development  
Planning for  
Butler Acres  
& Carrolls

**KELSO SCHOOL DISTRICT NO. 458  
RESOLUTION NO. 2019/20—09**

**A Resolution of the Board of Directors certifying  
the approval and use of the Butler Acres and Carroll's Elementary School  
Modernization Design Development Documents**

WHEREAS, Kelso School District No. 458 has contracted with Collins Architectural Group to develop the Design Development documents, with assistance from the Butler Acres and Carroll's Design Advisory Committees, to be used as the basis for construction documents for the Butler Acres and Carroll's Elementary School modernization projects.

THEREFORE, BE IT RESOLVED, that Kelso School District Board of Directors approve use of the Design Development Documents for the Butler Acres and Carroll's Elementary School Modernization Projects.

DATED this 18<sup>th</sup> day of November, 2019.

BOARD OF DIRECTORS  
KELSO SCHOOL DISTRICT NO. 458

\_\_\_\_\_  
President  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Mary Beth Tack, Secretary



November 18, 2019

TO: Mary Beth Tack, Superintendent

FROM: Scott W. Westlund, Chief Financial and Operations Officer

RE: Resolution 2019/20—10, Guaranteed Maximum Price (GMP) for Lexington and Wallace Elementary Schools with Amendment #3 (Lexington).

We are pleased to submit Resolution 2019/20—10 for Board of Director approval at the November 18, 2019 Board meeting.

Resolution 2019/20—10 updates all previous Wallace and Lexington Elementary School Replacement project's Guaranteed Maximum Price agreements and amendments, with the new addition of Amendment #3 for Lexington to include the remainder of the base bids with accepted alternates.

Amendment #3 for Lexington is an additional \$34,889,941, from the last GMP, and establishes the new maximum allowable construction cost and GMP of \$68,884,392 for both Wallace and Lexington projects.

Amendment #3 also addresses the potential for small cost savings related to a few bids still under negotiations and value engineering considerations. There are a few alternate bids that may be reconsidered as the project proceeds forward, but it is not anticipated.

We are still maintaining construction contingencies of approximately 5% for both projects. With this we are confident that the project is and will remain within budget.



**RESOLUTION RECOMMENDING APPROVAL OF NEGOTIATED  
MAXIMUM ALLOWABLE CONSTRUCTION COST**

**KELSO SCHOOL DISTRICT NO. 458**

**RESOLUTION 2019/20--10**

**A Resolution of the Board of Directors recommending approval of the negotiated Maximum Allowable Construction Cost and Guaranteed Maximum Price (GMP) for the Wallace Elementary School Replacement (N/L) and Lexington Elementary School projects.**

**BE IT RESOLVED** that for the purpose of compliance with WAC 392-344-110, the Kelso School District Board of Directors recommends approval of the negotiated Maximum Allowable Construction Cost from FORMA Construction for the construction of the Lexington Early Site Packages (Amendment 1, Amendment 2, Amendment 3), and the Wallace Elementary School Replacement (N/L) project as follows:

MMACC #1 (Amendment 1) Early Site Package	\$3,917,280
MMACC #2 – (Amendment 2) Remainder of Base Bid with Accepted Alternates	<u>\$23,848,625</u>
<b>Total GMP Wallace</b>	<b>\$27,765,905</b>
MMACC #1 (Amendment 1) Early Site Package Soils	\$4,645,720
MMACC #2 – (Amendment 2) Early Site Package Civil	\$1,582,826
MMACC #3 (Amendment 3) Remainder of Base Bid with Accepted Alternates	<u>\$34,889,941</u>
<b>Total GMP Lexington</b>	<b>\$41,118,487</b>
<b>TOTAL COMBINED GMP TO DATE</b>	<b><u>\$68,884,392</u></b>

Dated this 18th day of November, 2019, at a regular meeting of the Board of Directors, Kelso School District No. 458.

KELSO SCHOOL DISTRICT NO. 458  
Board of Directors

\_\_\_\_\_  
Board President

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attest:

\_\_\_\_\_  
Secretary to the Board

School  
Improvement  
Plans (SIP)



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**2019/20**  
**School**  
**Improvement**  
**Plans**  
**(SIP)**







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**2019/20**  
**Barnes**  
**Elementary**  
**(SIP)**







# Barnes Elementary School

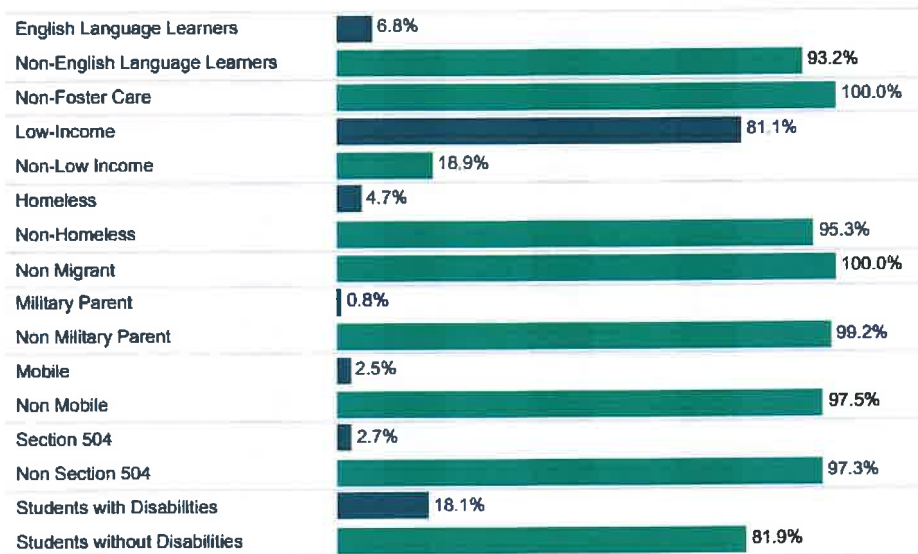
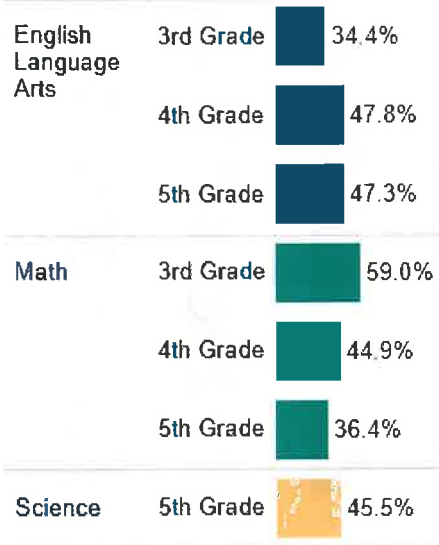
## SCHOOL IMPROVEMENT DATA

### 2018-2019



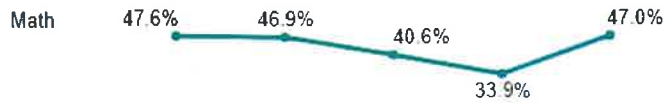
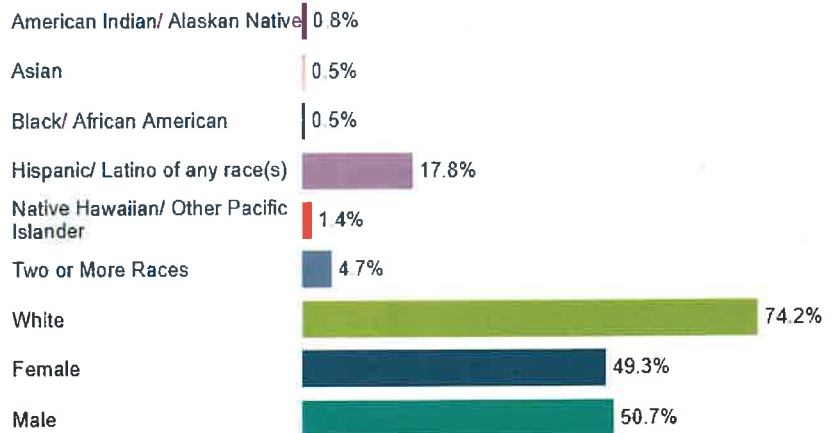
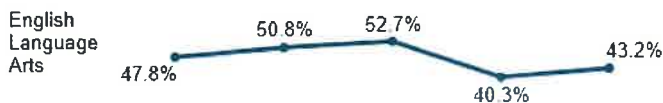
What percent of students met standards in each grade?

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



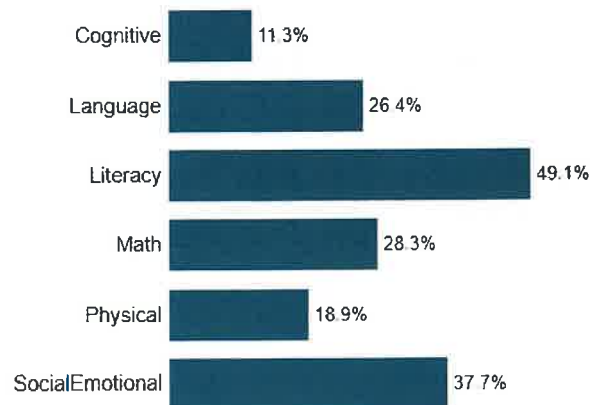
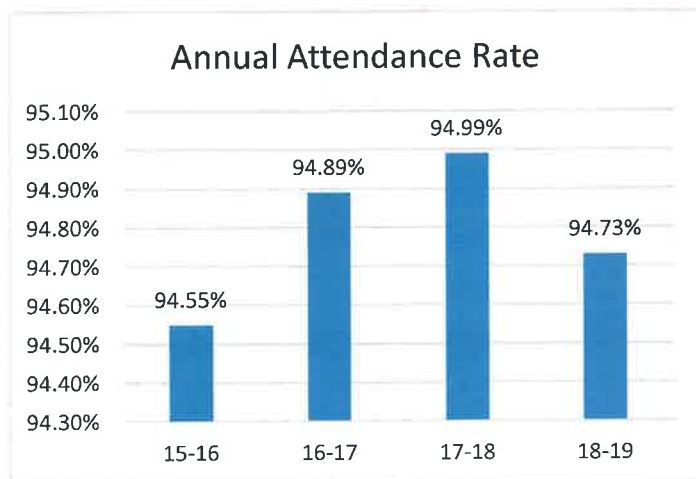
What percent of students met standards over time?

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



2014-15 2015-16 2016-17 2017-18 2018-19

Which area of development and learning are children most prepared for kindergarten? Least prepared?

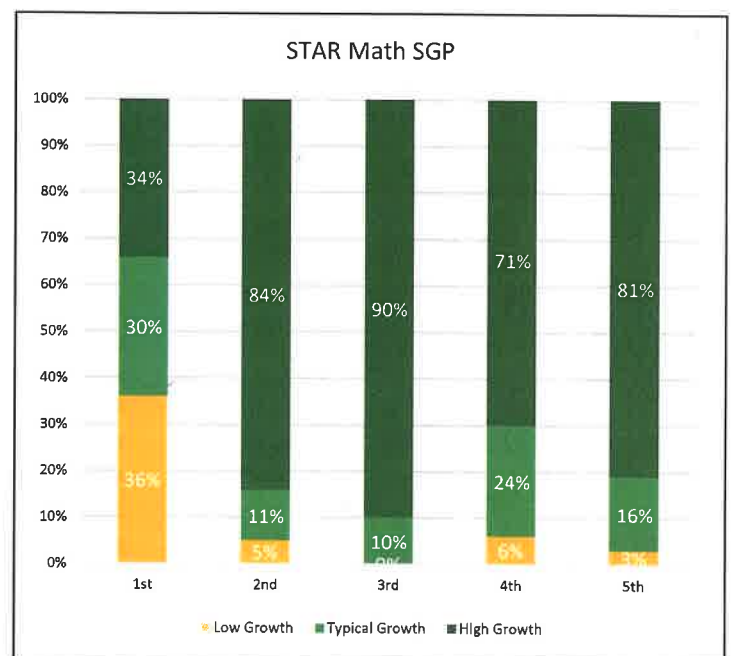
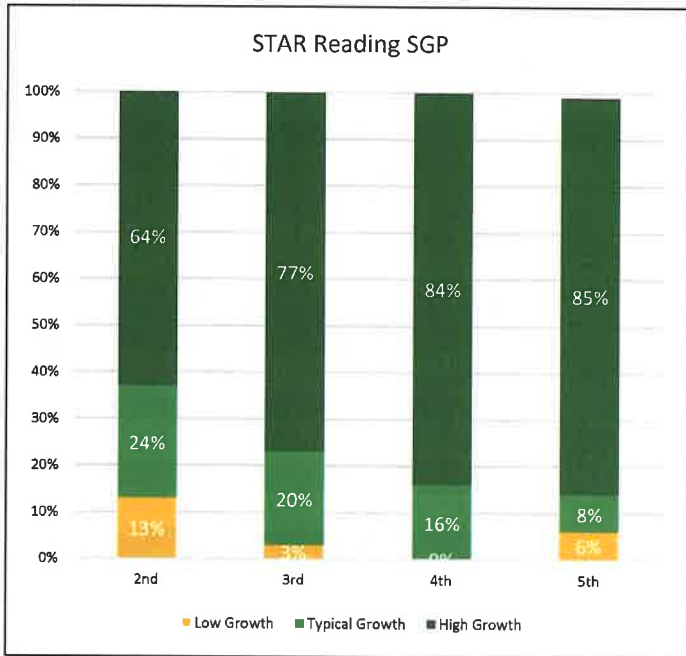




# Barnes Elementary School

## SCHOOL IMPROVEMENT DATA

### 2018-2019



Student Growth Percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers).

The Washington School Improvement Framework (WSIF) is a combination of academic indicators with school quality and student success indicators over three years ('16, '17, '18). These indicators are combined into a weighted score for all student which was used to identify schools for Comprehensive or Targeted supports.

## ESSA Washington School Improvement Framework for Barnes Elementary

### 2016 - 2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	49.2%				43.6%			50.7%	47.0%	15.0%	9.3%
Math Proficiency Rate	41.8%				25.5%			45.4%	39.4%	10.0%	8.2%
ELA Median SGP	46				42			47	46		42
Math Median SGP	33				27			33	31		34.5
Graduation Rate											
EL Progress Rate*	38.7%										
Regular Attendance Rate	90.8%				93.1%		84.1%	90.5%	90.0%	89.4%	85.5%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

\*The EL Progress measure only applies to students who are English Learners.

Deciles





## SCHOOLWIDE PLAN

Name of Principal: Angie Hansen

Date: October 25, 2019

Mission: Let's Make it Happen!



Vision: We, the staff of Barnes Elementary School, are committed to providing a climate that fosters the academic quality and responsible behaviors required to reason, communicate, and live with dignity in a safe and civil society.

### BEAR Beliefs

- Be respectful
- Be Extremely safe
- Always be kind
- Be Respectful to all

## COMPONENT #1: NEEDS ASSESSMENT

### PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Barnes Elementary is a kindergarten through grade 5 school located in Kelso, Washington; one ECEAP Headstart program is located on our campus. Barnes Elementary School is part of the Kelso School District and serves approximately 365 students. Of those 365 students, 6.8% are English Learners, 18.1% are Students with Disabilities (Special Education), 2.7% are Section 504, and 81.1% are Low Income. The staff is made up of approximately 29 Certificated Staff, 20 Classified, 2 Office Staff, and 2 Administrative Staff.

The staff at Barnes Elementary is an experienced staff with one new teacher employed this school year.

Currently, certificated staffing at Barnes is:

29 certificated staff

- 18 Classroom Teachers
  - 3 at each grade level
- 4 Special Education Teachers
  - Structured Learning Center
  - 2 Significant Program
  - Resource Room
- 2.5 Specialists (Music, PE, .5 Library)
- .5 Instructional Coach
- 1 Title I/LAP Coordinator
- .6 FTE School Psychologist
- .6 FTE School Counselor
- 1 Speech and Language Pathologist
- Services are provided from district Occupational and Physical Therapists

2 Office Staff

- School Secretary
- Health Room Clerk

20 Classified Staff

2 Administrative Staff (Principal, Assistant Principal)

### Focus on Data

**Data Wall** - This school year, Barnes established a conference/data room for teams to collaborate, analyze data, and plan responses for student interventions. We meet as individuals and small groups (grade level PLCs) to review data and set goals. We also use this room for staff professional development. We have our AVID school goals posted, along with our Wednesday Early Release (WER) schedule for the year, as well as our yearly and monthly data.

We use the following data to inform instruction and identify appropriate interventions for academics, behavior, and attendance:

- **Formative Assessments-** We have frequent and regular progress monitoring using monthly STAR math and reading assessments, and use multiple report forms to review STAR data. These data points inform movement between intervention groups based on individual student needs and skill deficits. We also use phonemic awareness and phonics screeners to help identify specific areas of need for students in order to place them in targeted intervention groups.
- **Benchmark Assessments-** Fall/Winter/Spring district benchmark assessments are used to monitor student growth over time.
- **Other Assessments-**These include the ReadyGEN Performance Based Assessments (PBAs). These are used (K-5) as formative and summative assessment pieces throughout the year, measuring student achievement on Washington State ELA learning standards.
- **Math Unit Assessments-** Students are identified for math intervention groups and receive paraprofessional push-in support based on analysis of math unit assessments and monthly STAR assessments.
- **Early Literacy Assessment-**The Kelso Kindergarten Assessment is used to monitor progress toward state standards. STAR Early Literacy is also part of progress monitoring for kindergarten and first grade, while second grade uses STAR Reading.

The progress made with the SIP plan will be reviewed every trimester/ benchmark (three times), and will be discussed at the following WER Building days to review progress towards achieving school-wide goals, and make adjustments as needed. Frequent and regular progress monitoring using 8 week intervals for Title I/LAP interventions and monthly testing on STAR math and reading.

The Schoolwide Tiered Models of Instruction within Math, ELA, and Social and Emotional Learning include three tiers:

- Tier 1 includes our Core instruction for all students: 105 minutes of Core Reading, 60 minutes of Core Math, and 30 minutes of Core Social Emotional Learning.
- Tier 2 includes additional interventions implemented according to data (10-15% of students) (30 minutes of Title 1, SpEd, and/or TSEC support)
- Tier 3 includes additional intervention for our most intensive students (0-5%). These students are identified by our Student Intervention Team (SIT) and a PBIS Tier 3 team to develop individual student goals/plan.

## COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

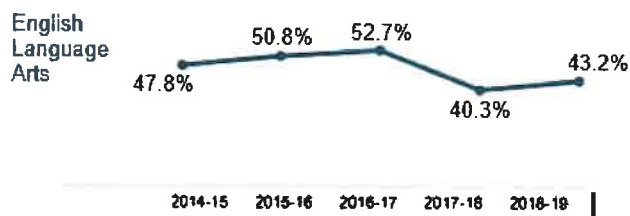
### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

#### English Language Arts

##### DATA STATEMENT

Year 2 of ReadyGEN ELA (K-5), with Open Court foundational materials (K-1), will be taught with fidelity in all classrooms which will positively impact student achievement in all areas of language arts.

The current Smarter Balance Assessment (SBA) trend data reveal scores increased at a rate of 2-3% from 2014-2017, but declined by more than 12% in 2017-18. As of 2018-19, ELA scores are on an upward trend..



##### GOAL STATEMENT

Although SBA measures all of the Language Arts, our goal will be based on STAR Reading.

- 30% of students in grades 2-5 who scored below benchmark as measured by STAR data in the fall, will show high growth (more than one year's growth) by June 2020.
- 30% of students in kindergarten who scored below benchmark as measured by STAR Early Literacy data in the winter, will show high growth (more than .5 year's growth) from January-June 2020.

- 30% of students in 1st grade who scored below benchmark as measured by STAR Early Literacy data in the fall, will show high growth (more than one year's growth) by June 2020.

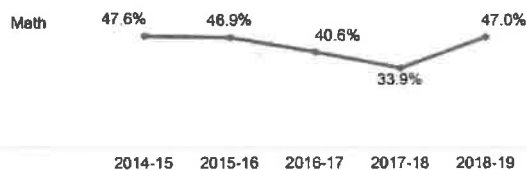
### **SBA Participation**

In 2018-19 school year, Barnes had a participation rate of 89.1% (33 of our 37 Special Education students). In 2019-20, 100% of our Special Education students will participate in the SBA.

## Math

### **DATA STATEMENT**

The current SBA trend data reveal declining scores consistently between 2014-2017, with a significant decline between 2017 and 2018. As of 2018-19, math scores increased by approximately 13%.



### **GOAL STATEMENT**

30% of students in grades 1-5 who scored below benchmark as measured by STAR data in the fall, will show high growth (more than one year's growth) by June 2020.

30% of student in kindergarten who scored below benchmark as measured by STAR data in the winter, will show high growth (more than .5 of a year's growth) by June 2020.

### **SBA Participation**

In 2018-19 school year, Barnes had a participation rate of 91.9% (34 of our 37 SpEd students). In 2019-20, 100% of our Special Education students will participate in the SBA.

### MEASUREMENT

- STAR Reading
- STAR Early Literacy
- ReadyGEN: PBAs, Text Selection Tests, Unit Tests
- Reading Fluency Assessments
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Curriculum Based Measures (easyCBM)
- Phonics Screener for Intervention (PSI) for 95% Group
- Washington Kindergarten Inventory of Developing Skills (WaKIDS)
- Educational Software for Guiding Instruction (ESGI)
- SBA Summative
- STAR Math
- Math Unit Assessments
- Fact Fluency Assessments

## Social Emotional Learning (SEL)

Barnes Elementary implemented a Multi-Tiered System of Support(s) (MTSS) with the assistance of the district's Social and Emotional Learning Department. These teams include:

- Tier 1- Positive Behavioral Interventions & Supports Team(PBIS); also known as "Climate and Culture Team". This team meets to monitor Tier 1 systems and refine school-wide practices and evaluate their effectiveness. In addition, they will meet with district leaders throughout the school year to review the fidelity data that measures how closely our school is implementing our Tier 1 system.

- Tier 2- This team ensures students receive timely access to interventions, oversee implementation, and regularly use data to monitor student progress and evaluate the program's overall outcomes.
- Tier 3 - This team meets to be sure students who need additional support have access to those systems, and ensure the supports are successful.

#### **DATA STATEMENT**

Current Schoolwide Information System (SWIS) behavior data of the 2018-2019 school year revealed that 76.53% (Tier 1) of our student body had between 0-1 major discipline incidents. 12.53% (Tier 2) had between 2-5 major discipline incidents. 10.93% (Tier 3) of our student body had over six major discipline incidents documented last school year.

#### **GOAL STATEMENT**

By June 2020, Barnes Elementary School will increase positive student behaviors that promote learning and respectful interactions. This will be evidenced by a reduction in the number of students identified as Tier 2 or Tier 3 (2 or more documented behavioral incidents). Our goal is to increase the percentage of Tier 1 students (0-1 major behavioral incidents) from 76.53% in 2018-2019 to 85% in 2019-2020.

#### Data Management:

- Schoolwide Information System (SWIS)
- Skyward
- Homeroom

#### **Advancement Via Individual Determination (AVID)**

Barnes currently has 5 classroom teachers in grades 2-5 and one Physical Education teacher (Amy Coy, Cody Olsen, Karen James, Laci Epperson, Mark Blacklock, and Jerry Wilson) trained in AVID. By June 2020, these teachers will utilize AVID instructional strategies and focused note-taking strategies to increase student organization and learning success.

By June 2020, Barnes will achieve all four AVID site team goals in the areas of:

- Instruction-Teachers will routinely use focused note-taking in at least one subject area using the 2 or 3 column note-taking assessment tool monthly.
- Culture-Increase family participation through enrichment activities that promote shared cultural experiences, as well as increasing awareness of college and career possibilities. Some examples of this are/will be: "College Wear Wednesdays" and college pennants in all AVID classrooms. We will also organize a family event to share information with families about AVID.
- Systems-Our site team will create vertical articulation among grades 2-5 AVID trained teacher classrooms that will help support students on their path to college readiness.
- Leadership-We will create and communicate the school's mission and vision statements and communicate these to our stakeholders--students, families, staff, and community members.

### **COMPONENT #3: ACTIVITIES TO ENSURE MASTERY**

#### **PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY**

##### English Language Arts

- All K-5 teachers will design and deliver instruction as prescribed in the 5D+ Model, and integrate Guided Language Acquisition Design (GLAD) and/or AVID instructional strategies as needed.
- 105 minutes of ELA instruction per day for all students using the ReadyGEN curriculum aligned to Washington State Learning Standards.
- Open Court Foundational Skills curriculum provided to all K-1 students daily
- Common Planning Time provided for all grade level teams in the master schedule
- All grade level teachers receive support from our Building ELA coach (Lynette Oswald) and from our District ELA Coaches, Jan Rauth (grades K-2), and Marilyn Melville (grades 3-5)) during the second year of implementation of ReadyGEN ELA curriculum, including (but not limited to) modeled lessons, team support meetings, and check-in meetings throughout the year.
- All grade level teachers participate in ELA district-wide Professional Development and implement strategies into their daily lessons.
- All teachers participate in Professional Learning Communities for professional collaboration on Wednesday Early Release days (WERs)

- Teachers in grades K – 5 will assess all of their students with STAR ( K-1,STAR Early Literacy; 2-5 Star Reading) to help identify students who are in need of intervention, grade level materials, or enrichment. STAR reports will be analyzed to inform instructional decisions.
- Provide additional support for students performing below benchmark. Support may include, modified instruction, classroom environment changes, extended learning time, Tier 2 and Tier 3 interventions, etc.
- Data Teams review monthly STAR Student Growth reports, student performance data spreadsheets, implementation of differentiated instruction, and implementation of ReadyGEN.
- ELA K-5 team will meet three times throughout the school year to ensure coherence in student learning across the system
- Continued use of additional professional development from a variety of sources, including Jan Rauth, our district expert in Title I schools and successful interventions and instructional strategies.
- SBA participation: All staff will provide SBA testing information to our families to increase participation. SBA testing information will also be provided in the monthly newsletter, Remind messages, Reader Boards, and on our school website. In addition, we will work with our SpEd teachers and department to identify barriers SpEd students have to testing participation, and then provide the necessary tools and support for students to have access to SBA testing.

### Math

- All grade level teachers will participate in Professional Development (provided by a WEA Math Consultant), four days throughout the school year on Washington State Learning Standards.
- All teachers will collaborate during common planning time and Professional Learning Communities as provided for in the master schedule and Wednesday Early Release Days
- Teachers will access the District Math Coach (Gunnar Gottormsen) for assistance and professional development as needed.
- All grade level teachers will provide 60 minutes of daily Math instruction to students
- Provide additional support for students performing below benchmark. Support may include modified instruction, classroom environment changes, extended learning time, Tier 2 and Tier 3 interventions, etc.
- Data Team review monthly STAR student Growth reports, student performance data spreadsheets, implementation of differentiated instruction, and implementation of Math Connects.
- SBAC participation: All staff will provide SBA testing information to our families to increase participation. SBA testing information will also be provided in the monthly newsletter, Remind messages, Reader Boards, and on our school website. In addition, we will work with our SpEd teachers and department to identify barriers SpEd students have to testing participation, and then provide the necessary tools and support for students to have access to SBA testing.
- Smarter Balanced Interim Assessments and Math unit assessments will be analyzed by grade level PLCs in order to determine lesson plan construction and targeting student needs by skill.

### Social Emotional Learning

#### Student Behavior:

- Tier 1 Strategies: Climate/Culture/PBIS monthly team meetings, PBIS manuals/guides, Bear Paws, Classroom Behavior Matrix, Bear Cave Bootcamp (3 times a year), after school recognition, Bear-a-Palooza, PAWS, SLANT, LINES, and LUNCH  
SWIS Data system will be used to track student discipline by student, grade level, teacher, and location – academic data will also be tracked to see what effect student discipline has on student academic progress. The Data Team reviews monthly Student Growth reports, student performance data spreadsheets, implementation of differentiated instruction, and implementation of Second Step SEL curriculum..
- Tier 2 Strategies: At Risk Behavior Universal Screener (3 times per year) identifies: Fresh Start (Check-in/Out), Individual and group counseling, lunch buddies, T-sec scheduled breaks , and specific skill groups.
- Tier 3 Strategies: Weekly meeting with Social Emotional Learning (SEL) District Leaders, Mental Health Support, Functional Behavior Assessments (FBA)
- Counseling and Intervention Room (regulation center) for all three Tiers

#### Attendance:

- Tier 1 Strategies: Implement all PBIS systems with fidelity. All teachers will make positive contacts/calls home monthly for Bear Paw Winners.
- Tier 2 Strategies: All teachers will identify students who are not coming to school regularly and make contact/phone calls home a minimum of two (2) times per month.
- Tier 3 Strategies: Individual Student Plan, BECCA Bill, Truancy Board

## COMPONENT #4: COORDINATION AND INTEGRATION

### PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Title 1/LAP funds are used to provide additional staffing and materials to support instruction and student learning. We utilize an instructional coach, a Title 1/Lap Coordinator, and paraprofessionals to provide intervention in reading and math. We use these funds to support the social-emotional and behavioral needs of our students through a social-emotional center (T-SEC) to practice regulation skills.

Our school strives to create a welcoming environment that strongly encourages parent and community participation in school activities. Through these partnerships we hope to create family and community connections which will support student achievement and decrease student behavior. Our Title/LAP funded engagement activities include:

- Youth and Family Link
- Literacy Night
- Math Night
- Climate & Culture Night
- Title I Informational Meeting
- Barnes Bears Boosters (Parent Advisory)
- Parent-Teacher Conferences
- Open House
- Veteran's Day Assembly
- Martin Luther King day Assembly
- Annual Book Fair
- Read Across America
- School Music Concerts
- Talent/Variety Show
- Carnival/Bingo Night
- Spelling Bee
- Grandparents Luncheon
- Barnes Giving
- Donuts for Dads
- Muffins for Moms
- RoarStock (Attendance incentives)

Students at Barnes Elementary School have access to a variety of services. These include:

- Fresh Start/Check in
- Homework Room before/after school
- Access to the T-SEC room
- Youth & Family Link (Explorers Club) after school program
- Intramural Program
- Math Remedial Groups
- Reading Remedial Groups
- Bear Cave (Advisory Program)
- Jump Rope for Heart
- Backpack Buddies
- Garden Club
- Individual and Group Counseling



2019-2020 School Improvement Plan

School: Barnes Grade Levels: K-5

Participant Name & Signature

Title

Kately Kuning  
 Linda Fashing  
 Kimberly Lomen  
 Lisa Payne  
 Andy Lundberg  
 Mark Foxonah  
 Alysha L. Gossen  
 Grace Mendley  
 Tessa Hensley  
 Cully Dr. Coe  
 Mark Blacklock  
 Mary Beatty

para (sub)  
 Para  
 Paraeducator  
 Paraeducator  
 Assistant Principal  
 Parent  
 Health Specialist  
 para educator  
 Teacher  
 Teacher  
 Teacher





2019-2020 School Improvement Plan

School: Barnes Grade Levels: K-5

Participant Name & Signature

Celeste Cannon  
 Khonda Hennessee  
 Kelsey Schuelke  
 Julie Gards  
 Ginny Wightman  
 Holly Frase  
 Christina Hess  
 Emilia Pavao  
 Katarayue  
 Megan Hammond  
 Julie Morse  
 Danielle Thomas  
 Julie Briggman  
 Kar Enotom  
 Keaton Melonaki  
 Jaline Meija  
 Jeany Wilson  
 Laci Epperson  
 Heidi Stevens

Title

Para  
 Teacher 3rd Grade  
 Title I paraeducator  
 Para educator  
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 teacher



2019-2020 School Improvement Plan

School: BARNES

Grade Levels: K-5

Participant Name & Signature

Title

Hannah  
 Ashley Caulfield  
 Thomas Ryan  
 Thomas Ryan  
 Monica Barney  
 Richard Smith  
 Samantha Kuhlmeier  
 Lynette Oswald  
 Kelli Stewart  
 Lorri Dunn  
 Shawna Corl  
 Cody Olsen  
 Tiffany Phillips  
 Tiffany Phillips  
 Marissa Olin  
 Jayna Warts  
 Open Assistant for Cherie per text  
 Rebecca Viscuso  
 Kaven S James  
 Sean Sattergood  
 Angela Dym  
 Angela Dym  
 Amy Allison

PRINCIPAL  
 Parent  
 School Psychologist  
 1st Grade Teacher  
 Head Custodian  
 Paraprofessional  
 Librarian/Instructional Coach  
 Resource/SPED Teacher  
 Resource TA  
 3rd Grade Teacher  
 Secretary  
 SPED Teacher  
 SLPA  
 Kinder teacher  
 Counselor  
 4th grade teacher  
 5th Grade Teacher  
 Title Coordinator  
 Special Education Teacher, Dis.





**2019/20**

**Beacon Hill  
Elementary  
(SIP)**









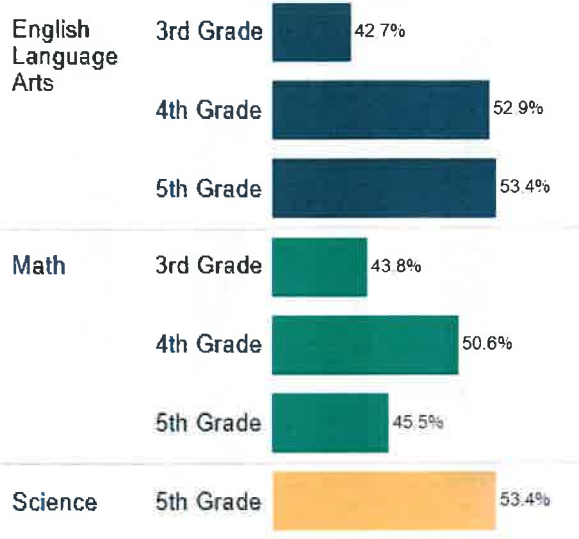
# Beacon Hill Elementary School

## SCHOOL IMPROVEMENT DATA

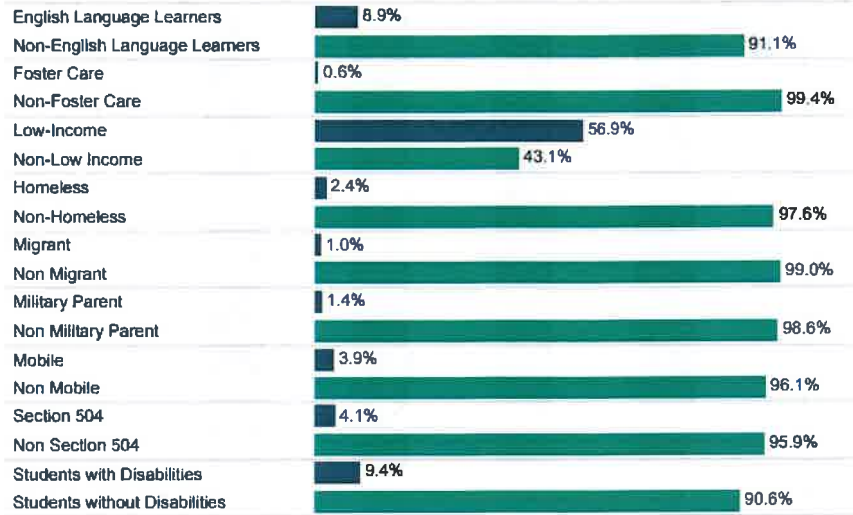
### 2018-2019



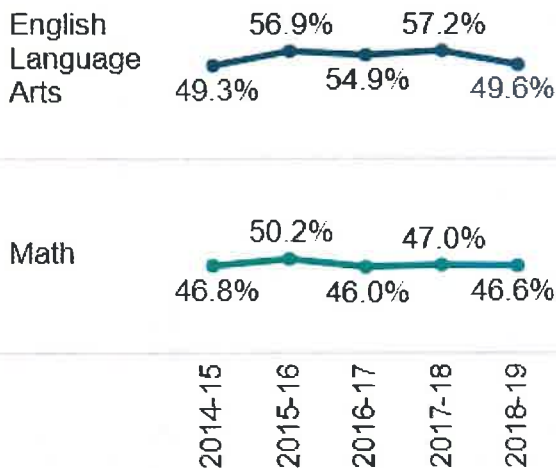
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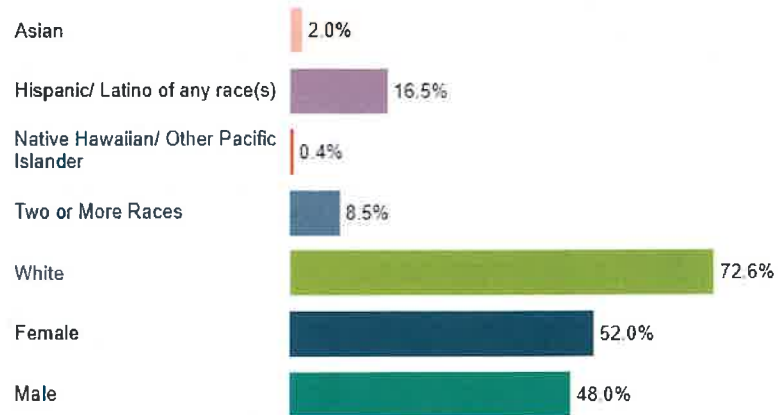
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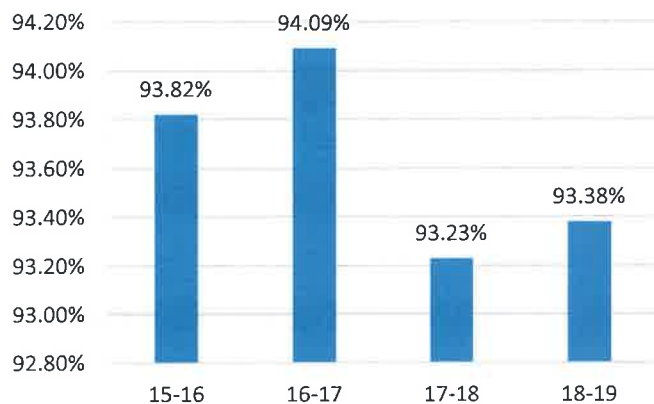
What percent of students met standards over time?



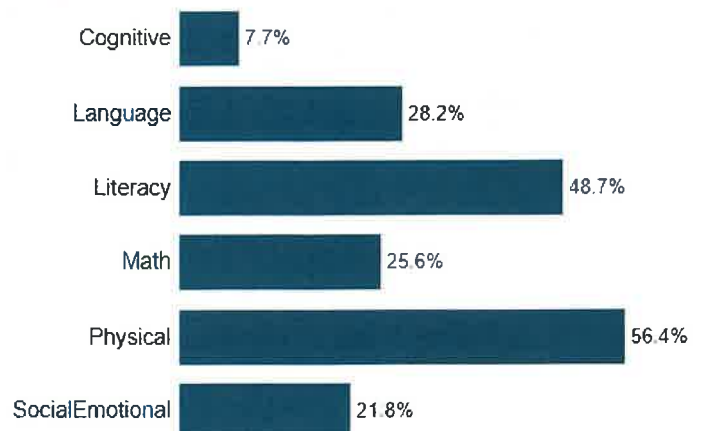
How many students were enrolled at the beginning of the school year, by student demographics?



Annual Attendance Rate



Which area of development and learning are children most prepared for kindergarten? Least prepared?

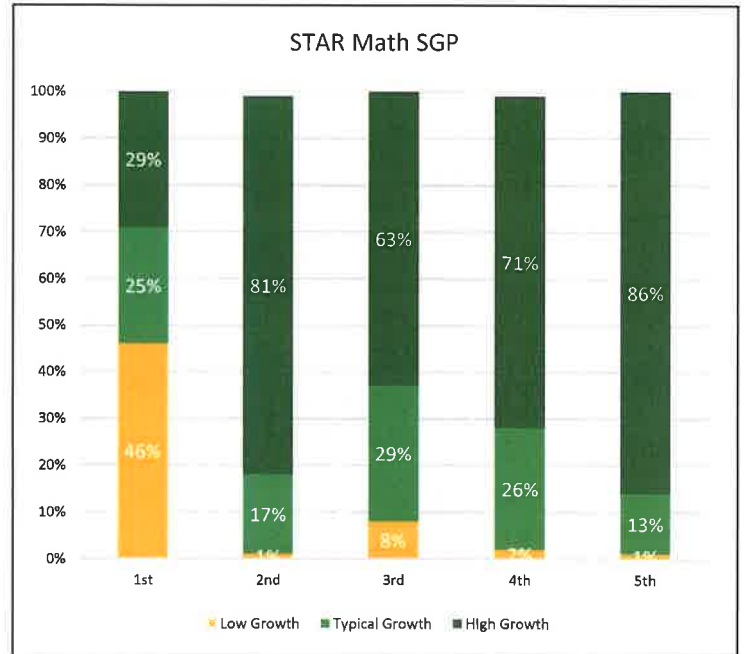
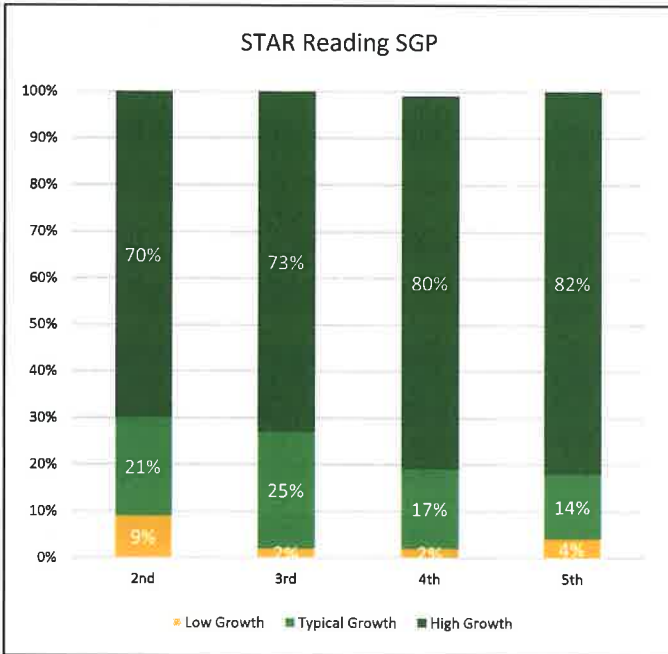




# Beacon Hill Elementary School

## SCHOOL IMPROVEMENT DATA

### 2018-2019



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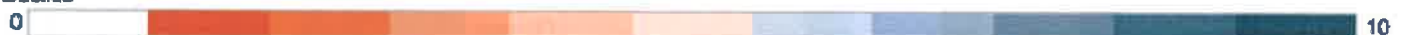
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	All Students	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	56.9%			43.2%			60.5%	46.5%	12.0%	11.1%
Math Proficiency Rate	48.0%			34.7%			51.9%	35.6%	10.2%	11.2%
ELA Median SGP	41			46		39	40.5	40	40	38.5
Math Median SGP	42			42		35	43	39.5	42	37
Graduation Rate										
EL Progress Rate*	63.5%									
Regular Attendance Rate	88.9%			89.8%		83.6%	89.1%	83.9%	89.6%	83.4%
Ninth Grade On Track Rate										
Dual Credit Rate										
Final Score										

\*The EL Progress measure only applies to students who are English Learners

Deciles





## SCHOOLWIDE PLAN

Name of Principal: Len Hiatt

Date: October 11, 2019

### Mission

To hold rigorous academic expectations while developing safe, responsible and respectful students that are ready for middle school and beyond.

### Vision

We're All In



## COMPONENT #1: NEEDS ASSESSMENT

### PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

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

#### Student Demographics

Beacon Hill is the largest elementary school in the Kelso School District with 497 students. Our student population consist of 72.6% white students, 16.5% Hispanic, 8.5% Two or More Races, 2.0% Asian, 0.4% Native Hawaiian/Other Pacific Islander. 56.9% of Beacon Hill's students come from low-income families, 8.9% of our students are English Language Learners, and 9.4% are served in Special Education. 52% of our students are female and 48% male.

#### Levels of Achievement

The current levels of achievement for Beacon Hill third, fourth and fifth grade students meeting state standard, based on Spring 2019 Smarter Balance Assessment Data, are as follows:



#### Atmosphere

Beacon Hill teachers find support within their grade-level teams, with our LAP coordinator and two administrators. Teachers within grade level teams share a "pod" at the center of all four classes where they regularly use student learning data to collaborate, assess and plan. Additionally, teachers have access to district level literacy and math resources: Jan Rauth, Marilyn Melville, and Gunnar Guttormsen. Finally, Beacon Hill is unified in our efforts to provide school-wide expectations around our BRAVE Bobcat Beliefs. These expectations are that every Beacon Hill Bobcat would be **Boldly Respectful, Really Responsible, Always Safe, Very Kind, and Every Day.**

#### Staffing:

Beacon Hill Elementary consists of four classroom teachers per grade level with an additional three specialists for Physical Education, Music and Library/Technology. For the 2019-2020 school year, Beacon Hill has 31.5 FTE certificated teachers, including a school counselor, part-time school psychologist, LAP Coordinator, Special Education Teacher, Speech Pathologist and two administrators.

- Briefly describe the process you and your staff utilize to review progress towards achieving school-wide goals.
  - The Beacon Hill School Improvement Team includes: Len Hiatt-school principal, Julie Owens-Birch-assistant principal, Katie Watkin-primary grade teachers, Sharalyne King-an intermediate grade teacher, LAP Coordinator-Elizabeth Muir, our school secretary-Claudia Broschat and our school counselor-Cami Rothwell. All Beacon Hill teachers are welcome and invited to join this team. Throughout the course of the school year we will share and discuss the School Improvement Plan with the Beacon Hill Staff. Our SIP goals, along with strategies for implementation are a main topic of collaboration as grade level teams meet for teacher WERs and PLC time.
  - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. Our GQP, Leadership, SEL and Grade Level teams meet every other week to review data, plan interventions and assess our effectiveness. Teams determine which students will benefit from additional support in the classroom, and which would benefit from support provided in a separate pull-out location.

Systems for reviewing progress towards school-wide goals:

- Grade Level Instructional Teams: (Meet weekly to assess and discuss data)
  - SEL Teams (Tier I) (Meets bi-weekly)
  - SEL Teams (Tier II & III) (Meet weekly)
  - Administrative Team (Meets weekly)
  - GQP (Meets weekly)
  - Leadership Team (Meets bi-weekly)
  - SIT (Meets weekly)
- Briefly describe the School-wide Tiered Models of Instruction.
    - Beacon Hill Tier I students perform at or above grade level and receive instruction through large and small groups using district approved materials. Tier I is a school-wide system that focuses on core instruction for behaviors at Beacon Hill. This tiered level supports instruction and services students receive in the classroom and around the school utilizing common language. PBIS establishes preventative and proactive strategies to teach and recognize appropriate desired behaviors and social-skills school-wide. Strategies include leadership, Tier I team, classroom and school-wide implementation, acknowledgement and positive reinforcement of desired behaviors, and data driven decisions.
    - Tier II strategies include small groups for students, with similar learning needs, working daily with a teacher by means of a specific instructional practice or program. Instructional materials and methods are typically similar to those used for the Tier I core instruction but in small group instruction. Tier II focuses on specialized systems for students who portray some at-risk behaviors. This typically targets approximately 15-20% of the school-wide body. These students are identified through SWIS data as well as teacher input through a Universal Screener that identifies both internal and external factors. The interventions put into place by leadership, teachers, and other staff include, but are not limited to, check & connect, coaching, breaks, social skills clubs, counseling groups, token systems, and daily reports to families.

- Tier III interventions, much like, Tier I & II are guided by data and involve small group instruction. One example of this is our Walk to Intervention model where Para-Professionals push in to the classroom and add an additional seven adults to each grade level. In addition, our Tier III students are pulled out for small group or individual 1-on-1 instructional time. Tier III focuses on intensive, specialized instruction for students. Typically, this is comprised of approximately 5% of the student body. Students are identified through SWIS data as well as teacher input through the Universal Screener, or in response to escalated behaviors. Strategies to support students receiving services in Tier III may include, but are not limited to behavior intervention plans, functional behavior assessments, counseling services (in and out of school), individualized schedules.

## COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

#### English Language Arts

##### DATA STATEMENT

The current 2019 Smarter Balance Assessment data reveals a decrease of almost 8% in students that met standard in 2019 compared to Beacon Hill students that met standard during the 2017-2018 school year.

##### GOAL STATEMENT

- By June of 2020, 60% of Beacon Hill Third Graders will meet standard on the Smarter Balance English Language Arts Assessment.
- Fourth grade students will improve from 42.7% meeting standard on the Third grade Smarter Balance English Language Arts Assessment to 54% meeting standard on the Fourth grade Smarter Balance English Language Arts Assessment.
- Fifth grade students will improve from 52.9% meeting standard on the Fourth grade Smarter Balance English Language Arts Assessment to 63% meeting standard on the Fifth grade Smarter Balance English Language Arts Assessment.

##### MEASUREMENT

- STAR Monthly Assessments
- Ready Gen Unit Assessments
- SBA Interims
- SBA Summative
- 95% Assessments

#### Math

##### DATA STATEMENT

The current 2019 Smarter Balance Assessment data reveals that 43.8% of 3<sup>rd</sup> graders, 50.6% of 4<sup>th</sup> graders and 45.5% of 5<sup>th</sup> graders from Beacon Hill were at standard in Mathematics.

### GOAL STATEMENT

- By June of 2020, 65% of Beacon Hill Third Graders will meet standard on the Smarter Balanced Math Assessment.
- Fourth grade students will improve from 43.8% meeting standard on the 2019 Third grade Smarter Balance Math Assessment to 51% meeting standard on the 2020 Fourth grade Smarter Balance Math Assessment.
- The Fifth grade cohort of students will increase proficiency from 50.6% as Fourth graders on the Smarter Balanced Math Assessment to 60% on the Fifth Grade Smarter Balanced Math Assessment.

### MEASUREMENT

- STAR
- SBA Interims
- SBA Summative
- Unit Assessments

### Social Emotional Learning

#### DATA STATEMENT

The current rise in extreme, maladaptive behaviors has revealed the need to implement social emotional interventions and supports. Such execution will occur through Beacon Hill's Social Emotional Learning Center, known as the TSEC room, as well as school-wide in classrooms and around the building.

65% of students that require Tier II social emotional support will learn to identify their need for regulation and access TSEC or their break spaces in class in order to meet their daily Check In and Check Out (CICO) goals through safety, responsibility, and respect.

The CICO log will be used to collect and measure the data supporting this goal. Through consideration of the identified students requiring Tier II supports and interventions, student scores will be entered to track success. However, the team understands the power comes from the daily conversations with students moving from regulation and relating to reasoning.

Student Behavior: All Classified, Certificated and Administrative staff will continue to focus on school-wide PBIS strategies, regulation, relate, reasoning practices and restorative practices. We will focus on interventions that support alternatives to suspension. The climate and culture of the school will be welcoming and the classes observed here are engaging, understanding, and safe environments for students to learn.

#### GOAL STATEMENT

- By June 2020, Beacon Hill Elementary School will increase behaviors that promote learning and respectful interactions as evidenced by a 20% reduction in student behavioral referrals. This school year, our goal is to increase the active student involvement in setting, achieving, and celebrating learning goals.

- Through Tier I meetings, we will address trends in behaviors and data. We will respond to the data by putting school-wide systems into place to support and promote positive behaviors that will be measured by SWIS data and teacher input within the Universal Screener.
- Through Tier II meetings, we will develop interventions that will support students who would benefit from additional social-emotional learning opportunities. The result of this work will be that 20% of identified Tier II students will move to Tier I by June 2020.
- Through Tier III meetings, we will progress monitor and make adjustments to behavior plans and daily schedules of students receiving Tier III services. We will inform our Behavior Intervention Plan (BIP) based on reflective Functional Behavioral Assessment (FBA) practices. The result of this work is that 20% of students identified in Tier III will move to Tier II by June 2020.

### MEASUREMENT

- SWIS
- Attendance Data
- Skyward Referrals
- Class Meeting Notes
- Second Steps Lesson Assessments/Reviews
- CICO log data

### **COMPONENT #3: ACTIVITIES TO ENSURE MASTERY**

### **PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY**

#### English Language Arts

- Teachers will design and deliver their instruction as prescribed in the SEL 5D+ Model.
- Teachers in grades 1 – 5 will test all of their students with STAR to help with that determination and be able to pinpoint need for intervention, grade level or acceleration.
- STAR reports will be analyzed by grade level teams to determine next steps of instruction.
- Additional support will be provided for students performing below benchmark. Support may include; modified instruction, classroom environment changes, extended learning time, Walk to Intervention, Para-Professional push-in, etc.
- Teachers will instruct standards based English Language Arts using ReadyGen curriculum.

#### Math

- Teachers will design and deliver their instruction as prescribed in the CEL 5D+ Model.
- Grade Level Teams will review monthly STAR student growth reports, student performance and data spread sheets.
- Implementation of differentiated instruction.
- Smarter Balanced Practice Assessments and Math unit assessments will be analyzed by grade level PLCs in order to determine lesson plan construction and targeting student need by skill.
- Additional assistance for students performing below benchmark will be provided. Support may include, modified instruction, classroom environment changes, small group instruction, and/or Tier II & III interventions.

## Social Emotional Learning

- Structure classrooms that build on student strengths, needs, interests, and learning styles.
- Structure classrooms that support school-wide PBIS systems
- Data team reviews of student growth reports, student performance data, implementation of SEL material
- District SEL team support for classroom meetings, as needed
- School counselor push in support with class meeting model.
- TSEC related work
- Student discipline forms will be tracked by student, grade level and teacher. Academic data will also be tracked to see what effect student discipline has on student's academic progress.

## **COMPONENT #4: COORDINATION AND INTERGRATION**

### **PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

- How will the school leverage combined funds to improve the school wide plan?
  - Beacon Hill utilizes LAP funds, Basic Education dollars, Special Education funds, Technology funds and local levy dollars to create an educational experience that is rigorous and differentiated for our students. Funds allow Beacon Hill staff to attend professional development training throughout the school year and summer that teach best practice instructional strategies. Additionally, LAP High Poverty funds are used for the hiring of our Assistant Principal. LAP funds support additional instructional supplies and materials for classrooms, AVID, SEL, and Walk to Intervention. (Wordsmith)
- What specific Family Engagement Activities are connected to the plan?

Beacon Hill attempts to create a welcoming environment that strongly encourages parent and community participation in school activities. Through partnerships with parents, PTO/Boosters and community we hope to increase student achievement and decrease student behavior related to a "disconnect" with our school. Our engagement activities include:

- Booster Meetings
- Parent-Teacher Conferences
- Open House
- Veteran's Day Assembly
- Annual Book Fair
- AVID Family Night
- Literacy Family Night
- Math Family Night
- Harvest Festival
- Pumpkin Run
- Extreme Team Shows
- Color Run
- Beacon Hill School Garden
- Computer Coding
- School Concerts
- Sock Hop Dance
- Celebration of Learning
- Talent Show
- Good News Club
- Holiday Bazaar
- Reptile Man Assembly

- School Carnival
- Foreign Language Week
- Dine Out Events
- Kickoff to Kinder

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

- Check in/Check Out
- Access to School Counselor
- TSEC Support
- School Supply Closet
- Booster provided extra-curricular activities to engage, students, staff and families
- ELL
- LAP-Walk to Intervention (Small Group Reading Support)
- Basic Education
- Special Education
- Tier I, II, III Behavior Support











2019/20

Butler Acres  
Elementary  
(SIP)







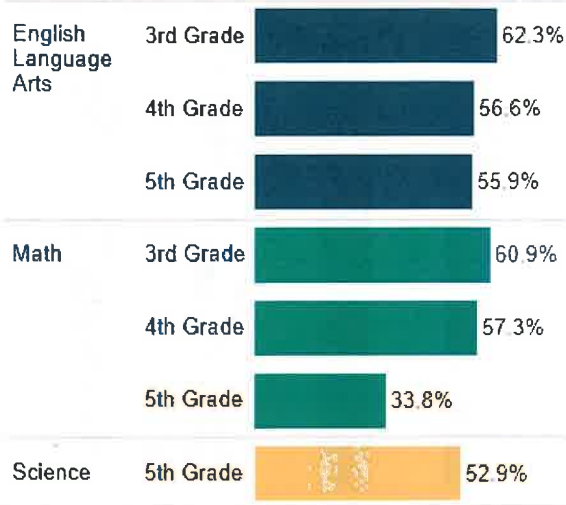
# Butler Acres Elementary School

## SCHOOL IMPROVEMENT DATA

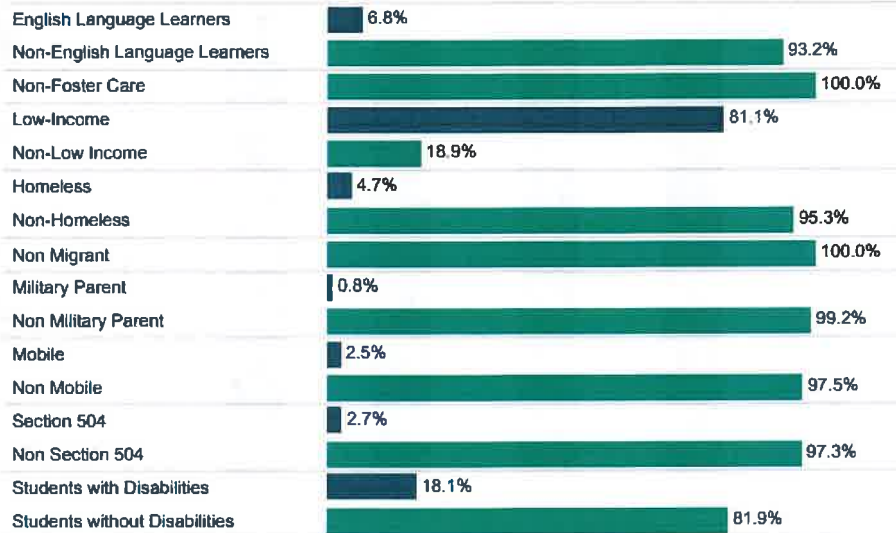
2018-2019



What percent of students met standards in each grade?



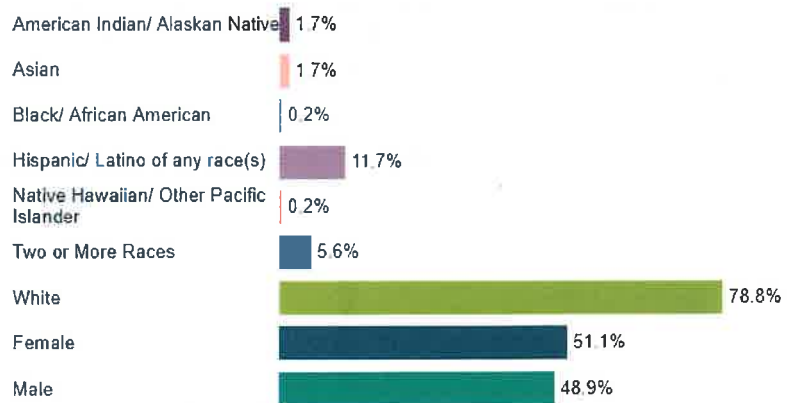
How many students were enrolled at the beginning of the school year, by student program and characteristics?



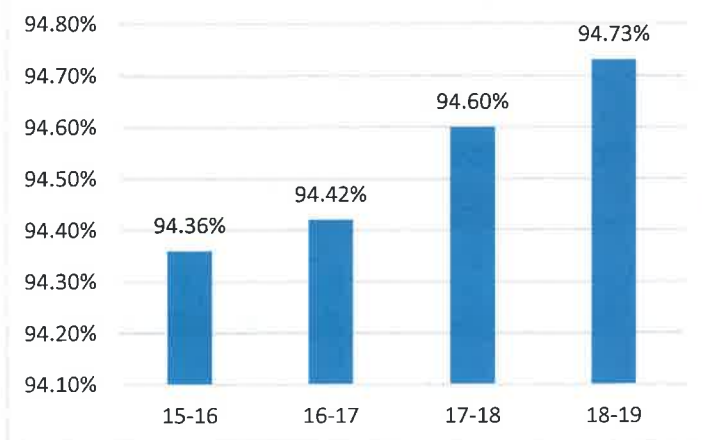
What percent of students met standards over time?



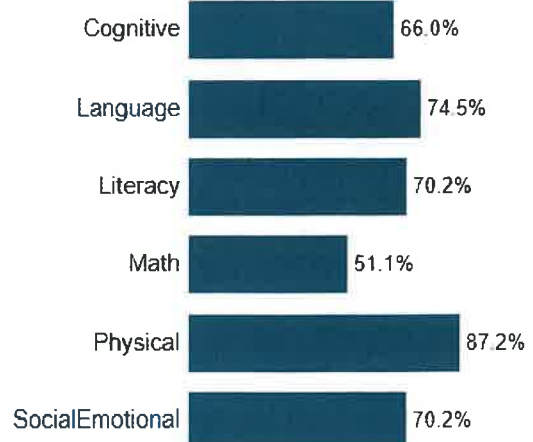
How many students were enrolled at the beginning of the school year, by student demographics?



Annual Attendance Rate



Which area of development and learning are children most prepared for kindergarten? Least prepared?

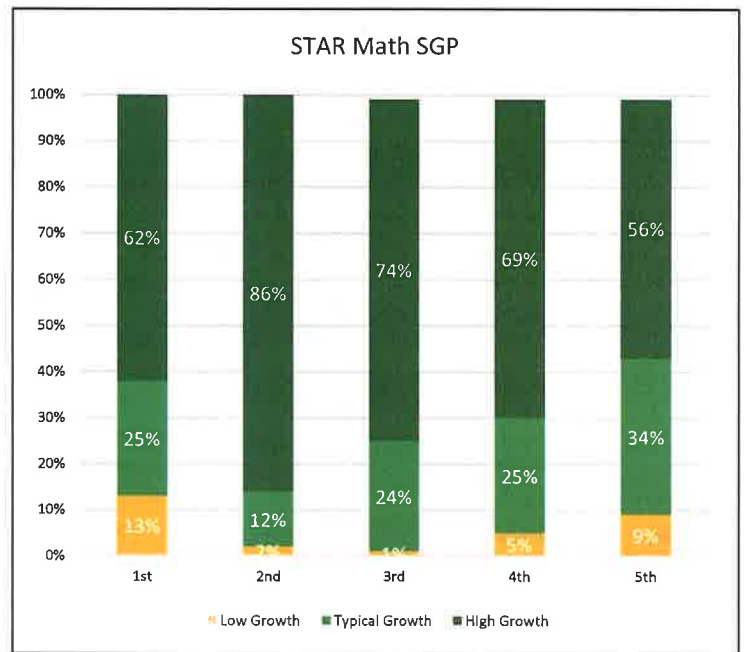
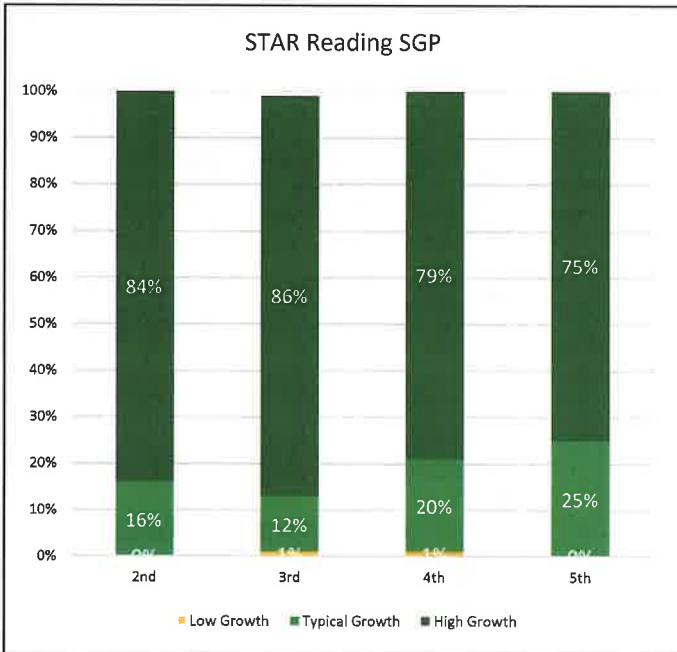




# Butler Acres Elementary School

## SCHOOL IMPROVEMENT DATA

### 2018-2019



Student Growth Percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers).

The Washington School Improvement Framework (WSIF) is a combination of academic indicators with school quality and student success indicators over three years ('16, '17, '18). These indicators are combined into a weighted score for all student which was used to identify schools for Comprehensive or Targeted supports.

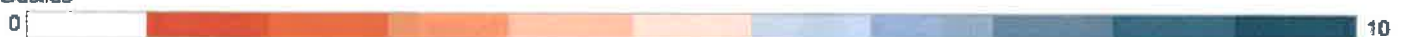
## ESSA Washington School Improvement Framework for Butler Acres Elementary

### 2016 - 2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	58.6%				43.6%		58.3%	60.2%	47.7%		4.8%
Math Proficiency Rate	49.6%				34.5%		47.2%	51.8%	37.6%		
ELA Median SGP	43				42.5		56	42	44.5		27
Math Median SGP	42				51.5		55	41	40.5		25
Graduation Rate											
EL Progress Rate*	55.9%										
Regular Attendance Rate	92.0%				92.7%		86.7%	92.4%	88.3%	89.2%	83.0%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

\*The EL Progress measure only applies to students who are English Learners

Deciles



# Butler Acres

SCHOOLWIDE PLAN	
<b>Name of Principals: Cindy Cromwell and Christie Hoskins</b>	<b>Date: 2019-2020</b>
<b>Mission</b>  The mission of the Butler Acres Elementary School Learning Improvement Team is the active collaboration of staff, parents, and community members, aimed at students achieving their full potential.  We believe that all students can learn, we work together in planning to enable learning, with a commitment to excellence within the Kelso School District. We are committed to the vision of continued improvement of student learning in the areas of English Language Arts, Math, Science and Social Emotional Skills.	<b>Vision</b>  Improving tomorrow by learning today
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
<p>Butler Acres Elementary School has approximately 404 students enrolled in kindergarten through fifth grades. Our demographics reflect approximately 79% of our students identified as white and 21% as minority (American Indian, Asian, Hispanic, and 2 or more Races) during the 2018-2019 school year. Uniquely to our work this year, staff are excitedly preparing for a major school remodel that will begin in the 2019-2020 school year and continue into the 2020-2021 school year.</p> <p>We currently have 18 certificated staff providing instruction for kindergarten through fifth grade certificated staff, three certificated special education staff, one Learning Assistance Program teacher, and three certificated specialist teachers (music, physical education, and media specialist). There are 20 students enrolled in the district's Moderate Special Education Program that is housed at Butler Acres with two certificated teachers providing case management services and instruction. There are currently a combined total of 55 certificated and classified staff at Butler Acres that are dedicated to improving student learning and preparing students for successful futures. This important work is a partnership between staff, students, and parents. Staff view children as unique individuals with varying needs and abilities. We work diligently to challenge students at their individual level. It is our hope that the experiences that children have with us on a daily basis are rewarding and meaningful.</p> <p>All students participate in a variety of assessments including Kindergarten (WA kids, STAR Early Literacy, and the district created kinder assessment); students in grades first and second utilize STAR assessments, and those students in third through fifth grade participate in the Washington State Smarter Balanced Assessment, STAR assessments and various curriculum based assessments.</p>	



# Butler Acres

The current achievement levels of Butler Acres third, fourth, and fifth grade students meeting state standard, based on Spring 2019 Smarter Balance Assessment Data, are as follows:

3<sup>rd</sup> grade—(62.3% ELA; 60.9% Math)

4<sup>th</sup> grade—(56.6% ELA; 57.3% Math)

5<sup>th</sup> grade—(55.9% ELA; 33.8% Math)

Utilizing the most recent achievement information, all staff participate in a school wide data carousel focusing on trend and cohort information. In addition, on a three week basis all grade level teams meet in a professional learning community with administrators, to focus on the latest data and evidence of student growth. School wide assessment information is monitored within data days that are dedicated to ensuring students that are not progressing are receiving additional intervention through our Learning Assistant Program (LAP) or presented to our Triage Team for a more intense tiered review. Additionally, we plan to continue to provide training opportunities for our instructional classified staff throughout the 2019-2020 year to maximize effectiveness within their supporting roles.

Butler Acres utilizes a tiered system within core academics including English Language Arts, Math and as a part of our PBIS initiative. A tiered system guarantees all students have access to core instruction and social emotional supports and allows for additional differentiation when needed through small groups or individualized supports.

**Tier 1** students are performing at, or above, grade level and receive instruction through large group and small group using district approved materials.

**Tier 2** supports involve small groups of students, with similar learning needs, working daily with a teacher by means of a specific instructional practice or program. **Tier 2** instructional materials and methods are typically similar to those used for the **Tier 1** core instruction but in small group instruction.

Most students respond to **Tier 1** or **Tier 2 instruction**. However a small percentage will not, and may require a **Tier 3** intervention model. A teacher provides the intervention, which is guided by data, effectiveness of small group instruction, and the needs of an individual student.

## COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

#### English Language Arts

The current data, from the 2019 spring Smarter Balance Assessment, demonstrate that 62.3% of last year's third graders, 56.6% of last year's fourth graders, and 55.9% of last year's fifth graders met, or surpassed, grade level standard in English Language Arts.

Butler Acres

ELA	5th	4th	3rd
2018-2019	56%	57%	62%
2017-2018	54%	46%	43%
2016-2017	61%	59%	55%
2015-2016	62%	67%	65%
2014-2015	58%	49%	55%



# Butler Acres

## ELA Goal:

By June of 2020, 20% more of our third through fifth grade students will meet or exceed grade level standard, in English Language Arts, as measured by the spring Smarter Balanced Assessment.

## **Math**

The current data, from the 2019 spring Smarter Balance Assessment, demonstrate that 60.9% of last year's third graders, 57.3% of last year's fourth graders, and 33.8% of last year's fifth graders met, or surpassed grade level standard in Mathematics.

Butler Acres

Math	5th	4th	3rd
2018-2019	34%	57%	61%
2017-2018	35%	40%	42%
2016-2017	56%	45%	51%
2015-2016	44%	62%	60%
2014-2015	45%	46%	67%

## Math Goal:

By June of 2020, 20% more of our third through fifth grade students will meet or exceed grade level standard in mathematics, as measured by spring 2020 Smarter Balanced Assessment.

## **Social Emotional Learning**

At Butler Acres we continue to have an increase in extreme maladaptive behaviors in students impacting all grade levels and classrooms. These behaviors are a barrier for both teaching and learning within all educational settings. We are currently in our second year of a school wide PBIS implementation, a Social Emotional Learning Center ("The Nest"), and a tiered system of intervention to support all Butler Acres Students.

After completing a universal screener and benchmarking process, the data demonstrates that 63 students receive Tier II social-emotional learning support, while 5 students require Tier III supports. These students comprise 16% and 1.2% of the entire student population, respectively.

## Social Emotional Learning Goal:

By June 2020, Butler Acres will reduce the percentage of students accessing Tier II supports by 5%. Additionally, Tier III students will be reduced by two, leaving only 0.7% of the population in need of continued Tier III supports.

# Butler Acres

## Fall 2019 Students receiving Tiered Supports for Social Emotional Learning

Grade	Tier II	Percent of Grade Level	Tier III	Percent of Grade Level
Kindergarten	8	14%	0	0%
First	8	14%	1	2%
Second	9	13%	2	3%
Third	18	24%	1	1%
Fourth	8	11%	1	1%
Fifth	12	16%	0	0%
Total Number of Students	Students Served by Tier II Services	Percentage	Students Served by Tier III Services	Percentage
404	63	16%	5	1.2%

### COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

#### PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

##### English Language Arts

- Teaching with fidelity the ReadyGen adopted materials (second year of implementation)
- Implementation of AVID strategies in third and fourth grade classrooms with professional development provided school wide in the application of AVID strategies via administrators.
- Intentional supports and teaching of foundational AVID structures to staff that have not been a part of an AVID conference/workshop.
- Teachers will design and deliver their instruction as prescribed in the 5D+ Model.
- Additional assistance for students performing below benchmark will be provided. Support may include, modified instruction, classroom environment changes, small group instruction, and/or tier 2 & 3 interventions.
- Specific focus, goal setting, and incentives through Accelerated Reader for grades second through fifth
- Differentiated Instruction in all grade and via intervention classes
- Master scheduling of content-specific academic intervention with intentional support staffing to maximize resources and impact.
- Grade Level PLC meetings, with building administration, will be data driven with intentional coaching from leadership within the school setting. Such time will be used to assess instructional effectiveness and adjust accordingly.

# Butler Acres

- Intentional data dives to address student needs and deficits. An example will be looking at SBA data from 2019-2020 to identify those students within the ELA text that were identified as off topic, off purpose, insufficient information, or had a non-scorable writing responses and we will then create specific opportunities to support those students.

## Math

- Teachers will design and deliver their instruction as prescribed in the 5D+ Model.
- Additional assistance for students performing below benchmark will be provided. Support may include, modified instruction, classroom environment changes, small group instruction, and/or tier 2 & 3 interventions.
- Differentiated Instruction including the use of AVID strategies by staff
- Teacher leaders will participate in the work of the district math adoption scheduled for the 2020-2021 school year.
- Math Boot Camp for students in grades third through fifth
- Master scheduling of content-specific academic intervention with intentional support staffing to maximize resources and impact.
- Grade Level PLC meetings, with building administration, will be data driven with intentional coaching from leadership and the building instructional coach. Such time will be used to assess instructional effectiveness and adjust accordingly.

## Social Emotional Learning

- Implementation of daily class meetings utilizing Second Step curriculum and newly adopted district curriculum in all general education classrooms.
- Implementation of PBIS teams for students in Tiers 1, 2, and 3 to provide intentional supports, preventions, and interventions for students.
- School wide participate in a Universal Screen to identify student needs and assign individualized interventions.
- Continuous ongoing support and development of a Social and Emotional Learning Center
- Providing students with tools for de-escalation

## **COMPONENT #4: COORDINATION AND INTERGRATION**

### **PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

Butler Acres is utilizing technology funds to support the purchase of a Computers On Wheels Chromebook Cart to support on-line assessments within the classrooms. This allows for ease in grade level testing. In addition, we will be utilizing LAP and high poverty dollars to expand AVID professional development to other grade bands and enhance the AVID initiative. These funds will continue to be utilized to support the employment of certificated and classified staff to provide direct intervention for our struggling students.

# Butler Acres

As a staff that is dedicated to the improvement of student learning, we believe that a successful partnership with parents is critical. We provide students and families with a variety of activities to engage them in the school community. These include, but are not limited to:

Meet the Teacher Night

Parent and Student Led Conferences

Turkey Trot

Open House

Sock Hop

Back Pack Buddies

Literacy Week(s)

Support with alignment of community resources

Literacy Night

Music Concerts

Math Night

Veteran's Day Community Parade

Phone calls home

Monthly Award Assemblies

Meetings with families

AVID Days

Wrap around meetings

**2019-2020  
Learning Improvement Team  
Butler Acres Elementary School**

Participant Name	Signature	Title
	Cindy Cromwell	Principal
	Christa Hoskins	Assistant Principal
	Lina Barnes	Kindergarten Teacher
	Mari Meloy	Kindergarten Teacher
	Cara	Kindergarten Teacher
	Key	First Grade Teacher
	Jada Hill	First Grade Teacher
	Kelly	First Grade Teacher
	Jan	Second Grade Teacher
	Debra Mason	Second Grade Teacher
	Gene Cause	Second Grade Teacher
	Krista Hill	Third Grade Teacher
	Stoke Hill	Third Grade Teacher
	Om Long	Third Grade Teacher
	A. Meeker	Fourth Grade Teacher
	Play	Fourth Grade Teacher
	Hayden	Fourth Grade Teacher
	Deborah Colucci	Fifth Grade Teacher
	Carly	Fifth Grade Teacher
	Ann	Fifth Grade Teacher
	Brenda	Learning Assistance Program Teacher
	Jammy Ramseth	Instructional Coach
	Brenda Lingher	Resource Teacher
	Biller Smith	Moderate Special Education Teacher
	S. Megan LeBaron	Moderate Special Education Teacher
	Maria	Speech & Language Pathologist
	Rhina	Music Teacher
	Becky E. Wall	Media Specialist
	Jessica	Physical Education Teacher





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**2019/20**  
**Carrolls**  
**Elementary**  
**(SIP)**









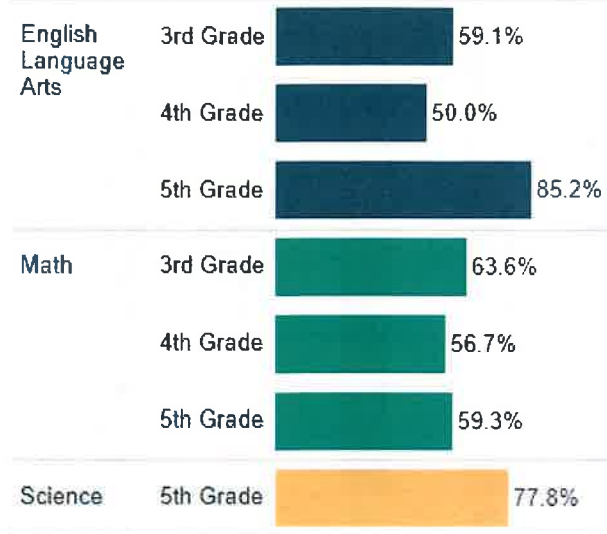
# Carrolls Elementary School

## SCHOOL IMPROVEMENT DATA

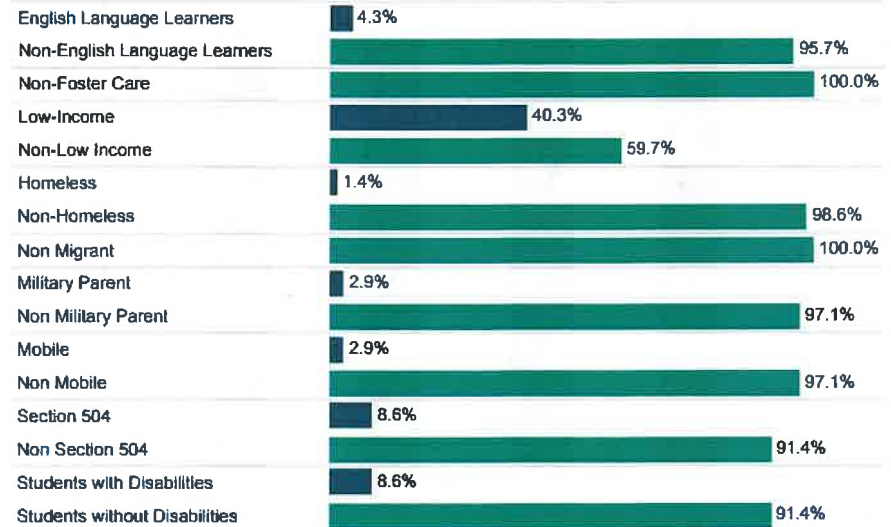
### 2018-2019



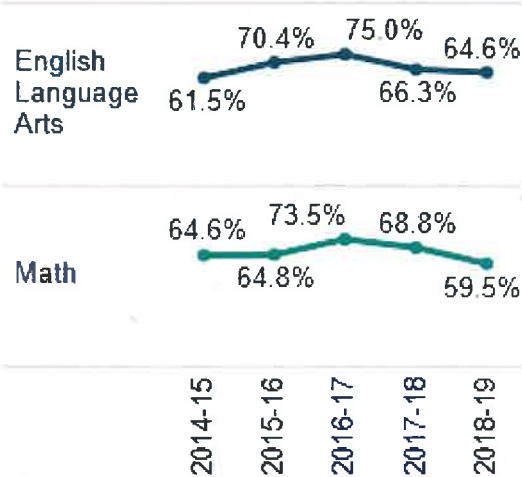
What percent of students met standards in each grade?



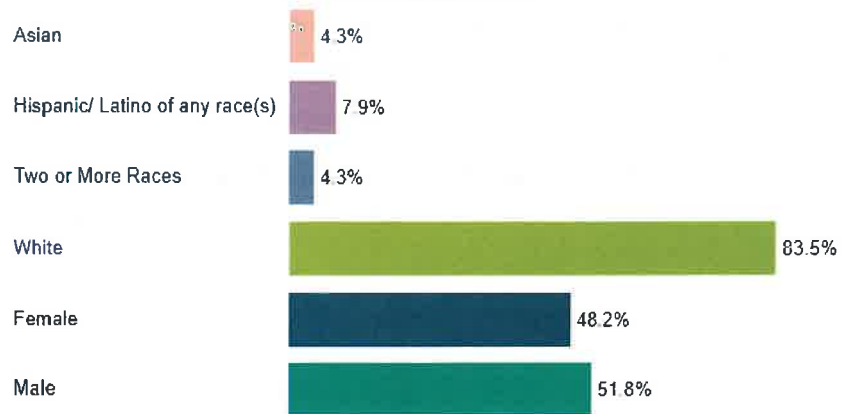
How many students were enrolled at the beginning of the school year, by student program and characteristics?



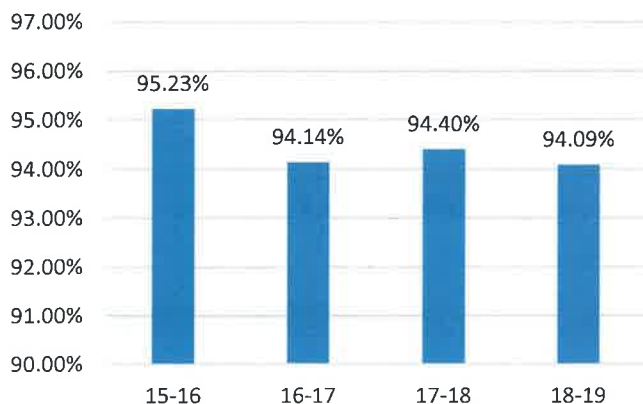
What percent of students met standards over time?



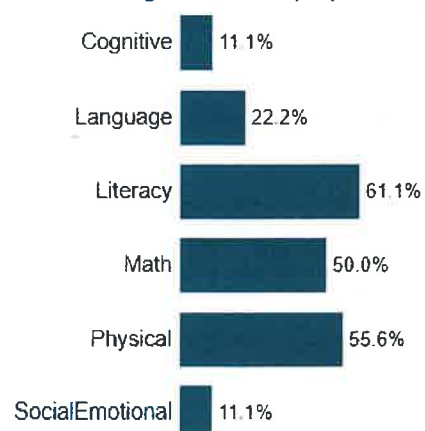
How many students were enrolled at the beginning of the school year, by student demographics?



Annual Attendance Rate



Which area of development and learning are children most prepared for kindergarten? Least prepared?

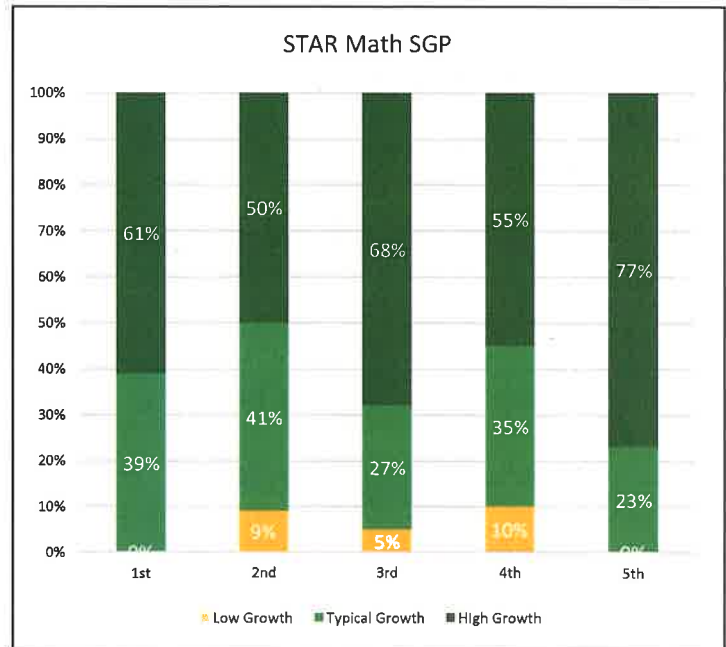
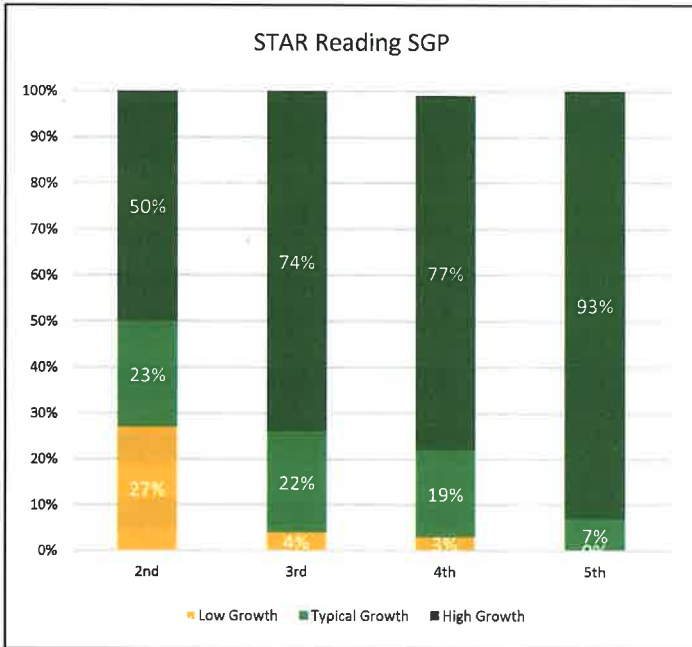




# Carrolls Elementary School

## SCHOOL IMPROVEMENT DATA

### 2018-2019



Student Growth Percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers).

The Washington School Improvement Framework (WSIF) is a combination of academic indicators with school quality and student success indicators over three years ('16, '17, '18). These indicators are combined into a weighted score for all student which was used to identify schools for Comprehensive or Targeted supports.

### ESSA Washington School Improvement Framework for Carrolls Elementary 2016 - 2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Hispanic/ Latino of any race(s)	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	70.7%					72.8%	60.9%		37.5%
Math Proficiency Rate	70.2%					70.4%	53.6%		20.8%
ELA Median SGP	52					48.5	41		
Math Median SGP	49					48	48		
Graduation Rate									
EL Progress Rate*									
Regular Attendance Rate	90.1%			87.5%	87.5%	89.8%	84.1%		87.5%
Ninth Grade On Track Rate									
Dual Credit Rate									
Final Score									

\*The EL Progress measure only applies to students who are English Learners

Deciles



## SCHOOLWIDE PLAN

**Name of Principal: Mark Connolly**

**Date: October, 2019**

**Mission:**

The Carrolls learning community is committed to helping all students reach their full potential by practicing grit; demonstrating respectful, responsible, and reasonable actions; and becoming productive, compassionate members of society.

**Vision:**

Perceive It – Believe It – Achieve It



### COMPONENT #1: NEEDS ASSESSMENT

#### PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

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

Carrolls serves approximately 130 students this year. The student body is comprised of 83.5% White students, 7.9% Hispanic students, 4.3% Asian students, and 4.3% are students of Two or More Races. Other demographic data includes the fact that 40.3% of our student population is considered low income. 8.6% of our students are served through IEPs and the same percentage of students, 8.6% are served on 504 Plans.

Our staff consists of 6 classroom teachers, 1 resource/LAP teacher, 1 music/PE/library teacher, 1 administrator, 3 Instructional Assistants, 1 TSEC para, 1 secretary, 1 Custodian, 1 Cook, and fractional time from a counselor, a nurse, a school psychologist, a speech and language pathologist, and an occupational therapist. We work together in the service of one another and our students.

Our objective is to serve and engage in the learning process with every child every day. Students receiving specially designed instruction receive that support through our Resource Room and through itinerant special educators such as OTs and SLPs. Our resource room teacher is also our teacher in the learning assistance program (LAP) which serves 28% of our school's population in ELA and Math support. We have one general education classroom per grade level (K-5). We also have one teacher who teaches students in the areas of music, PE, and library. We have 3 para educators who provide services from LAP and resource IAs, to recess staff, to food service workers. We also have a part time counselor, a TSEC para, a secretary, a custodian, a cook, and a part time nurse. Because of our size and our shared vision, mission, values, and goals, we are a close knit, engaged, and focused staff.

Teachers find support by creating Instructional Teams across grade levels. We have also unified our efforts by having school-wide expectations that are universally taught and sought across settings. These expectations are "The 3R's of Success: Respectful, Responsible, and Reasonable".

The recent trend in our demographics has shown an increase in the number of students entering kindergarten who do not have letter recognition nor number sense skills. There has also been a trend toward a greater number and intensity level of students in each classroom who have extreme social and emotional needs.

Our staff members continue to be steadfast and committed to serve all students academically and socially. We have an atmosphere of high standards, high rigor, high expectations, and high levels of support and differentiation. We strive to support and engage all learners and we collaborate in support of this effort. Academically, we continue to offer RTI Math so that in addition to the core math instruction so that every student is afforded the opportunity to receive math instruction specifically at their identified learning level. Socially, we offer groups through our counselor, class meetings in every classroom, Tier 1, 2, and 3 SEL interventions, and school-wide PBIS structures. We use academic data such as STAR and SBA data to inform our instructional groups and SWIS and Discipline data to inform our Tiered intervention work.

Though our outcomes reflect that our students typically perform above the state averages, we are not satisfied with our ELA and math outcomes. We see lots of opportunity for growth as a school and we will continue to work to improve those outcomes. We have a positive and focused atmosphere throughout our school. We make an effort to engage kids in active learning and thinking practices. We also try to make learning and school a fun and safe place for all. There exists a commonality in expectations, approaches, beliefs, and rigor in every instructional setting. We try to engage students in their own learning and have successful outcomes through fun and meaningful learning opportunities. We also focus on modeling and expecting students to show grit and compassion every day. We believe that setting a high (but attainable) standard with proper supports and opportunities will result in positive outcomes. We are focused on rigor and relevance in our work and we provide appropriate scaffolding, support, and differentiation in support of every child. We partner with our parents and other community agencies to provide a safe, positive, kind, and compassionate environment that supports high levels of learning.

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

Our staff members participate in a data carousel each fall to assess student data which will inform our instructional opportunities and goals for the year. We review various forms of data from SWIS discipline data to attendance data to STAR, SBA, and other forms of formative and summative assessments.

Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. Our Student Support Team (SST) meets every other week to review data, plan interventions, and assess our effectiveness. Teams determine which students will benefit from additional support in the classroom, and which would benefit from support provided in a separate pull-out location. Fully implementing this work including progress monitoring requires a lot of collaboration. Our SST frequently assesses student data using standard-based assessments and writing prompts. Based on progress monitoring data, students are provided with the appropriate interventions and extensions to best meet their needs. This effort assures that all students are served at an appropriate academic level. This work will support our school wide efforts and goals.

Within the SPED and LAP team, progress monitoring is a continuous cycle of reviewing data and adjusting teaching and learning plans accordingly. This team consults and collaborates with the classroom teacher and others as appropriate. They are focused on informing their decisions and supporting learning outcomes through routine data reviews.

Classroom teachers collaborate with one another in reviewing student progress through writing prompt data. They each share their PBA data and samples (K-5) and set teaching and learning goals related to the emerging themes of this data review. All of our certificated staff members are asked to participate in reflective practice and share instructional strategies that support student outcomes. A couple of examples of this include sharing AVID strategies that have worked, and sharing Cycle of Inquiry Projects with one another. This intentional work has led to increased peer support with instruction as well as shared cycle of inquiry projects. These collaborative outcomes and the work that is associated with them are in line with achieving our school-wide goals.

This year, our school is fully engaged in serving students through Social Emotional Learning (SEL) interventions in The Social Emotional Center (TSEC) space. We have an established Multi-Tiered System of Support (MTSS) that supports our school climate and culture in attaining positive results within each setting. Our social and emotional intervention plans promote support and access for every child through checkin/checkout, prevention intervention, responsive intervention, and other support plans. All of the Tiered interventions are based on a universal screener and plans developed from that baseline information. That data is collected, reviewed, and assessed in order to make informed decisions about student service and interventions. The Tier one team meets every other week to plan school-wide efforts in this area. The Tier two and Tier three team meets every week to monitor data and information and adjust tiered student intervention plans accordingly. In supporting these kids at the base level of Maslow's Hierarchy of Needs, we are providing them with an entry point and resources that will support their learning.

- Briefly describe the Schoolwide Tiered Models of Instruction.

At Carrolls, we provide Tiered Intervention Models of Instruction in three tiers:

#### Common Core/General Education (Tier 1)

In core, all teachers differentiate assignments (individualize instruction in response to individual student performance) in an effort to meet students at their identified level and improve those outcomes. The Carrolls LAP and Resource Room Intervention Team also support Core Instruction. They work to align Core Instruction in their setting which will further expose students to CCSS while holding a high standard of instruction and learning for ALL students.

#### Learning Assistance Program in Math and Reading as well as Math RtI (Tier 2)

Our LAP staff members work hard to provide support, collect assessment data used for progress monitoring, and provide instruction in classrooms and small group settings for nearly 30% of our student population. This level of instruction and intentionality is provided in partnership with the classroom teacher. LAP provides meaningful, supportive, and rigorous learning opportunities to students who have different learning needs than the general population of the class. This team offers both a push in and a pull out model for these services.

Carrolls utilizes a well-developed structure for intentional instruction involving multiple staff members (classroom teachers, librarian, support teachers, and LAP IAs) for a designated Response to Intervention (RtI) time. We serve every child at his or her instructional level in math for 30 minutes four days/week. Putting "all hands on deck" allows us to serve our students at their instructional level within a small and cross-grade-level grouping. We serve kids in RtI Math in a K-2, Primary RtI format and a 3-5 Intermediate RtI time for math. We assess our effectiveness routinely and form new groups based on student data. We have refined this effort over the years and we continue to provide hands-on learning activities that promote academic growth and student engagement.

#### Resource Room (Tier 3)



We provide extra learning opportunities and support to the students who are identified and supported through IEPs. This effort supports our most challenged learners with push in or pull out instructional services. Our resource room staff provides these services and measures student success against IEP goals.

### Summary

Tiered interventions are evident in core, LAP/RTI, and Resource Room Interventions. This year, we have added tiered intervention to our Social-Emotional instructional efforts so that we are not just addressing academic needs, but social/emotional needs as well. The MTSS interventions are presented in school wide assemblies and celebrations, classroom meetings and recognition, small group interventions with TSEC support and individual interventions with TSEC support.

## **COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES**

### **PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES**

#### **QUALITY INSTRUCTION: AVID**

##### **DATA STATEMENT**

Entering the 2019-2020 school year, 0% of our instructional staff had AVID Training and applied AVID instructional strategies in their practice.

##### **GOAL STATEMENT**

Every teacher in the school will receive AVID Training and apply instructional strategies by September, 2019. An AVID school coordinator will be identified and receive further training throughout the year.

Every teacher will add 3 WICOR strategies or more to their practice by October, 2019. Examples of teacher focus areas might include: two and three column notes, call and response strategies, and consistent folder/notebook organizational strategies.

Teachers will collaborate in order to share and expand their AVID experiences. They will add 3 additional AVID strategies to their practices by May, 2020. Their application of AVID strategies will be present in their practice, in their PLC efforts, and in cycle of inquiry efforts focused on equity.

In July of 2020, a team will reflect and assess end of year survey data and lead the charge in setting meaningful PD and goal setting for the next school year. We will adhere to the CCI calendar and work to develop a meaningful AVID assessment of our efforts as a school. We will submit our AVID reflections and assessments for review and goal setting by March of 2021.

##### **MEASUREMENT**

Data will be collected that verifies the number of participants in trainings.

Observational data will also be collected to verify the number of AVID strategies being regularly employed in each classroom in October and May.

Survey data will drive PD decisions and enable our team to monitor progress and identify learning opportunities within our staff so that further application of AVID can be developed.

Within three years, we would like to be a model AVID site. We will be taking the required steps to attain this objective.

### English Language Arts

#### DATA STATEMENT

The current SBA proficiency data reveals that 59.1% of our 3<sup>rd</sup> grade students, 50% of our 4<sup>th</sup> grade students, and 85.2% of our 5<sup>th</sup> grade students met standard in ELA.

#### GOAL STATEMENT

We will increase our current levels of performance by 20% in 3<sup>rd</sup> and 4<sup>th</sup> grade and by 10% in 5<sup>th</sup> grade as measured on the SBA in ELA.

This outcome will come from two efforts:

1. Practicing grit in writing and expecting kids to write with perseverance by spring time.
  - In order to achieve and maintain these results, we will hold 3 PBA Writing meetings throughout the course of the year wherein we collaborate and share our outcomes, data, challenges, and success as a whole school. We will assess our status and make adjustments as warranted. We will support one another and learn from one another in the application of grit. We will discuss grit routinely in our class meetings and celebrate grit throughout the year with students in an effort to increase writing with perseverance.
2. Using data to inform differentiated instructional practice in order to increase performance on STAR and SBA in ELA.
  - Our whole teaching staff will delve deeply into instructional strategies based on informing their instruction on assessment data generated from the STAR Assessment results. We will specifically target our level 2 ELA students and differentiate our instruction for their improved learning outcomes. We will also be intentional about knowing the data of all of our students and moving our Level 3 students to become Level 4 performers on the STAR Assessment. Based on the statistically significant correlation between STAR and SBA, we know that this intentionality will increase SBA outcomes as well.

#### MEASUREMENT

Smarter Balance English Language Arts Summative Assessment

STAR Reading Data

Writing PBA Reflections

### Math

## DATA STATEMENT

Our most current SBA data in Math shows that 63.6% of our 3<sup>rd</sup> grade students, 56.7% of our 4<sup>th</sup> grade students, and 59.3% of our 5<sup>th</sup> grade students met standard with a 3 or 4 on the SBA. This represents a conglomerate score of 59.9% passage rate for these 3 grade levels.

## GOAL STATEMENT

We will increase our outcomes from a conglomerate passage percentage of 59.9% to a 20% increase, or 79.9% passage as measured on the SBA data in 2020.

As a staff, we will identify the level 2 students using SBA results in the grade levels that this applies to and STAR math data in all of the other grade levels. Each teacher will be intentional in targeting the level two students through differentiated instruction and targeted supports.

In addition to core math instruction, we will provide RtI math instruction 4 days each week so that skills, grit, and rigor can be practiced by every student using hands-on and engaging math strategies at the identified instructional levels determined by STAR data.

By June, 2020, 80% of our students will realize “typical” or “high” growth as measured by the STAR Math data.

SBA data in math will reflect a 20% increase from the 2019 spring data.

## MEASUREMENT

Smarter Balance Math Summative Assessment

STAR Math Data will reflect an increased number of level 3 and 4 students and a reduced number of level 2 students in every classroom. This will be assessed through fall and spring STAR data.

## **CLIMATE AND CULTURE: Social Emotional Learning**

### DATA STATEMENT

The current data from the Universal Screener has resulted in the identification and service of 27 students in need of TSEC support in Tier 2 and Tier 3 students. These students were identified as kids currently in need of deeper interventions through support in the MTSS interventions. This total represents 20.7% of our student population.

### GOAL STATEMENT

Through our intentional efforts in Tier 1, 2, and 3 interventions, we will reduce the number of students currently requiring Tier 2 and 3 supports from 27 to 20 students (or a reduction of 5.3% in Tier 2 and 3) by May of 2020. This will be measured through our data spreadsheet found in google docs.

Every classroom teacher will conduct class meetings and present 2<sup>nd</sup> Step lessons in line with the district SEL requirements. This work will yield a consistent practice throughout our school as well as enhanced relationships and supports with students. Over the course of the year, this format will support the learning and teaching needs



in every classroom through the intentional focus on PBIS strategies and school/classroom norms. This will be evident through teacher reflections in an end of the year survey.

Through our Tier 1 meetings, we will develop meaningful menus of interventions that will support our students who would benefit from social and emotional support. In addition, we will address trends that present themselves in our data. We will form an action plan in response to data that helps to reduce negative data and increase positive behaviors throughout the school. This will be measured through SWIS data collection and reviews that we will conduct at the end of each trimester. By responding to SWIS data, we can identify needs and address them thus reducing the amount of MTSS needs in each classroom.

Through our Tier 2 and 3 meetings, we will monitor our intervention plans and make adjustments that better serve teaching and learning. Our success will be measured through individual student data records as well as through the percentage of decreased Tier 2 and 3 students requiring intensive support.

### MEASUREMENT

Data will reflect a decrease in Tier 2 and 3 services from 27 to 20 (5.3%) from fall to spring data as measured by our google doc records on the SEL spreadsheet.

Classroom teachers and K-5 students will be surveyed about the impact of class meetings, 2<sup>nd</sup> Step, and Cougar Crew lessons. The data from this survey will inform our future planning in this area.

SWIS Data will reflect a decrease in negative behaviors (requiring discipline) from Fall to Spring.

TSEC Check-in and Check-out as well as Goal Data for individual students in Tier 3 supports will reflect improvement and independence increases from Fall to Spring. It will also reflect a decrease in Tier 3 students from Fall to Spring.

### COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

#### PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

##### English Language Arts

- Teachers will design and deliver their instruction as prescribed in the 5D+ Model.
- Teachers in grades 1 – 5 will test all of their students with STAR to help with that determination and be able to pinpoint need for intervention, grade level or acceleration. STAR reports will be analyzed to inform instructional decisions inside and outside of core.
- All teachers will identify through STAR Data their students in need of instructional interventions. They will provide additional support for students performing below benchmark. Support may include, modified instruction, classroom environment changes, or extended learning time, tier 2 & 3 interventions.
- Data Team reviews of monthly Student Growth reports, student performance data spread sheets, implementation of differentiated instruction, and implementation of ReadyGEN.
- Whole school review of 3 writing prompts will guide our work and practice in support of these instructional opportunities for improvement.
- Our ELA Teacher Leader will attend trainings and convey information and PD to our staff throughout the year.
- Teachers will collaborate within PLCs to increase reflective practice around their shared work and increase student outcomes as a result of their application of new ideas and strategies.
- Teachers will apply AVID instructional and organizational strategies in every instructional setting.

## Math

- The principal will look for examples of differentiated instruction while doing walk-throughs. This will be shared at several meetings and conversations throughout the year.
- Data Team reviews of monthly STAR student Growth reports, student performance data spread sheets, implementation of differentiated instruction, and implementation of AVID strategies.
- Smarter Balanced Interim Assessments and Math unit assessments will be analyzed by grade level PLCs in order to determine lesson plan construction and targeting student need by skill.
- 2 Teachers who are serving on the district math adoption committee will make their experiences and classrooms available to colleagues as they learn about the various instructional materials. They will also share at staff meetings to create an increased level of knowledge and awareness of district thinking in this area.
- Our Math Teacher Leader will attend trainings and convey information and PD to our staff throughout the year.
- Teachers will collaborate within PLCs to increase reflective practice around their shared work and increase student outcomes as a result of their application of new ideas and strategies.
- Teachers will apply AVID instructional and organizational strategies in every instructional setting.
- Staff members will provide intentional instruction in the form of RTI math 4 days per week for 30 minutes each session (K-2 and 3-5). This will allow for small group instruction with homogeneous learners across grade levels. It will also promote shared ownership, experiences, and investment in our shared students.

## Social Emotional Learning

- Universal Screener data will be used to inform student needs and put MTSS practices in place for students in Tier 1, 2, and 3. Services for each student will vary but all of them will focus on strategies that will support student growth and competence with social and emotional regulation.
- Every classroom teacher will hold daily class meetings as an aspect of our Tier 1 intervention. This will include 2 days of instruction using the Second Steps material and 3 days of class meeting topics directed through our school and district SEL plan.
- The school principal will provide weekly support by providing one of the class meetings in each classroom.
- Tier one team will meet every other week to assess and address school issues and make modifications of our plan.
- Tier two and three team will meet every week to monitor progress, adjust plans, and support the work that is taking place throughout the school with Tier 2 and 3 students.
- Check in and check out services will be provided for students in need.
- TSEC will support the needs that arise in Tier 2 and 3 kids.
- A TSEC intervention and recovery room will be available to students in need.
- Regular meetings and PD will occur with the district level SEL leaders.
- PBIS systems will be implemented with fidelity.
- Staff members will invite parents to join our monthly assemblies where we celebrate aspects of our PBIS work with kids.

## **COMPONENT #4: COORDINATION AND INTERGRATION**

### **PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

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

Carrolls utilizes technology funds, LAP funds, Special Education Funds, Basic Education Funds, and local levy monies to provide a well-rounded educational experience for students. Additional funds are raised and donated by the Carrolls PTO which result in special purchases and support for extension projects that could otherwise not be realized by current funding sources.

Specifically, LAP funds are allocated to the Tier II and Tier III intervention for students below standard. Special Education funds are allocated for the direct service delivery model to identified students currently served on Individualized Education Plans.

• What specific Family Engagement Activities are connected to the plan?

Our school strives for creating a welcoming environment that strongly encourages parent and community participation in school activities. Through these partnerships we hope to increase student achievement and decrease student behavior that might be related to a “disconnect” with our school. Our engagement activities include:

*PTO Activities Such as:*

*McTeacher Night*

*Bingo/Auction Night*

*Family Sock Hop*

*PTO Meetings*

*PTO Family Nights (Movie Nights etc.)*

*School-sponsored Activities Such as:*

*Kindergarten Open House*

*Open House*

*Health Night for Parents*

*Conferences*

*School Garden*

*Veteran's Day Assembly*

*Family Math Night*

*Family Literacy Night*

*Science Fair*

*Music Programs and Events*

*Dad's/Mom's events*

*Grandparent Breakfast*

*MLK Assembly*

*Book Fair*

*Talent/Variety Show*

*Awards Assemblies*

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

- All students (grades 1-5) receive Math RtI interventions for 4 days a week, 30 minutes each day.
- Struggling students are identified and have access to LAP intervention in Reading where small group, targeted skill instruction takes place.
- Students identified with a learning disability are served in the least restrictive environment, where individualized instruction is delivered.
- Students have access to the school counselor both through class meetings and small group/private interventions.
- Principal provides weekly classroom meetings for every classroom every Monday throughout the year.
- Students have access to check in and check out support as warranted

- 4<sup>th</sup> and 5<sup>th</sup> grade students are empowered to lead through involvement in student council.
- Every student is recognized for their skill or growth at awards assemblies over the course of the year.
- All students and families have access to Parent-Teacher Conferences and Open House events.
- Students are invited to participate in supplemental offerings such as choir, coding, fine arts, kindness club, go girl go, and other courses offered through our intramural program.
- All students participate in study buddy activities throughout the year.
- All students participate in school garden learning opportunities and harvest festival celebrations.
- PTO sponsors a book fair for our school.
- Our staff has created a continuation of RIF for every child two times per year.
- Our choir performs at community centers and productions including LCC musicals and professional sporting events (national anthem).

2019-2020 School Improvement Plan

School: CARROLLS ELEMENTARY Grade Levels: K-5

Participant Name & Signature

Title

Mark Connolly  
 Teena Workman  
 Maria Free  
 Devanie Morgan  
 Crawley Flynn  
 Shelley Milligan  
 Sarah Phillips  
 Jamaica Hedder  
 Claudia Lopez  
 Jeanne McGhee  
 Sheri Townsend  
 Bonnie Kandoll  
 Tiffany Pavey  
 Cynthia Sherrill

Mark Connolly  
 Teena Workman  
 Maria Free  
 Devanie Morgan  
 Crawley Flynn  
 Shelley Milligan  
 Sarah Phillips  
 Jamaica Hedder  
 Claudia Lopez  
 Jeanne McGhee  
 Sheri Townsend  
 Bonnie Kandoll  
 Tiffany Pavey  
 Cynthia Sherrill

Principal  
 Para  
 Health Specialist  
 T-SEC paraeducator  
 LAR/Resource Teacher  
 Kindergarten Teacher  
 1st Grade Teacher  
 2nd Grade teacher  
 Para  
 Para  
 Admin. Secretary  
 3rd Grade Teacher  
 4th Grade Teacher  
 5th Grade Teacher





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**2019/20**  
**Catlin**  
**Elementary**  
**(SIP)**









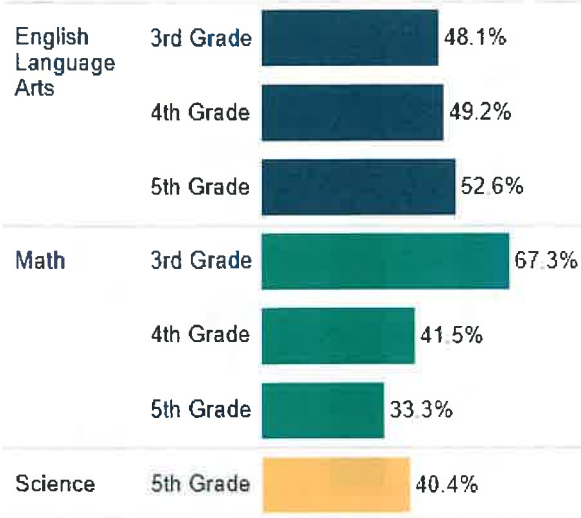
# Catlin Elementary School

## SCHOOL IMPROVEMENT DATA

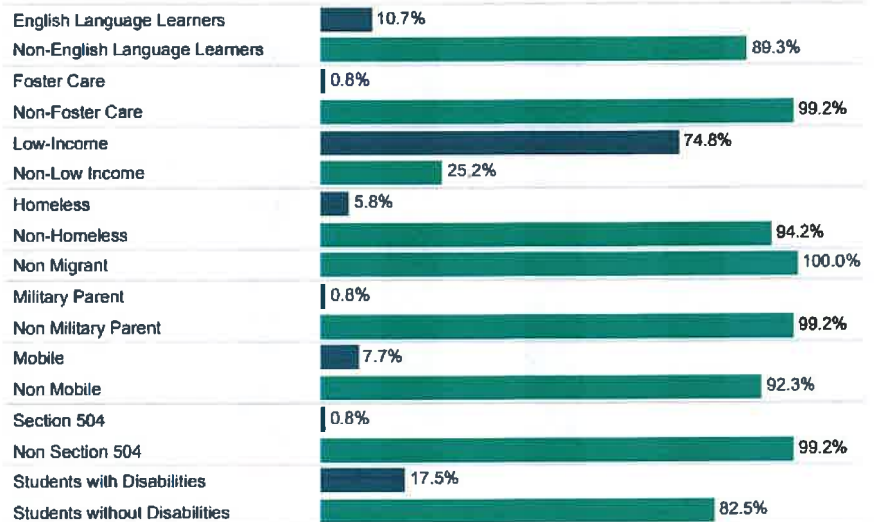
### 2018-2019



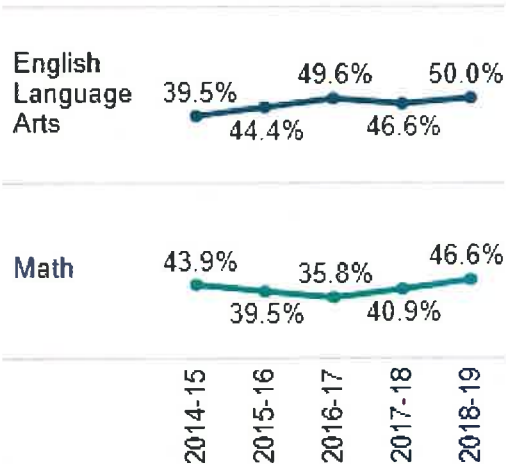
What percent of students met standards in each grade?



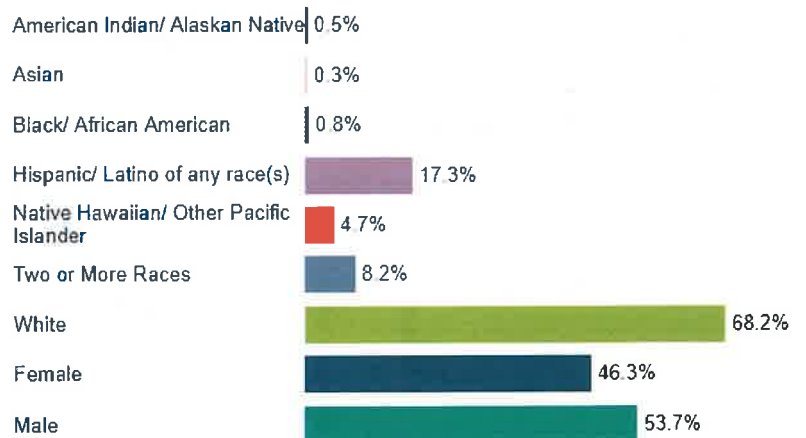
How many students were enrolled at the beginning of the school year, by student program and characteristics?



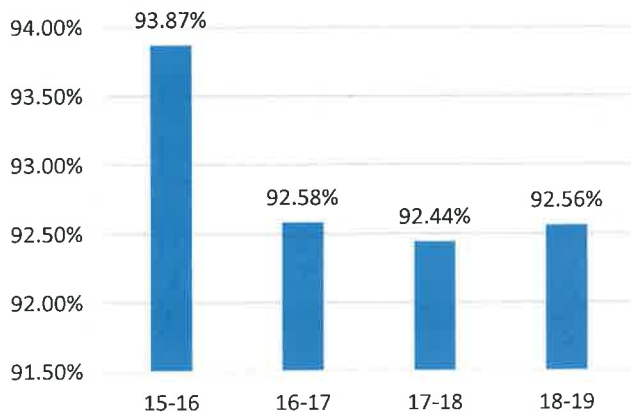
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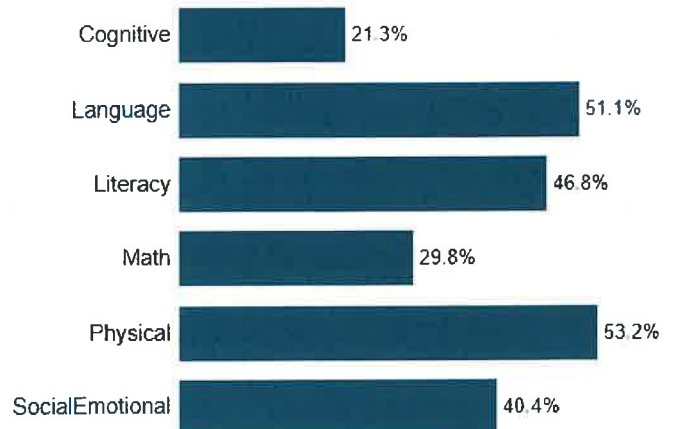
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Annual Attendance Rate



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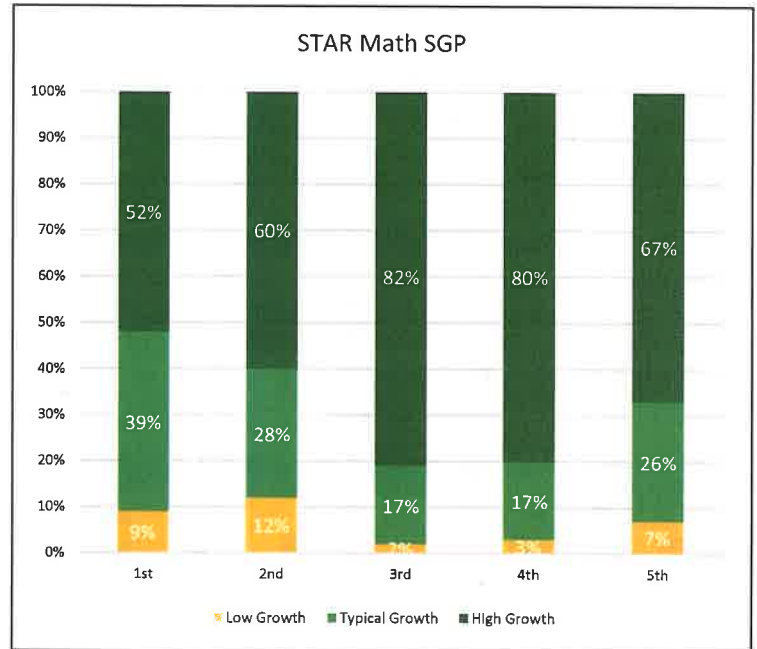
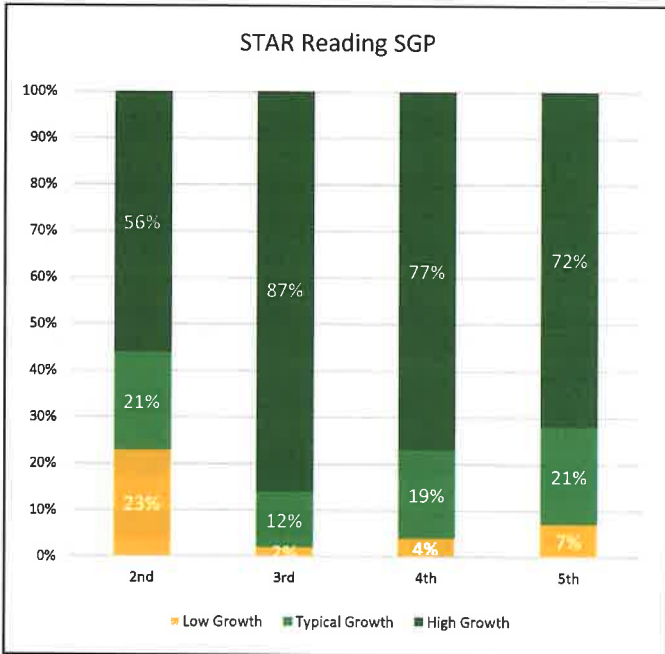




# Catlin Elementary School

## SCHOOL IMPROVEMENT DATA

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ELA Proficiency Rate	49.6%				61.1%			47.0%	47.3%	25.0%	
Math Proficiency Rate	41.0%				43.7%			41.4%	38.1%	30.0%	
ELA Median SGP	60				82			56.5	59		35
Math Median SGP	55.5				54			55	55		42
Graduation Rate											
EL Progress Rate*	59.4%										
Regular Attendance Rate	87.8%				87.4%		73.3%	89.5%	86.0%	93.0%	85.5%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

\*The EL Progress measure only applies to students who are English Learners

Deciles



## SCHOOLWIDE PLAN

**Name of Principal:** Tim Yore  
**Assistant Principal:** Tim Leipold

**Date:** October 23<sup>rd</sup>, 2019

### **Mission**

Hold high academic expectations and develop personal responsibility to prepare students to be successful, active, and positive participants in society.

### **Vision**

Dream, Believe, Succeed

### **COMPONENT #1: NEEDS ASSESSMENT**

#### **PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

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

Comprehensive needs are identified through the use of multiple data sources. The collection, analysis, and response to these data are designed to support student growth for all students at Catlin. Data points also inform professional development needs for building staff.

Catlin's comprehensive needs assessment includes:

- School profile data (including both student and staff demographics)
- Student achievement data
- Student behavior data
- Student attendance data

These data points from multiple sources inform decisions from granular student needs to whole-school perspectives. Additional data sources receive review and response during the school year.

### **School Profile**

#### Student Demographics

- Washington State's Report Card for Catlin Elementary School shows the following demographic data for May 2019.

Free or Reduced Price Meals	74.8%
Special Education	17.5%
Transitional Bilingual	10.7%
Migrant	0.8%
Section 504	1.0%

- Enrollment has steadily grown from a low of 248 students in 2011 to 407 students in May 2018; recent numbers have stabilized at 350.
- 93.5% of Catlin students attend daily.
- Based on a demographics study presented in March 2017, Kelso School District is projecting 8% growth in enrollment over the next five years. Increases in enrollment could impact school resource needs as well as Title 1 needs and allotments.

#### Staff Demographics

- This particular school year – 2019-2020 – has had some staff changes. There are a total of 7 new classified staff members.
- 18 percent of the 27 certificated staff (classroom teachers, resource teachers, support staff, specialists) are new to Catlin for this school year. A little over one-third of the classified staff are new to Catlin or new to paraprofessional work.
- Catlin began SY 2018-2019 with an assistant principal.
- The fluctuation in student population led to the decrease of 2 certificated classroom teachers.
- Addition of .8 school counselor to address need to expand tier 2 and tier 3 support as part of SEL structure.

Student Achievement

Historical Data Profile

Data source: *Washington State Report Card (OSPI)*

ELA	2014-15 Smarter Balanced ELA	2015-16 Smarter Balanced ELA	2016-17 Smarter Balanced ELA	2017-18 Smarter Balanced ELA	2018-2019 Smarter Balanced ELA
Grade 3	55.2%	38%	50.0%	48.5%	48.1%
Grade 4	21.9%	50%	42.2%	50.8%	49.2%
Grade 5	42.2%	49.5%	57.5%	39.5%	52.6%

Math	2014-15 Smarter Balanced Math	2015-16 Smarter Balanced Math	2016-17 Smarter Balanced Math	2017-18 Smarter Balanced Math	2018-2019 Smarter Balanced Math
Grade 3	71%	39.5%	45.8%	54.3%	67.3%
Grade 4	19.5%	44.7%	26.0%	49%	41.5%
Grade 5	43.1%	34.2%	37.5%	15%	40.4%

Science	2014-15 MSP	2015-16 MSP	2016-17 MSP	2017-2018 WCAS	2018-2019 WCAS
Grade 5	68.1%	57.8%	57.4%	43.3%	40.4%

- In comparing ELA SBA data from 2017-2018 to 2018-2019 grades 3 and 4 remained the same% proficient while 5<sup>th</sup> grade increased by 13%. All 3 grade-levels are near 50% proficiency.
- SBA Math scores increased significantly in grades 3 and 5 and decreased by 8% in grade 4. .

- Science scores decreased by 3%.
- Multiple data sources will be reviewed in data dives with the staff. School Wednesday Early Release sessions are formatted for 45 minutes of PLC time focused on a shared data source. Data sources include – but are not limited to – Smarter Balanced Assessments, STAR Assessments, WaKIDS data, and curriculum based assessments, SWIS, and Homeroom.
- Data sources will be disaggregated to identify areas of relative strength and weakness in both English language arts and math skills for each grade level.
- Spreadsheets are prepared for each teacher to facilitate the analysis of data. These allow different data sources (e.g., SBA and STAR) with similar Common Core skills proficiency data points to be juxtaposed for a more in-depth analysis. For some particular skills, additional data allows for triangulation of data. All staff are encouraged to “notice” and “wonder” about the data as they collaborate in grade level and cross-grade level discussions.

### Strengths

- Catlin remains a school community of committed, caring, professional educators. Catlin staff regularly collaborate – grade level and cross grade level – on behalf of students. Collaborative work and professional development opportunities increase professional growth as well. Professional growth opportunities/classes/trainings are well-attended; and, staff continue to share and ask insightful questions beyond the classes and trainings.
- This year’s schedule also allows for increased blocks of longer, uninterrupted instruction time.
- With the exception of 1st grade, class sizes are relatively low.
- Catlin staff possess a student-centered, all-in approach. Catlin families demonstrate trust in the Catlin team to provide the best opportunity possible for their children.
- 91% of Catlin students achieved “high” or “typical” growth in Literacy for the 2018-2019 school year as measured by the STAR literacy assessment.
- 96% of Catlin students achieved “high” or “typical” growth in Math for the 2018-2019 school year as measured by the STAR math assessment.
- Quick correct and SWIS data are continually monitored as a means to suggest tier 2 and 3 supports for students that exhibit externalizing behaviors..
- Staff will be engaging in grade level screening to identify internalizing students, which enhances the equity of Catlin’s support structures for tier 2-3 students.
- Based on Fall benchmark scores, the percentage of students below the 10 percentile has decreased for the third consecutive year.

### Challenges

- Implementation of ReadyGen and Open Court Literacy materials...year 2
- Meeting the differentiated needs within the instructional core in mathematics.
- Attendance: tardies, absences and unexcused absences.
- Addressing Social Emotional Learning and Trauma Informed Practices (increasing percentage of students with high ACES)
- Expanding tier 2 services to support increasing numbers of students with high ACES score.
- Expanding proactive tier 2 and tier 3 support with new Catlin counselor.

### Systems

- Through SIT Teams, GQP Teams, REACH Team, Leadership Team, SEL Tier 1, 2, and 3 Teams PLCs and WER structures, data and processes will be continually analyzed leading towards improvement.
- Data will be analyzed at the conclusion of all testing windows.
- Grade-level standards and expectations will be taught within the classroom setting for all students. Curriculum and materials will be adjusted to student’s level to address standards.
- Title/LAP Coordinator will closely review assessment data to identify and plan supports for Tier 2 and Tier 3 learners in math and literacy. Data will be organized and reviewed with all staff and collaborative planning will also address each tier’s learning needs. SBA data will be specifically disaggregated to

provide an intervention for students who did not pass the 3<sup>rd</sup> grade SBA ELA and have been added to the LAP roster.

- Catlin has some students who struggle with behavior expectations. By tracking the frequency and type of referrals and quick corrects, staff members can continue to provide specific interventions aligned with PBIS. Many of the students who struggle with behavior have complicating problems at home. School behavior support is an ongoing – often daily – process. The principals and staff work closely with parents/guardians, knowing that establishing positive connections at home can strengthen positive connections for students at school.
- As a school-wide Title 1 program, students benefit from Title 1 support in different ways. All students will continue to be monitored for progress. All interventions will be based on student data. The most intensive interventions, including double interventions from both classroom teachers and Title 1 staff, are provided for the lowest performing students. Intervention groups are kept small in order to increase intensity, opportunities to respond (OTRs), and trajectory toward goals. Student data is monitored at frequent intervals to facilitate adjustments to interventions and intervention groups.
- The school district assessment schedule requires specific assessments for the beginning, middle, and end of the year. After each of these assessment periods, grade-level teams will meet with Administration and LAP/Title Coordinator to review growth and scores. Analysis will lead towards adjustments to interventions and planning.
- Catlin has chosen assessment intervals for STAR that are more frequent than district expectations. These intervals are close enough to change course if needed, and long enough apart to effect change and measure whether the instruction and/or interventions are making a difference. These standardized data along with frequent curriculum based and formative classroom assessments strengthen instructional decisions and planning.
- The AVID Site Team has a routine schedule for meeting monthly. The team has identified the organization of two and three column notes as our main focus point as well as horizontal and vertical articulation. Goals will be fully developed and implemented by Spring Break of 2020.

## **COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES**

### **PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES**

#### **English Language Arts**

The current SBA data reveals 3<sup>rd</sup>-5<sup>th</sup> grade results are near 50% proficiency on the English Language Arts assessment.

#### **GOAL STATEMENT**

By June of 2020 60% or more of 3<sup>rd</sup> through 5<sup>th</sup> grade students will meet or exceed grade level standards in English Language Arts, as measured by spring 2020 Smarter Balanced Assessment. *By June, 2020, 100% of literacy instruction in tier I, II and III will be designed to support individual student needs as evidenced by routine use of: systematic, explicit and differentiated skill-based instruction including a full alignment with the Scope and Sequence for the ReadyGEN curriculum K-5.*

#### **Summative, Formative and Progress Monitoring Measurement Tools to Include:**

95% PSI Phonics screener

Dibels

STAR

STAR Early

ReadyGEN PBA

ReadyGEN Unit Assessments

SBA Interims

SBA Summative

BAS

#### **Math**

The current SBA data reveals 3<sup>rd</sup>-5<sup>th</sup> grade scores range from 40%-67% proficiency on the Mathematics assessment.

#### **GOAL STATEMENT**

By June of 2020 there will be a 10% increase in proficiency of 3<sup>rd</sup> through 5<sup>th</sup> grade students that meet or exceed grade level standards in Mathematics, as measured by spring 2020 Smarter Balanced Assessment. *By June, 2020, 100% of math instructional practices will align with district and CEL 5D+ structure and format.*

#### **Summative, Formative and Progress Monitoring Measurement Tools to Include:**

STAR  
WAKids  
SBA Interims  
SBA Summative  
Unit Assessments  
Fact Fluency Assessments  
Daily Classroom Assessments aligned with Success Criteria  
**Social Emotional Learning**  
DATA STATEMENT  
The current SWIS data reveals 503 referrals for 2018-2019.

#### GOAL STATEMENT

*By June 2020, Catlin Elementary School will increase behaviors that promote learning and respectful interactions as evidenced by a reduction in student behavioral referrals. This year we will target specific behaviors that can be minimized by executing effective classroom meetings as the strategy to impact discipline data. Likewise, we have a .8 counselor who will engage students that struggle in specific, targeted group interventions, which will result in a decrease in student behaviors related to physical aggression, defiance, and insubordination. Moreover, our goal for the 2019-2020 school year is to increase the amount of positive interactions that students have with one another and adults at school. Focus will be on treating all individuals kindly and responding to conflict appropriately. As a result: attendance will increase, positive relationships will be established/cultivated and quick corrects will decrease.*

#### MEASUREMENT:

SWIS  
Attendance Data  
School and Skyward Referrals  
Staff/Student/Parent Survey  
Quick Correct Documentation  
Suspension/Exclusion Rates

### COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

#### PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

##### English Language Arts

- *ReadyGEN* curriculum will be fully implemented in alignment with District expectations for year 2, becoming the first resource used by all K-5 staff to address grade-level ELA standards.
- Teachers will design and deliver instruction in a manner that strictly adheres to the domains enumerated in the CEL 5D+ Model.
- A district-wide focus for classroom instruction is to clearly identify learning targets for each reading, math, and science lesson, using the "I can . . . This means . . ." format. Catlin teachers focus on delivering direct instruction that is aligned to the academic language embedded in learning targets. They are expected to explicitly state the goal of a lesson at its beginning, to have learning targets posted, and to help students know and understand the learning objective in each lesson.
- A school-wide master schedule provides common planning time for grade levels/ grade level bands as well as our Professional Learning Community teams. Teachers have this time available to collaborate on data review, student growth, Teacher Professional Evaluation Process (TPEP), Cycle of Inquiry projects, student learning goals, and instructional planning.
- On Wednesdays, Title 1/LAP paraeducators conduct progress monitoring of students and/or receive specific instructional training provided by the Title 1/LAP Specialist. Training for paraeducators is provided for strategies and interventions needed to meet educational goals identified by teachers and Title 1 Specialist—both content strategies and instructional behaviors (e.g., active engagement, redirecting students who are off-task, multiple repetitions for new learning, how to adjust intensity, praise and correction feedback, Template strategies, student learning research).
- The most at-risk students are identified in reading. Pull-out/push-in intervention group size is kept to 3-4 students. Occasionally, groups may include five students; however, the goal is to keep intervention groups smaller for more intensive support. As students make significant gains, they may exit the program and more students are added to the intervention groups.



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

### Math

- Teachers will design and deliver instruction as prescribed in the CEL 5D+ Model.
- Catlin's school-wide schedule allows for common planning time within grade-levels and instructional blocks for a minimum of 60 minutes of math time.
- A district-wide focus for classroom instruction is to clearly identify learning targets for each reading, math, and science lesson, using the "I can . . . This means . . ." format. Catlin teachers focus on delivering direct instruction that is aligned to the academic language embedded in learning targets. They are expected to explicitly state the goal of a lesson at its beginning, to have learning targets posted, and to help students know and understand the learning objective in each lesson.
- Instructional practices and structures will be aligned and put into practice in all classrooms.
- Data Team reviews of monthly STAR student Growth reports, student performance data spread-sheets, implementation of differentiated instruction, and implementation of district curriculum.
- Professional Development opportunities have been planned and facilitated by Mrs. Janis Heigl. These sessions focus on differentiating within the core and standards interpretation.
- STAR, Smarter Balanced Practice Assessments and Math unit assessments will be analyzed by grade level PLCs in order to determine lesson plan construction and targeting student need by skill.

### Social Emotional Learning

- The Tier 1 team revised the STAR beliefs to: Super Responsible, Truly Respectful, Always Safe, Really Kind.
- Matrices, Guides, Expectations, and Systems were aligned with new beliefs.
- Classroom Meeting structures are being fully implemented 5 days/week in all classrooms with a focus on Second Steps curriculum and teaching expectations related to beliefs.
- A school wide plan for behavioral support and interventions is currently in place. Catlin has developed and implemented the STARS (Super responsible, Truly respectful, Always safe, Really kind) protocol for behavior expectations. Lesson plans for classroom meetings were written as part of tier 1 summer work. Some additional items include expectations for school-wide areas with PBIS-like behavior lessons and matrices, STARS tickets, a Think Sheet for behavior modification, and Right Response training for key staff. Each month students in grades K-5 are recognized for making progress in the STARS behavior expectations. Students are recognized at all-school monthly STARS assemblies and parents are invited. STARS names are published in The Daily News, a regional newspaper, in the School News section.
- T-SEC Room has been revised and established to serve Tier 2 behaviors.
- A "Quick Correct" system has been implemented to support staff and students.
- All teachers to participate in universal screening process, which increases the equity of tier 2 support at Catlin.
- Teachers consistently strive to improve efficiency of transition times. Hallway expectations are taught and posted. Strategic placement of adults, picture schedules, and arrival and dismissal procedures are in place.
- Student and staff safety will be improved with the implementation of a new dismissal system.
- The Catlin staff recognizes that all children are able to learn, and low socio-economic status does not preclude a student from achieving academically at higher levels. An identified focus for SY 2019-2020 – for staff and students – is the belief that *all* Catlin students can learn and grow.
- The SIT Team meets once a week. Students who are in need of the most intensive support are discussed, intervention cycles are planned, and review of these plans takes place based on a district



protocol. The school psychologist, counselor, and special education teachers are members of this team in addition to the teacher, instructional coach, and other resource specialists as needed.

- Student discipline forms will be tracked by student, grade level and teacher. Academic data will also be tracked to see what effect student discipline has on student's academic progress.
- Intentionality with promoting 5th grade students as positive leaders and role models throughout the school.
- Instructional Coaching to focus on SEL and Trauma Informed Practices.
- Tier 1, 2 and 3 SEL meetings have been scheduled to address school-wide management and individual student behavior needs at Catlin for the 19-20 school year.
- Allocation of resources to support release time for committees to analyze data and make informed system-wide decisions.

#### **COMPONENT #4: COORDINATION AND INTEGRATION**

##### **PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

BEA/LAP/Title Funding have been used to address learning and SEL needs throughout the school to support the employment of certificated and classified staff including the addition of an Assistant Principal. Technology funding is directly related to learning tools (i.e. Chromebooks, Smartboards, etc.). Staff development spending focuses on SEL, Math and ELA best practices. Opportunities include: curriculum purchases, release days, presenters, in-service/conference attendance, tiered team compensation.

##### Family Engagement Activities

Our school strives for creating a welcoming environment that strongly encourages parent and community participation in school activities. Through these partnerships we hope to increase student achievement and decrease student behavior related to a "disconnect" with our school. Our Title/LAP funded engagement activities include:

STAR Student Recognition Assemblies  
Trunk or Treat Night  
STARGiving  
Community Volunteer Program  
LINK-Explorer's Club  
Mathapalooza  
Donuts for Dads  
Muffins for Moms  
Title I Informational Meeting  
PTA/PTO Meetings  
Parent-Teacher Conferences  
Back To School Night  
Field Trips  
Veteran's Day Assembly  
MLK Day Assembly  
Annual Book Fair  
School Garden  
Computer Coding  
Talent Show  
Harvest Social  
Love and Logic Parenting  
Harvest Festival

##### Student Services Accessed by Students:

Title VII (Indian, Native Hawaiian, and Alaska Native Education) Students served in the Catlin Indian Education program receive support for their unique educational and culturally related academic needs

##### **Coordinated Services:**

- There is a combination of Title 1 and LAP funding to provide services for Catlin students. Both Title 1 and LAP funding is used to support the reading and math requirements for Catlin students who show the greatest need.

- Title 1, Part A provides intervention for students who are identified as “at risk.” Interventions may include, but are not limited to, academic (ELA and math) as well as social-emotional areas. Title 1, Part A also funds school-wide staff development and parent involvement activities.
- State LAP funds a full implementation of reading strategies and interventions with a K-4 literacy focus.

Catlin Elementary School

2019-2020 School Improvement Plan

School: Catlin Elementary School

Grade Levels: Kindergarten-5th grade

Participant Name & Signature

Cheryl Carson  
 Rebecca Hunter  
 Megan Treffny  
 Megan Berry  
 Anne Marie Zorn  
 Amy Maurer  
 Elaine Van Mil  
 Tara Nichterle  
 Jana Hudson  
 Kalyn Pearsall  
 Daphne Barnum  
 Cassy White  
 Keisty Boone  
 Beth Wills  
 Anne Burt  
 Sarah Schill  
 Allisa Carroll  
 Sarah Dahl  
 Tim Yore

Cheryl Carson  
 Rebecca Hunter  
 Megan Treffny  
 Megan Berry  
 Anne Marie Zorn  
 Amy Maurer  
 Elaine Van Mil  
 Tara Nichterle  
 Jana Hudson  
 Kalyn Pearsall  
 Daphne Barnum  
 Cassy White  
 Keisty Boone  
 Beth Wills  
 Anne Burt  
 Sarah Schill  
 Allisa Carroll  
 Sarah Dahl  
 Tim Yore

Title

2nd grade teacher  
 4th grade teacher  
 Kindergarten teacher  
 Kindergarten teacher  
 Title I / LEP  
 4th Grade teacher  
 2nd Grade teacher  
 Teacher  
 Teacher 1st  
 1st Grade Teacher  
 Music Teacher  
 5th grade teacher  
 2nd grade  
 3rd grade  
 5th grade  
 3rd grade Student teacher  
 LIBRARIAN  
 Kindergarten teacher  
 Catlin Principal





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**2019/20**

**Rose Valley  
Elementary  
(SIP)**







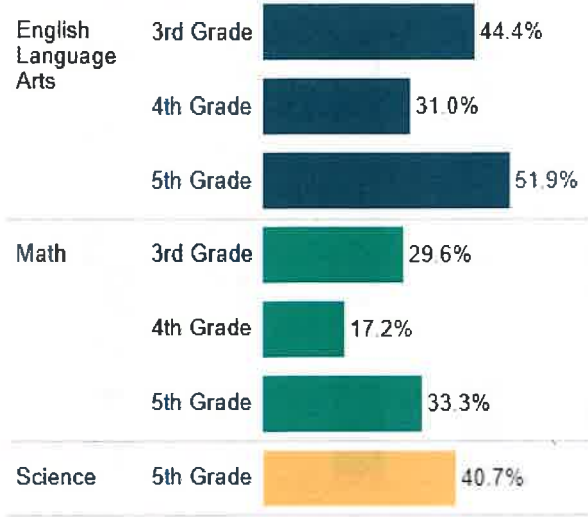
# Rose Valley Elementary School

## SCHOOL IMPROVEMENT DATA

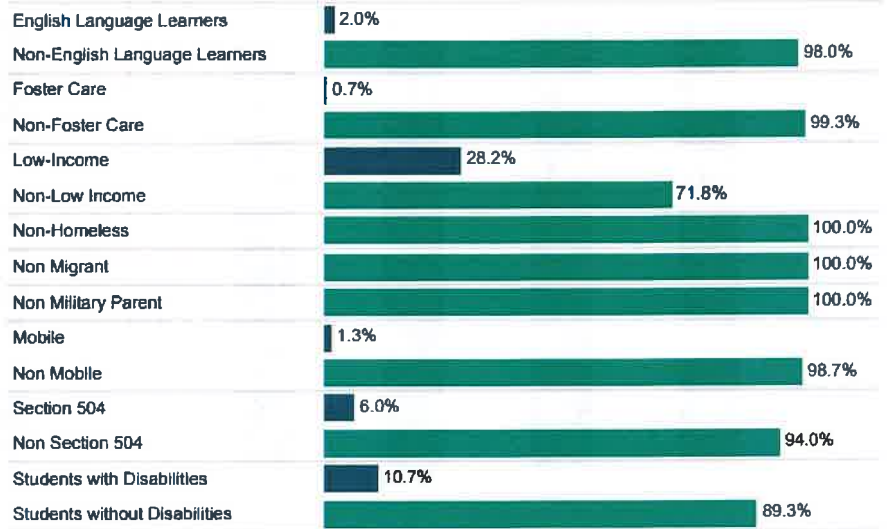
### 2018-2019



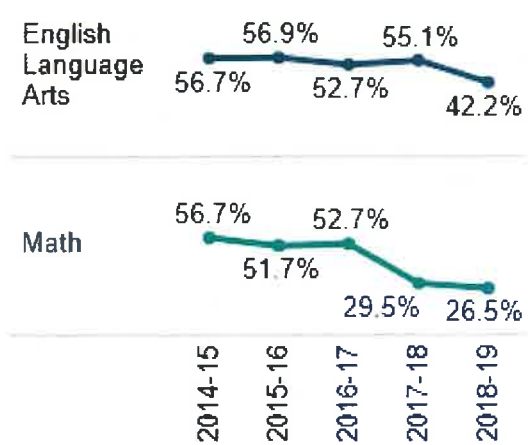
What percent of students met standards in each grade?



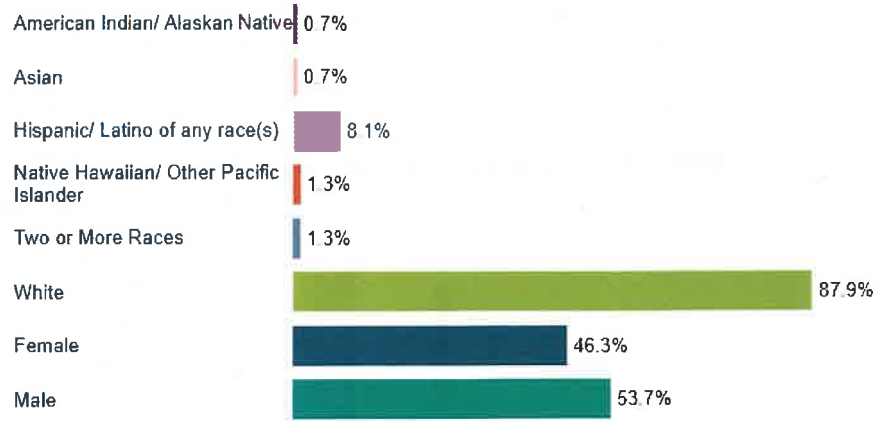
How many students were enrolled at the beginning of the school year, by student program and characteristics?



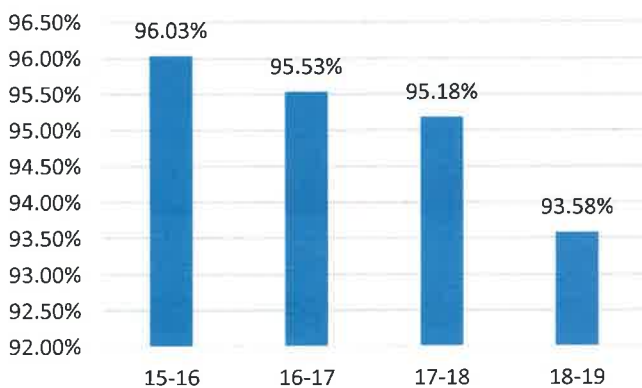
What percent of students met standards over time?



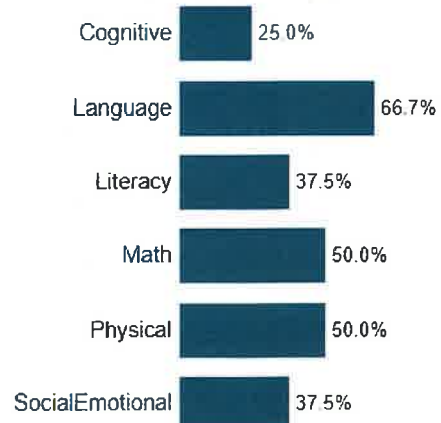
How many students were enrolled at the beginning of the school year, by student demographics?



Annual Attendance Rate



Which area of development and learning are children most prepared for kindergarten? Least prepared?



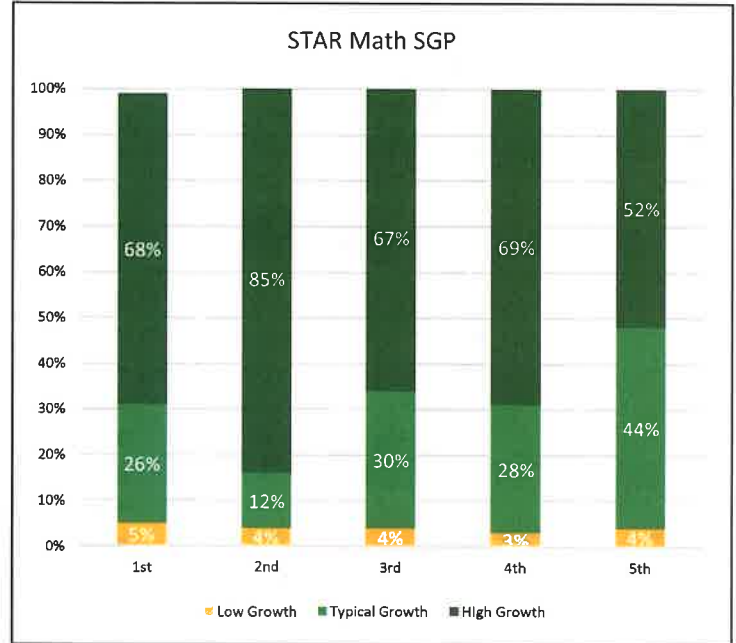
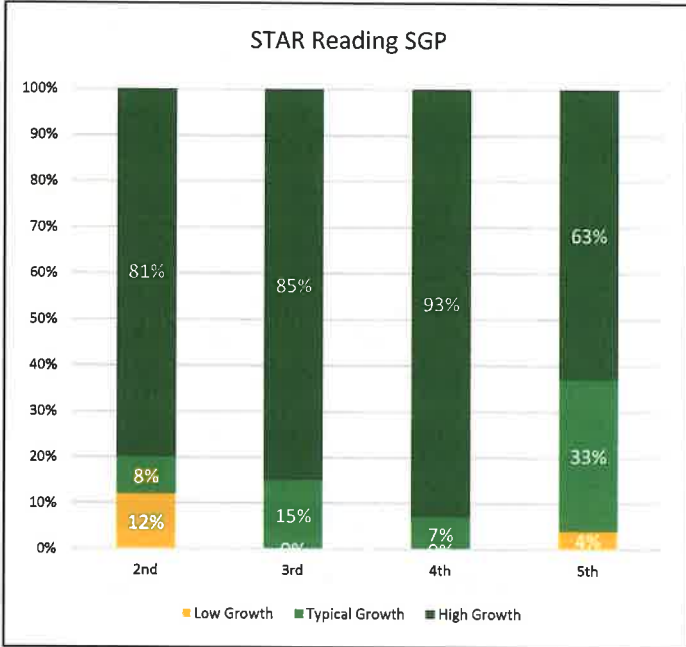




# Rose Valley Elementary School

## SCHOOL IMPROVEMENT DATA

### 2018-2019



Student Growth Percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers).

The Washington School Improvement Framework (WSIF) is a combination of academic indicators with school quality and student success indicators over three years ('16, '17, '18). These indicators are combined into a weighted score for all student which was used to identify schools for Comprehensive or Targeted supports.

## ESSA Washington School Improvement Framework for Rose Valley Elementary 2016 - 2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Black/ African American	Hispanic/ Latino of any race(\$)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	54.7%						54.5%	43.5%		12.5%
Math Proficiency Rate	42.5%						42.3%	30.6%		
ELA Median SGP	43.5						43	42		
Math Median SGP	23.5						25	27.5		
Graduation Rate										
EL Progress Rate*										
Regular Attendance Rate	95.4%						94.8%	91.5%		
Ninth Grade On Track Rate										
Dual Credit Rate										
Final Score										

\*The EL Progress measure only applies to students who are English Learners

Deciles





# Rose Valley Elementary

## SCHOOLWIDE PLAN

Name of Principal: *Brooke Henley*

Date: *October 1, 2019*

### Mission

*We Are... Excellence in Bloom.*

*Rose Valley's mission is to prepare ALL students for college, career, and community success.*



## COMPONENT #1: NEEDS ASSESSMENT

### PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

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

Rose Valley is a small, rural school comprised of a dedicated staff and community. Our 157 students are 98% English-speaking, 87.9% white, 8.1% Hispanic/Latino, 1.3% Native Hawaiian, 0.7% American Indian, and 1.3% two or more races. The 23 staff members are dedicated to upholding our motto of "Excellence in Bloom," and pride themselves on a positive school climate. Rose Valley achieved School of Distinction in 2016 and is working to increase student achievement in the areas of English Language Arts and Mathematics. Our Resource Room serves 7.9% of the student body population, and our free-and-reduced meal rate is 28%, which is an increase from 21.7% last school year.

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

The Rose Valley School Improvement Team includes the School Principal, each Grade Level and Specialist Classroom Teacher, the Learning Assistance Program Coordinator, and the Special Education Resource Teacher. Throughout the course of the school year, the School Improvement Plan is shared and discussed with the Rose Valley Staff. Furthermore, SIP goal areas and strategies are communicated at Wednesday Early Release collaboration time, Parent Teacher Organization meetings, and in public communications.

Our school-wide ongoing data analysis team includes every certificated teacher. We utilize Wednesday Early Release time to engage in STAR data discussions, next steps for interventions for kids, and best teaching practices.

- Briefly describe the School-wide Tiered Models of Instruction.

The Rose Valley School-wide Tiered Models of Instruction are designed to support children in Core Instruction (Tier 1), in LAP reading (Tier 2), and Resource (Tier 3). Additionally, we utilize Multi-Tiered Systems of Support for Social & Emotional Learning: PBIS Team (Tier 1), Check In/Check Out (Tier 2), and Individualized Student Plans (Tier 3).

# Rose Valley Elementary

## COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

#### English Language Arts

##### DATA STATEMENT

The current data reveals that student achievement in the English Language Arts Smarter Balanced Assessment averages 51.7% in grades 3-5 over the past 4 years.

	Grade	2016	2017	2018	2019
ELA	3	52%	48%	45%	44.40%
	4	50%	58%	61%	31%
	5	65%	50%	65%	51.90%

##### GOAL STATEMENT

3rd grade students will improve from 44.4% on the 2019 Smarter Balanced English Language Arts Assessment to 54.4% on the 2020 Third Grade Smarter Balanced English Language Arts Assessment. We will focus on analyzing specific student performance in Writing strands from the SBA in order to achieve this.

4th grade students will improve from 31% on the 2019 Smarter Balanced English Language Arts Assessment to 41% on the 2020 Fourth Grade Smarter Balanced English Language Arts Assessment. We will focus on analyzing specific student performance in Writing strands from the SBA in order to achieve this.

5<sup>th</sup> grade students will improve from 51.9% on the 2019 Smarter Balanced English Language Arts Assessment to 62.9% on the 2020 Fifth Grade Smarter Balanced English Language Arts Assessment. We will focus on analyzing specific student performance in Writing strands from the SBA in order to achieve this.

##### MEASUREMENT

STAR Monthly Assessments

ReadyGen Unit Assessments

SBA Interims

# Rose Valley Elementary

## SBA Summative

### Math

#### DATA STATEMENT

The current data reveals that student achievement in the Math Smarter Balanced Assessment averages 35.7% in grades 3-5 over the past 4 years.

	Grade	2016	2017	2018	2019
Math	3	76%	48%	31%	29.60%
	4	44%	63%	32%	17.20%
	5	30%	31%	25%	33.30%

#### GOAL STATEMENT

3rd grade students will improve by 10%, from 29.6% on the 2019 Smarter Balanced Math Assessment to 39.6% on the 2020 Third Grade Smarter Balanced Math Assessment.

4th grade students will improve by 10%, from 17.2% on the 2019 Smarter Balanced Math Assessment to 27% on the 2020 Fourth Grade Smarter Balanced Math Assessment.

5<sup>th</sup> grade students will improve by 10%, from 33.3% on the 2019 Smarter Balanced Math Assessment to 43.3% on the 2020 Fifth Grade Smarter Balanced Math Assessment.

#### MEASUREMENT

STAR Monthly Math Assessments

SBA Interims

SBA Summative

# Rose Valley Elementary

## Social Emotional Learning

### DATA STATEMENT

At Rose Valley, we have implemented Multi-Tiered Systems of Supports. Tier 1 includes all children in Positive Behavior Intervention Support structures. Children needing additional Social & Emotional supports are encouraged to access Tier 2 and 3 services. We currently have the following students in Multi-Tiered Systems of Supports.

Tier 2 (Check In/Check Out and Counseling) = 54

18	Check In/Check Out with TSEC
12	Walking & Cafeteria Check In/Check Out
21	Group Counseling
3	Individual Counseling

Tier 3 (Individual Plans) = 3

### GOAL STATEMENT

25% of students participating in our Tier 2 and Tier 3 supports will decrease one or more tier (example: move from Tier 2 to Tier 1, or from Tier 3 to Tier 2) by June 2020.

### MEASUREMENT

SWIS

Check In / Check Out Tracking

Universal Screener with SEL Department

# Rose Valley Elementary

## COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

### PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

#### English Language Arts

- Teachers will deliver instruction in accordance with the CEL 5D+ model
- Teachers will instruct English Language Arts standards using the ReadyGen curricular program with fidelity
- Teachers will utilize STAR assessments for data tracking
- During regular School-Designated Wednesday Early Release days, teachers will utilize Professional Learning Community collaboration time to analyze data and determine next steps for instruction
- Students not reaching full potential will receive Learning Assistance Program support
- Starting in January, teachers will administer, analyze, and use SBA Interims for instruction

#### Math

- Teachers will deliver instruction in accordance with the CEL 5D+ model
- Teachers will instruct using Common Core Math Standards
- Teachers will utilize STAR assessments for data tracking
- During regular School-Designated Wednesday Early Release days, teachers will utilize Professional Learning Community collaboration time to analyze data and determine next steps for instruction
- All students will be given additional math instruction during RtI time 4 days a week
- Starting in January, teachers will administer, analyze, and use SBA Interims for instruction
- Our Math Teacher Leader is piloting the district math materials program

#### Social Emotional Learning

- A multi-tiered system of support for social and emotional learning will be established
- Tier I collaboration and activities will support the PBIS philosophy
- Tier II collaboration may follow the Collaborative Problem Solving model, and meetings will occur weekly in accordance
- Tier III collaboration will occur in established Tier III meetings and systems will be in place for assessing social and emotional need for students
- Staff will utilize systems to nominate students for Check In / Check Out
- Check In / Check Out will occur daily as supervised by SEL Paraprofessional and Resource Teacher
- Classroom teachers will implement daily classroom meetings that integrate Second Step lessons, Big PBIS School Beliefs, a Flex Day, and a Community Building Day.

# Rose Valley Elementary

## COMPONENT #4: COORDINATION AND INTERGRATION

### PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

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

Our school utilizes funds in a very strategic way. Due to the size of Rose Valley, it is imperative we are diligent with the usage of resources. Our LAP funds are used for instructional supplies, substitutes to support GLAD learning, data conferences with teachers, and professional development conferences. Additionally, Special Education funds are utilized for instructional materials for students, Basic Education funds help staff a safe playground, and technology levy funds alongside donor funds help purchase Chrome Books and Laptops.

- What specific Title/LAP funded Family Engagement Activities are connected to the plan?

We engage families in many ways. Our events include: PTO meetings, BINGO night, parent/teacher conferences, Literacy Week, Back to School Night, Accelerated Reader goal periods and reward/incentive parties, Rose Valley Day and Fun Run, as well as Kindergarten Open House.

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

Daily All-School Morning Meetings

LAP Instruction

PTO Meetings

Parent-Teacher Conferences

Open House

Monthly Awards Assemblies

Veteran's Day Assembly

After-School Arts and Crafts Intramural

Choir

Talent Show

Field Day

Open Gym

Open Library

# Rose Valley Elementary

Annual Book Fair

Grandparent Breakfast

BINGO Night

All-School Dance Party

Rose Valley Day and Fun Run

Field Trips

School Musical Programs in Winter and Spring

School Garden Lessons





Rose Valley Elementary School

2019-2020 School Improvement Plan

School: Rose Valley

Grade Levels: K, 1, 2, 3, 4, 5

Participant Name & Signature

Title

Karen B. Marris - Karen B. Marris  
Ashlea Amabile - Ashlea Aipsilie  
Denelle Davis - Denelle Davis  
Janell Wheatley - Janell Wheatley  
Lynn Bush - Lynn Bush  
Rebecca Keitmley - ~~Rebecca Keitmley~~  
Ann Houghlum - Ann Houghlum  
Julia Jabusch - Julia Jabusch  
Allison Latham - Allison Latham  
Brooke Henley - Brooke Henley  
Alicia Van - Alicia Van

Admin Secretary  
IA  
SpEd Teacher  
teacher  
classroom teacher  
SEL Para  
Classroom Teacher  
K Teacher  
LAP/PE  
Principal  
Teacher





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**2019/20**  
**Wallace**  
**Elementary**  
**(SIP)**







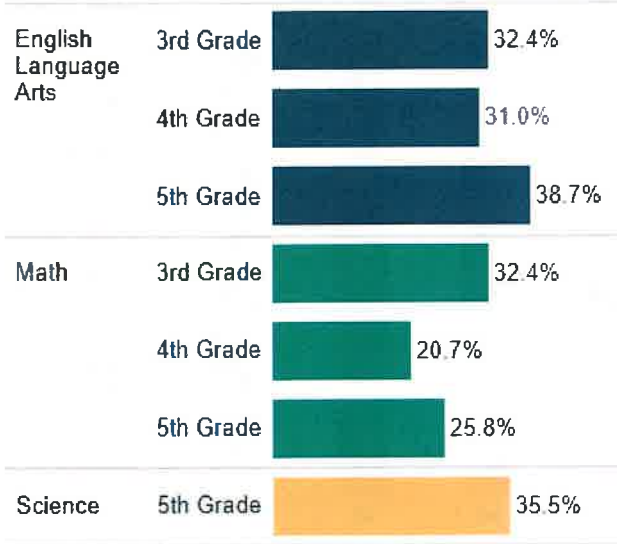
# Wallace Elementary School

## SCHOOL IMPROVEMENT DATA

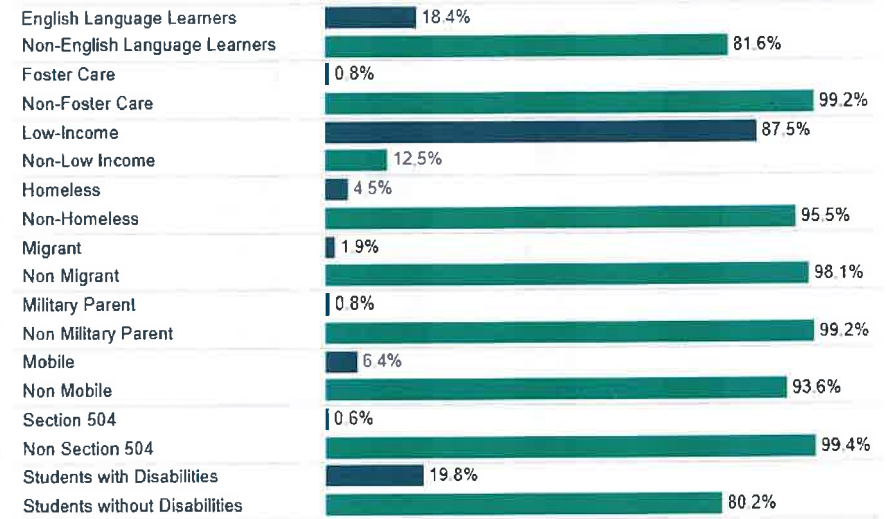
### 2018-2019



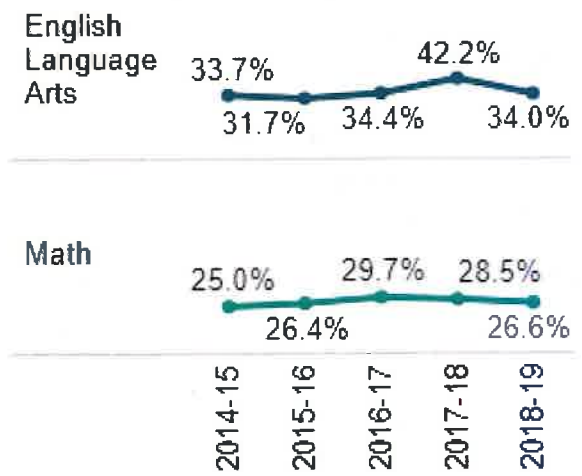
What percent of students met standards in each grade?



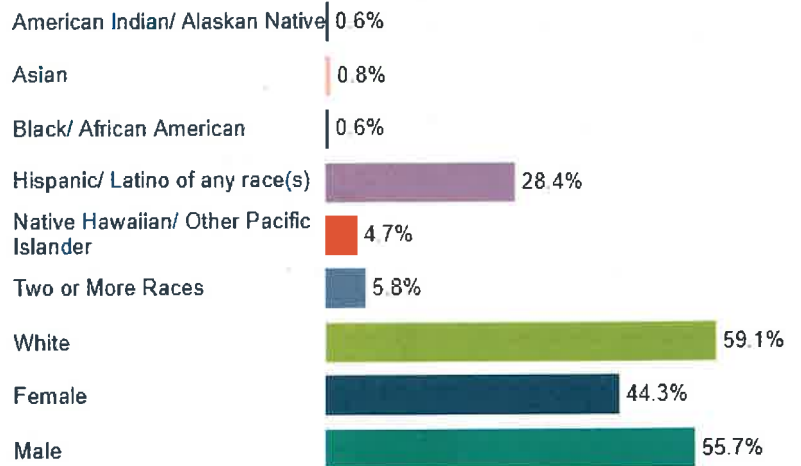
How many students were enrolled at the beginning of the school year, by student program and characteristics?



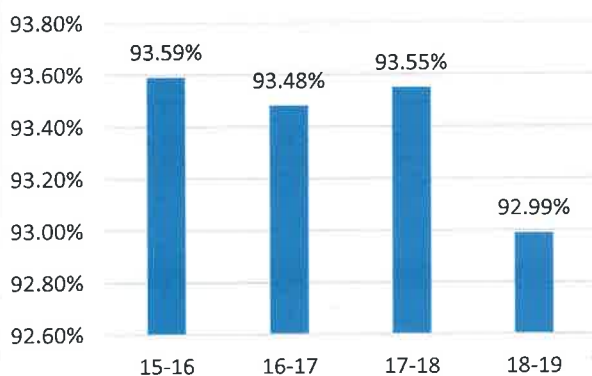
What percent of students met standards over time?



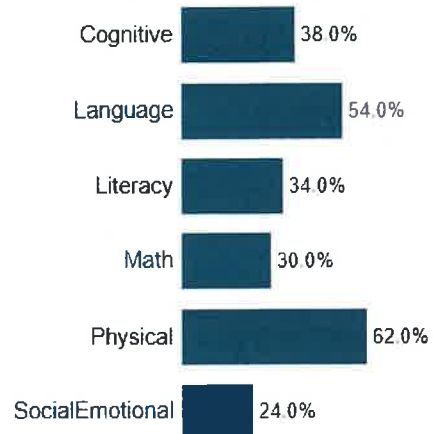
How many students were enrolled at the beginning of the school year, by student demographics?



Annual Attendance Rate



Which area of development and learning are children most prepared for kindergarten? Least prepared?

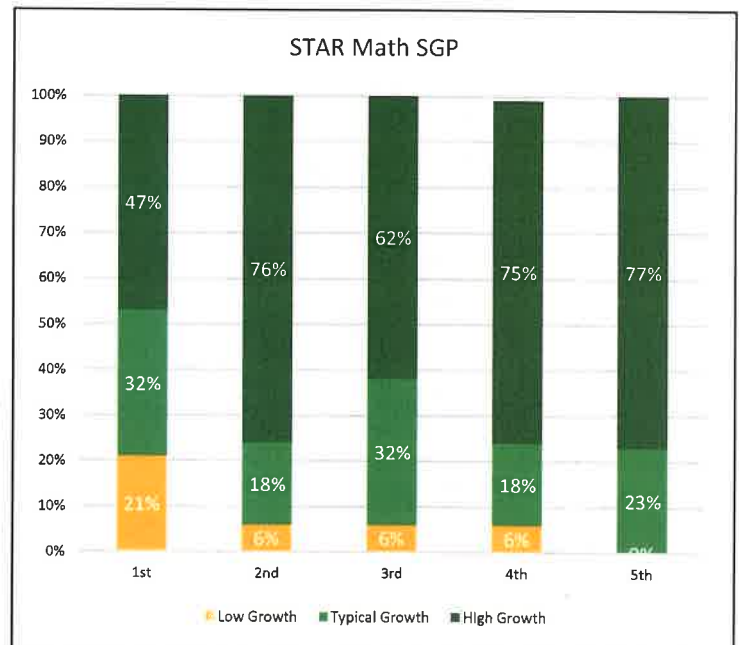
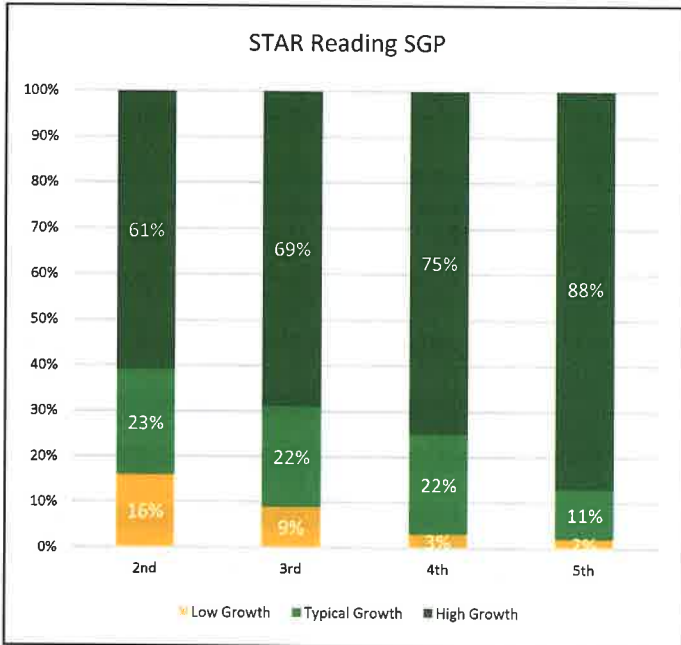




# Wallace Elementary School

## SCHOOL IMPROVEMENT DATA

### 2018-2019



Student Growth Percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers).

The Washington School Improvement Framework (WSIF) is a combination of academic indicators with school quality and student success indicators over three years ('16, '17, '18). These indicators are combined into a weighted score for all student which was used to identify schools for Comprehensive or Targeted supports.

## ESSA Washington School Improvement Framework for Wallace Elementary

### 2016 - 2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	37.6%				35.8%		30.8%	41.2%	35.4%	19.8%	5.1%
Math Proficiency Rate	29.7%				25.5%		26.9%	34.2%	27.8%	18.8%	14.4%
ELA Median SGP	55				57			53.5	55	51	45
Math Median SGP	53				47.5			54	53	42.5	52
Graduation Rate											
EL Progress Rate*	71.3%										
Regular Attendance Rate	87.5%				87.2%	91.7%	81.3%	87.7%	86.8%	90.9%	78.6%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

\*The EL Progress measure only applies to students who are English Learners


Deciles






Name of Principal: Ray Cattin	Date: 10-1-19
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**Mission**  
To prepare every student for success in middle school and beyond, both academically and socially.



**Vision**  
All students 100% middle school ready



**COMPONENT #1: NEEDS ASSESSMENT**

**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Demographics  
Wallace Elementary is the oldest continuously running elementary school in the Kelso School District. It is located in South Kelso on the original land claim of Victor Wallace, and it serves approximately 370 students. Based on May 2019 OSPI data, 87% of Wallace’s students are low income, and 18% are English Language Learners (first languages in addition to English are Spanish, Chuukese, Vietnamese, Somali, and Cambodian). Special Education serves 13.3%, including one of the district’s elementary behavior program classrooms, and two sections of preschool.

The School Wide Information System (SWIS) discipline data from 2019-20 show that 65.63% of our students are considered Tier 1, with 17.75% at Tier 2, and 16.6% of students meeting the guidelines for Tier 3 behavior interventions. (Typically, the Tier 3 would be 5% or less of an entire student body).

The teaching staff at Wallace is relatively new, with 13 teachers still in the provisional category (three years or fewer in the profession).

**Current Wallace Staffing:**  
 \*17 classroom teachers (K-5)  
 \*3 Special Education teachers (Resource, Structured Learning Classroom, Preschool)  
 \*3 specialists (music, PE, library)  
 \*1 counselor (0.8 FTE)  
 \*1 Title1/LAP Coordinator and K-3 Literacy Specialist  
 \*1 Asst. Principal

Focus On Data

**Data Wall:** Last year Wallace added “the data wall” in the conference room as a space to meet and analyze data. We meet as individuals, small groups (grade level PLCs), and as a whole staff to review data and set goals. This year, we gained a classroom and converted it into our professional learning space. We use this room for all staff professional development and as a place for our PLCs to meet. We have our AVID school goals posted, along with our Wednesday Early Release (WER) schedule for the year, as well as our yearly and monthly data.

We use the following data to inform instruction and identify appropriate interventions for academics, behavior, and attendance:

- **Formative Assessments:** We have frequent and regular progress monitoring using monthly STAR math and reading assessments. These data points inform movement between intervention groups based on individual student needs and skill deficits. We also use phonics screeners to help identify specific areas of need for students in order to place them in targeted intervention groups.
- **Benchmark Assessments:** Fall/Winter/Spring district benchmark assessments are used to monitor student growth over time.
- **Other Assessments:** These include the ReadyGen PBAs (Performance Based Assessments). These are used as formative and summative assessment pieces throughout the year, measuring student achievement on Common Core Standards.
- **Math Unit Assessments:** Students are identified for walk to math intervention groups and math paraprofessional push-in support based on analysis of math unit assessments and monthly STAR assessments.
- **Early Literacy Assessment:** The Kelso Kindergarten Assessment is used to monitor progress toward state standards. The Benchmark Assessment System (BAS) testing is used K-2. STAR Early Lit is also part of progress monitoring for kindergarten and first grade, while second grade uses STAR Reading.

## COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

#### English Language Arts

##### DATA STATEMENT

The current ESSA School Improvement Framework data reveals that although Wallace students showed little improvement on the 2019 Smarter Balanced Assessment (SBA), we are confident that in year two of our ReadyGEN ELA curriculum, along with our extra interventions, we can increase the percentage of students demonstrating proficiency.

Spring 2019 Smarter Balanced ELA Proficiency

- 3rd ELA 32.4%
- 4th ELA 31%
- 5th ELA 38.7%

##### GOAL STATEMENT

Beginning August 2019, ReadyGEN will be taught with fidelity in all grades at Wallace. In addition, Open Court Foundational Skills will be taught with fidelity in kindergarten and first grade. This will positively impact student achievement in the areas of reading and writing.

By June 2020, 100% of literacy instruction in Tiers I, II, and III will support individual student needs as evidenced by routine use of: systematic, explicit, and differentiated skill-based instruction. Teachers will also continue to incorporate AVID instructional strategies (WICOR) in all classes, K-5.

##### MEASUREMENTS

- WAKids
- Kelso Kindergarten Assessment
- STAR Reading



- STAR Early Lit
- Phonics Screener (PSI)
- ReadyGEN Performance Based Assessments (PBA)
- ReadyGEN Unit Assessments
- SBA Interims
- SBA Summative
- Running Records
- BAS

### Math

#### DATA STATEMENT

The current ESSA School Improvement Framework data reveals that although Wallace students are showing slight increase in proficiency with their Smarter Balanced Math scores from year to year, we are focusing our efforts on a greater increase of the percentage of students demonstrating proficiency.

#### Spring 2019 Smarter Balanced Proficiency

- 3rd 32.4%
- 4th 20.7%
- 5th 25.8%

### GOAL STATEMENTS

Current fifth grade students will improve from 20.7% meeting standard on their 2019 fourth grade Smarter Balanced Math Assessment to 30% meeting standard on the spring 2019 fifth grade Smarter Balanced Math Assessment (cohort growth of 10%).

Current fourth grade students will improve from 32% meeting standard on their 2019 third grade Smarter Balanced Math Assessment to 40% meeting standard on the spring 2019 fourth grade Smarter Balanced Math Assessment (cohort growth of 8%).

By June 2020, 100% of math instruction in Tiers I, II, and III will be designed to support individual student needs as evidenced by routine use of: flexible and strategically designed grouping and increased use of manipulatives to address targeted skill needs.

### MEASUREMENTS

- STAR Math assessments given monthly
- WAKids kindergarten assessments at the beginning of the year
- SBA Interims during the late winter/early spring
- SBA Summative
- Curriculum Based Unit Assessments throughout the year
- Fact Fluency Assessments
- Kelso Kindergarten Assessment
- Prodigy Math (online with Chrome Books)
- Xtra Math (online with Chrome Books)
- iReady Assessments (with math pilot curriculum)

### Instructional Goal

#### DATA STATEMENT

The student growth section of the OSPI school report card reveals that there is a significant growth in both ELA (67.5) and math (62) that increases consistently from grades 1-5 (goal is 50 or better). We will continue to provide increasing levels of 'best practice' AVID instructional strategies to continue to close the achievement gap. (see attached data sheet)

#### GOAL STATEMENT

By June 2020, teachers in grades K-5 will utilize AVID instructional strategies, binders, planners, and focused note-taking strategies to increase student organization and learning success.

By June 2020, Wallace will achieve all four AVID site team goals in the areas of:

1. **Instruction**-Teachers will routinely use WICOR strategies in at least one or more content area. Teachers will also continue to increase focused note-taking in at least one subject area using the 2 or 3 column note-taking assessment tool monthly. Students will continue use of planners and binders daily throughout the school year to improve organizational skills and communication between parents and teachers.
2. **Culture**-Increase family participation through enrichment activities that promote shared cultural experiences, as well as increasing awareness of college and career possibilities. Some examples of this are/will be: "College Wear Wednesdays," college pennants in all classrooms, informative writing about a college or university, career path surveys. We will also organize family events, a cultural night with cultural stories and snacks, add cultural displays and posters, invite families to join the PTO (with translated information), and celebrate cultural heritage with a family event by June 2020.
3. **Systems**-Our site team will create a matrix that illustrates both horizontal and vertical articulation of AVID strategies, utilizing backward mapping beginning with middle school expectations.
4. **Leadership**-We will create and communicate the school's mission and vision statements and communicate these to our stakeholders--students, families, community members, and staff.

### Social Emotional Learning (SEL)

#### DATA STATEMENT

The current 2018-2019 SWIS data revealed 65.63% (Tier 1) of our student body had between 0-1 discipline incidents. 17.75% (Tier 2) had between 2-5 incidents reported. 16.6% (Tier 3) of our student body had over six incidents documented last year.

Last year, with assistance from the District Office Social Emotional Learning (SEL) team, Wallace implemented a multi-tiered system of supports: a Tier 1/PBIS team, a Tier 2 team, and a Tier 3 team. Last year, 83.4% of Wallace Elementary students were identified as Tier 1 and Tier 2 students (5 or fewer incidents).

#### GOAL STATEMENT

By June 2020, Wallace Elementary School will increase positive student behaviors that promote learning and respectful interactions. This will be evidenced by a reduction in the number of students identified as needing Tier 2 or Tier 3 support (more than 2 documented behavior incidents). Our goal is to increase the percentage of Tier 1 students from 65.63% to 70%.

#### MEASUREMENT

- SWIS discipline data
- Skyward discipline data
- Universal screener for all Wallace students three times per year to determine need for Tier 2 and Tier 3 services
- Monthly SEL meetings during PLC time with each grade level to provide PD and progress monitor students
- Monthly SEL Tier 1/PBIS team meetings to progress monitor PBIS implementation
- Weekly Tier 2 meetings to review current and discuss new Tier 2 students, systems, services, and interventions
- Monthly Tier 2 meeting to progress monitor the check-in/check-out students
- Weekly Tier 3 meetings to discuss individual student behavior plans (two students per week, 30 min. each)
- Tier 3 student plans reviewed every 6-8 weeks

## COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

### PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

#### English Language Arts

- *ALL teachers (K-5) will design and deliver their instruction as prescribed in the 5D+ Model, and all teachers (K-5) will integrate AVID instructional strategies.*
- *Teachers in grades 2 – 5 will assess all of their students with STAR (grades K-1 will use STAR Early Lit) to help with that determination and be able to pinpoint need for intervention, grade level expectation, or acceleration. STAR reports will be analyzed to inform instructional decisions in and outside of core.*
- *Provide additional support for students performing below benchmark. Support may include differentiated instruction, classroom environment changes, extended learning time, Tier 2 and 3 interventions.*
- *Data Team reviews of monthly student growth reports, student performance data spreadsheets, implementation of differentiated instruction, and continued implementation of ReadyGEN.*  
*Teachers will utilize the district resources of Jan Rauth (K-2) and Marilyn Melville-Irvine (3-5) for support during the second year of implementation of ReadyGEN ELA curriculum adoption, including (but not limited to) modeled lessons, team support meetings, and check-in meetings throughout the year.*  
*Continued use of additional professional development from a variety of sources, including Jan Rauth, our district expert in Title 1 schools and successful interventions and instructional strategies.*  
*Continued work on phonics and phonemic awareness, building foundational skills.*

#### Math

- *Supporting teachers by finding more examples of differentiated instruction within math lessons and utilizing the district math coach.*
- *Data Team reviews of monthly STAR student growth reports, student performance data spreadsheets, implementation of differentiated instruction, and implementation of AVID instructional strategies.*
- *Smarter Balanced Practice Assessments and Math unit assessments will be analyzed by grade level PLCs in order to determine lesson plan construction and targeting student need by skill.*

#### Social Emotional Learning

- *Student discipline forms will be tracked by individual student, grade levels, and classroom teachers. (Academic data will also be tracked to see what effect student discipline has on student's academic progress).*
- *Master schedule changed to allow for 30 minutes of SEL instruction daily in all classrooms.*
- *Structure collaborative classrooms that build on student strengths, needs, and interests.*
- *Data Team reviews of monthly student growth reports, student performance data spreadsheets, implementation of differentiated instruction, and implementation of Second Steps.*
- *School counselor push-in support (as needed) with class meeting model.*
- *TSEC related work,*  
*Differentiated Lesson Plans with scope and sequence provided for Tier 1/PBIS school wide expectations.*

## COMPONENT #4: COORDINATION AND INTEGRATION

## PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

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

Wallace Title 1/LAP funds are used to provide additional staffing to support instruction and student learning. We utilize a K-5 Title I/LAP Coordinator/Literacy Specialist and five paraprofessionals to work with small intervention groups for reading and math skills. LAP funds are also used to support the social-emotional and behavioral needs of our students through a .8 FTE counselor, a social-emotional center (TSEC) space for students to learn and utilize regulation skills. A Spanish language interpreter is included in this funding plan, as we have the largest population of English Language Learners in the Kelso School District.

- **What specific Title 1/LAP funded Family Engagement Activities are connected to the plan?**

Our school strives to create a welcoming environment that strongly encourages parent and community participation in school activities. Through these partnerships we hope to increase student achievement and decrease student behavior related to a “disconnect” with our school. Our Title/LAP funded engagement activities include:

- Community Volunteer Program
- Partnerships with Youth and Family LINK, such as the after school program
- ELL events
- Literacy Night
- Math Night
- Title I Informational Meetings at the beginning of the year open house and again throughout the year.
- PTO Meetings
- Parent-Teacher Conferences
- “Coffee with the Principal” for our Spanish speaking families (with interpreter)
- Open House/Back to School Night (with community resources available)
- National Walk To School Day
- Veteran’s Day Assembly
- MLK Day Assembly
- Annual Book Fair (at Wallace, this is the WARP program)
- LEGO-Robotics displays from our LEGO teams at Earth Day
- Read Across America
- School Talent Show
- School Carnival
- Celebrations of Learning Monthly Awards Assemblies
- Classroom and grade level parent and family events
- Use of parent/family/community volunteers

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

Students at Wallace Elementary School have access to a variety of services. These include:

- Fresh Start/Check in
- AMP (AM Program) before school activities
- Outside Counseling Services (through SEAMAR)
- Access to school counselor (Mon.-Thurs.)
- Access to the TSEC room
- LINK after school programs
- Healthy Snacks program
- Check-in/Check-out
- Access to interpreters
- Coordinate Families with community services
- Wallace intramural track
- Wallace intramural choir
- School clothing closet
- School supplies closet
- Health Specialist to coordinate families with community health services
- Students in need fund through PTO

Elementary School

2019-2020 School Improvement Plan

School: Wallace Elementary School Grade Levels: K-5

Participant Name & Signature	Title
Alyse Johnson 	K Teacher
Merissa Leonard 	K Teacher
Kalena Gillihan 	K Teacher
Ashley Lowry 	1st Grade Teacher
Brieanna Olsen 	1st Grade Teacher
Erica Guard-Buckhalter 	1st Grade Teacher
Amber Fortner 	2nd Grade Teacher
Becky Richards 	2nd Grade Teacher
Brieanne Casey 	2nd Grade Teacher
Jessica Carter 	3rd Grade Teacher
Julie Toney 	3rd Grade Teacher
Brittany Lee 	3rd Grade Teacher
Kerry Farnham 	4th Grade Teacher
Carlos Mendoza 	4th Grade Teacher
Keri Klayum 	4th Grade Teacher
Atticus Tatum 	5th Grade Teacher
Tangi Bennett 	5th Grade Teacher
Colleen Shuttleworth 	Title/LAP Coordinator
Lavern Dollarhyde 	Counselor
Seth Peck 	Asst. Principal

2019-2020 School Improvement Plan

School: Wallace Elementary School

Grade Levels: K-5

Participant Name & Signature

Title

Debbie Johnson



Specialist Teacher

Abby Gutformsen



Specialist Teacher

Karen Anderson



Specialist Teacher

Jeri Bridges



Specialist Teacher

Olivia Krieger



Paraprofessional

Liz Jones



Paraprofessional

Sue Stange



Paraprofessional

Jennie Porter



Paraprofessional

Kim Nunn



Paraprofessional

Melinda Makinson



Paraprofessional

Maria Rodriguez



Paraprofessional/Interpreter/T-SEC

Veronica LaRose



Paraprofessional/T-SEC

Katie Becker




Health Specialist

Michele Eaves



School Secretary

Tyler Hutchison



Special Education Teacher (SLC)

Maura Orth



Special Education Teacher (Resource)

Jan Tofte



Paraprofessional (Resource)

Tori Shrofte



Paraprofessional (Resource)

Zac Claypool



Paraprofessional (SLC)

Grace Prewitt



Paraprofessional (SLC)











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**2019/20**  
**Coweeman**  
**Middle School**  
**(SIP)**







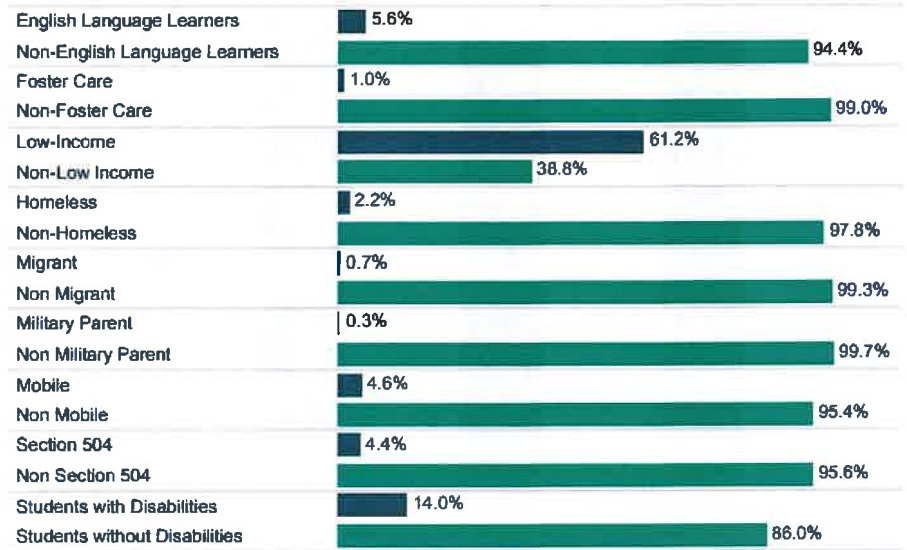
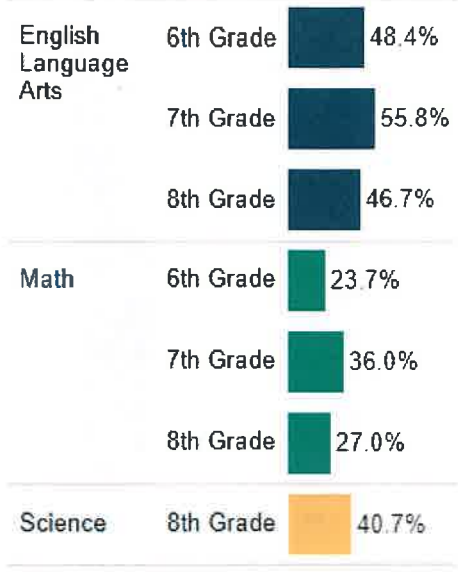
# Coweeman Middle School

## SCHOOL IMPROVEMENT DATA

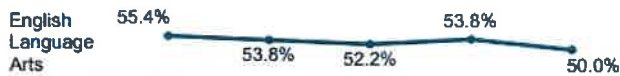
### 2018-2019



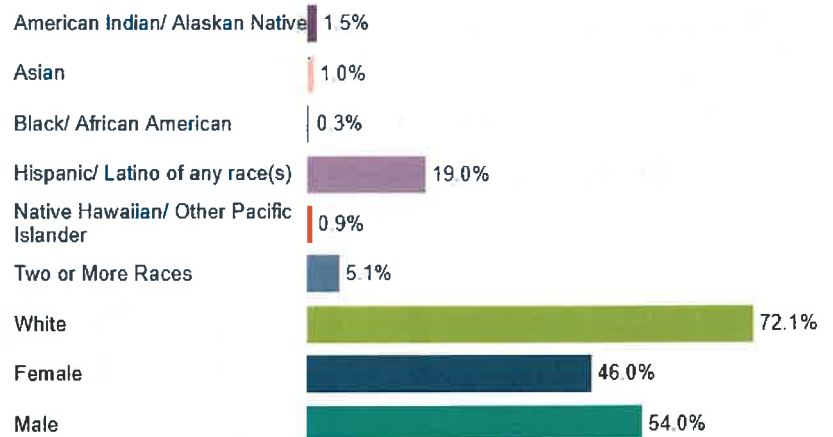
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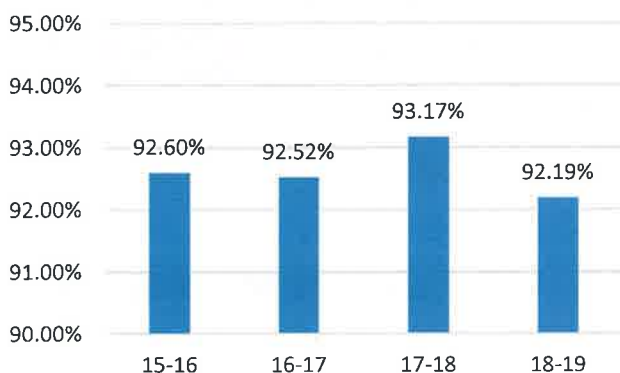
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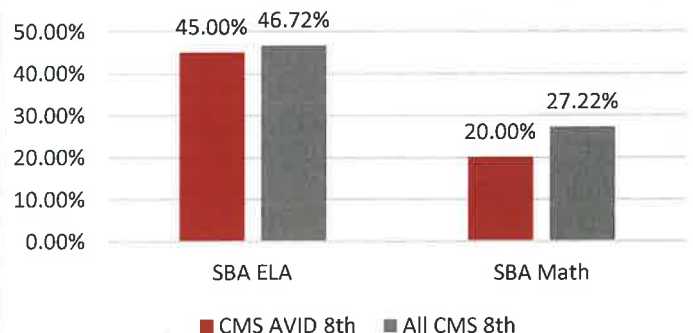


### Annual Attendance Rate



### Advancement Via Individual Determination (AVID)

#### Percent Proficient on State Tests

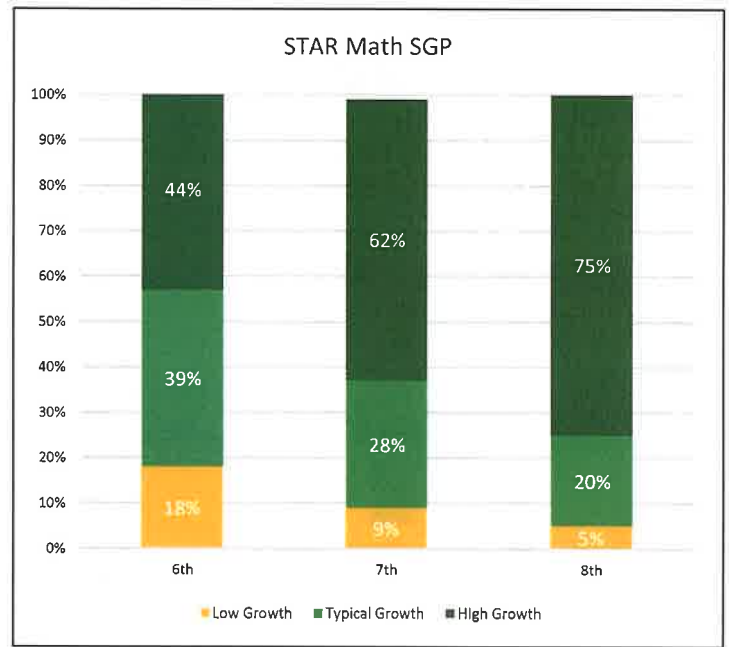
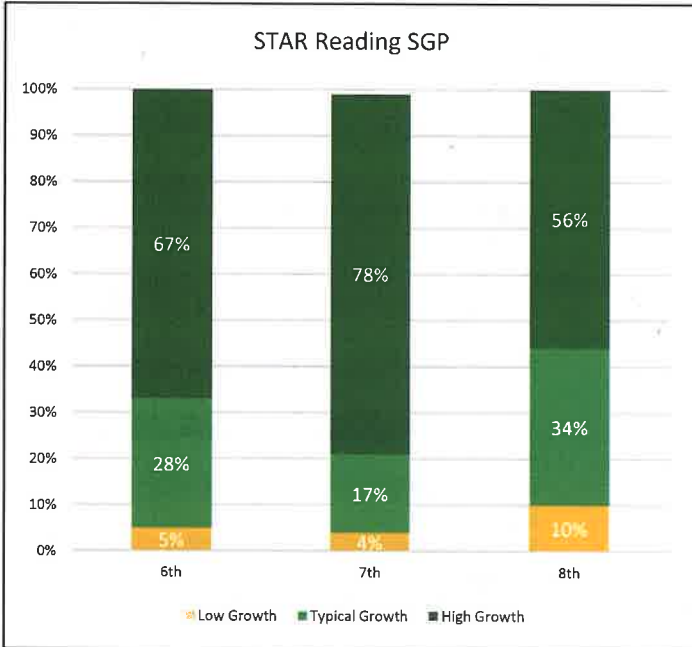




# Coweeman Middle School

## SCHOOL IMPROVEMENT DATA

### 2018-2019



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ELA Median SGP	52	53			50.5		54	51	51	48	42
Math Median SGP	49	54			50		41	49	48	54	42
Graduation Rate											
EL Progress Rate*	82.5%										
Regular Attendance Rate	86.6%	79.5%			85.9%		83.5%	87.2%	81.6%	88.6%	75.5%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

\*The EL Progress measure only applies to students who are English Learners

Deciles



# Coweeman Middle School



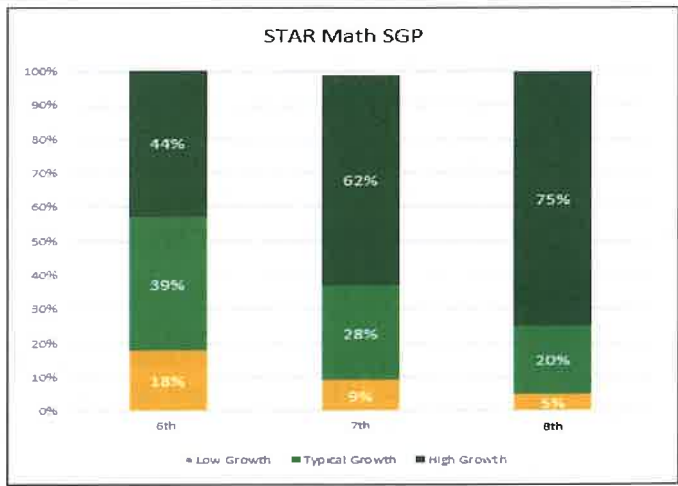
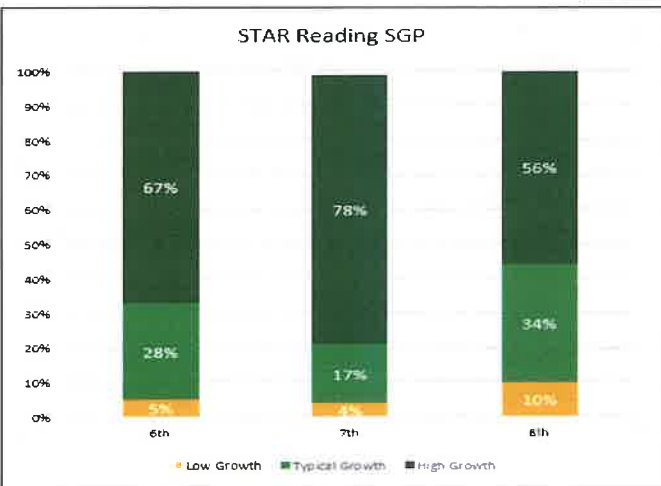
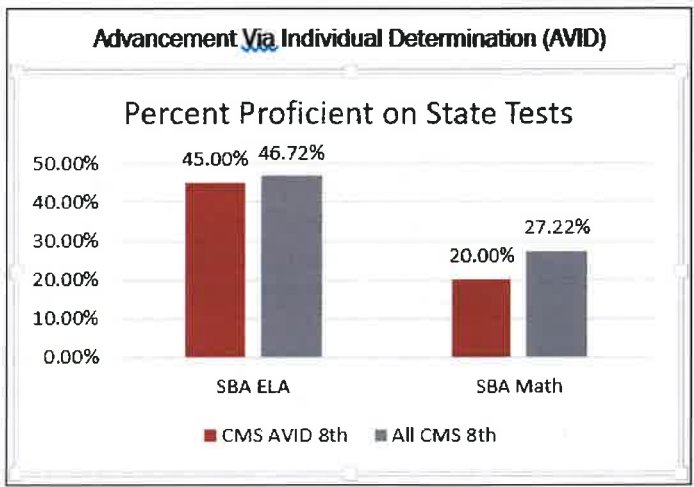
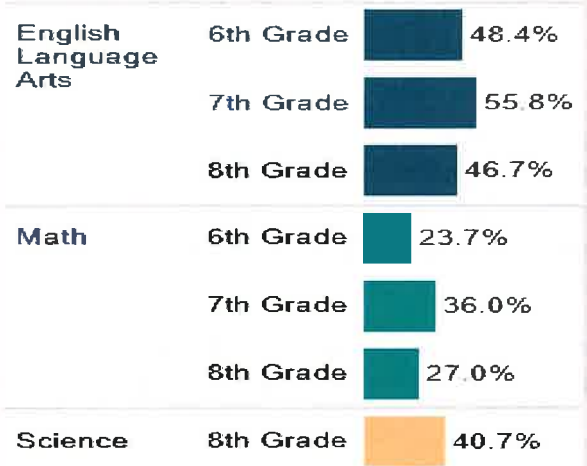
## SCHOOLWIDE PLAN

Name of Principal: Greg Gardner	Date: October 2, 2019
<b>Mission</b>  Coweeman will close the achievement/opportunity gap by preparing all students for college readiness and success in a global society.	<b>Vision – Each Student Every Day!</b>  Advancement Via Individual Determination (AVID)  Respectful, Responsible, Reasonable (PBIS)

**INSTRUCTION:** : Seventy-Five percent (75%) of Instructional staff from Coweeman Middle School will use structures for collaboration 1-3 times per week by Spring Break 2019. At this point in time, 75% of our AVID site team perceives that our students struggle to work inclusively and collaboratively.

### Coweeman Middle School NEEDS ASSESSMENT (Based on 2018-2019 School Improvement Data)

What percent of students met standards in each grade?



### Summary:

Looking at our 2018-19 School improvement data, an area of concern is our SBA scores are stagnate or decreasing, yet Student Growth in STAR Reading and Math is showing typical to high growth. Our goal this year is to increase the students who meet standard in all grade level cohorts in both ELA and Math. The 2019-2020 CMS Focus is to increase collaboration with staff for continued professional learning to increase student learning and increase student-to-student collaboration in all classrooms. CMS continues to work towards becoming an AVID School-wide.

This is our third year in AVID implementation. Currently we have two AVID elective classes (7<sup>th</sup> and 8<sup>th</sup>). AVID instructional strategies (best teaching practices) are being used throughout the school. Multiple Tiered Support Systems (MTSS) will begin implementation throughout the year with the support of Kelso School District's Social Emotional Learning (SEL) team. Providing structures of social/emotional teaching for students who need extra support continues to be a priority. This intentional work on creating structures will make the learning environment better for all students.

### **AVID CCI (Coaching and Certification Instrument) Feedback:**

Coweeman Middle School's first AVID elective cohort was implemented 2018-2019. We have added an AVID7 elective class along with the AVID8 elective class for the 2019-2020 school year. We anticipate challenges as both AVID elective teachers and our AVID tutor are new to AVID.

The next steps listed below were established after previewing the feedback from AVID Western Manager walk through February 22, 2019.

AVID identified areas of growth for CMS were...

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

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

Evidence: Accountability partners, learning walks, Principal observation notes, share outs at AVID site team meetings, share outs during WERs, PLC PD times, work with book study – Learning by Doing (PLC workbook), Homeroom Training/Professional Development, staff data dive (SBA, STAR Student Growth, Discipline, Healthy Youth Survey and Student Perception Data).

As stated in our mission, we have a commitment to the growth of *all* students which drives our plan for success, and our need for continued improvement. According to ESSA Washington School Improvement Framework areas with the highest need have been identified as English Language Learners and Students with Disabilities.

### **Goal area:**

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



**ESSA Washington School Improvement Framework for Coweeman Middle School  
2016 - 2018 Measures by Student Group**

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	54.8%	52.6%			43.4%		50.6%	58.5%	43.0%	12.0%	13.5%
Math Proficiency Rate	38.5%	47.4%			24.0%		35.3%	42.7%	26.2%		6.8%
ELA Median SGP	52	53			50.5		54	51	51	48	42
Math Median SGP	49	54			50		41	49	48	54	42
Graduation Rate											
EL Progress Rate*	62.5%										
Regular Attendance Rate	86.6%	79.5%			85.9%		83.5%	87.2%	81.6%	88.6%	75.5%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

\*The EL Progress measure only applies to students who are English Learners

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**PROCEDURES TO SUPPORT**

**School-wide Collaboration**

At this point in time, 75% of our AVID site team perceives that our students struggle to work inclusively and collaboratively. Seventy-Five (75%) of Instructional staff from Coweeman Middle School will use structures for collaboration 1-3 times per week by Spring Break 2019.

The use of collaborative strategies:

- Used by teachers will support student collaboration (student share information, connect/apply new learning and building on prior knowledge so we can continue growth toward mastery of standards).
- Admin will model collaborative strategies during WER and PD to support teachers in their designing of lessons that incorporate student collaboration in their daily planning. Admin will focus on learning centered conversations with staff around this collaboration goal.
- Teachers will use collaborative strategies during WERs to analyze student data to drive instruction and form common formative assessments.
- Through the school year, training will occur for our IA's who work closely with our students.

**SYSTEMS** Coweeman Middle School AVID site team will use the SIP as a "living document" that is discussed/interacted with at every AVID site team meeting, school directed WER and Department Chair and revised according to data.

**PROCEDURES TO SUPPORT**

SIP documented added to each AVID agenda to discuss progress of goals.

**Site Team Goal:** During the 19-20 school year CMS is committed to utilizing structures for collaboration.

All staff will attend at least ½ day at RA Long, Huntington, KHS or CMS to observe collaborative strategies.

CMS teachers will meet with their accountability partner and begin sharing systems they utilize in their individual classrooms, things that are working well.

### ***PAWS Time Development***

- Administration is creating equitable systems to ensure greater staff consistency in expectations which will lead to more student support.
- Moving away from AR exclusively to Positive Academic Work Support (PAWS)
- Common expectations and choice activities
- Interventions and Extensions (WA State History Credit Recovery, HiCap, Amplify, Study Island)

### **LEADERSHIP**

1. AVID site team will have representation from every department, a principal, and a counselor (AVID Leadership Goal).
2. AVID site team will promote the current mission by displaying the schools mission statement

### **PROCEDURES TO SUPPORT**

By the end of October 2019 CMS will have representation from every department, both administrators, and both counselors.

Mission statement will be restructured to match the AVID mission statement and then be publicly displayed in the following areas.

1. CMS website
2. Handbooks
3. Syllabus
4. Other existing school documents.

### ***College and Career Readiness***

**Site Team Goal:** During the 19-20 school year, CMS will increase the level of participation, understanding, and awareness of college and career readiness throughout the CMS earning community to support students as they enter an ever changing global society.

- College and Career Lessons through the Career Center (librarian)
- College wear Wednesdays, College pennants and flags
- College visits (schoolwide and AVID Cohort)
- College and career day (LCC, St. Martin's and Career presentations)
- Student led conferences – student goal setting, career interest survey with post high school plan)

### ***Professional Development in Support of our AVID-based Mission Statement***

- 47% CMS certificated staff have attended Summer Institute.
- Monthly AVID site team meetings to monitor goal progress
- Tri – annual participation in school progress monitoring with AVID western manager
- Sept-June WER Staff Professional Development

### **CULTURE –**



1. Coweeman Middle School will display college pennants, banners, posters, or other decor in five or more public spaces and all classrooms on campus by winter break 2019.
2. 100% of AVID site team members will establish the why behind Professional Learning Committee's and PLC norms through AVID site team expectations by spring break 2020. PLC structures will be practiced throughout the school year in all departments. Focus on using student data to drive instruction as well as increased collaboration between students.

**NEEDS ASSESSMENT {Based on 2018-2019 School Improvement Data and 2018-2019 and AVID manager walk-through feedback and AVID site team perception data}**

**Data charts:**

**PROCEDURES TO SUPPORT**

1. Administrative and site team observations (walk-through )
2. AVID site team will conduct book study (Learning by Doing: A Handbook for Professional Learning Communities at Work)  
Establish common vocabulary, structures and norms for PLC's

**A focus on collaboration:**

Coweeman Middle School will have seventy-five percent (75%) of the instructional staff use structures for collaboration 1-3 times per week by Spring Break 2019. Coweeman staff will receive professional development quarterly utilizing strategies/structures of collaboration. By using collaborative structures in our meetings, teachers will have experienced how collaboration can be set up and implemented and able to use them the next day in class with students.

**A focus on safety:**

CMS will maintain a school-wide commitment to participate in drills and practice protocol for earthquake, fire, and intruders on a monthly basis. When reviewing ALICE protocol, staff will receive a refresher course during a School WER to help facilitate a smooth drill.

**A focus on equity:**

Access to rigorous courses: Accelerate all math students, open access to honors courses. Selection/Inclusion in building student leaders (AVID, ASB, Honor Society).

PAWS time restructured: Each school day students will use from 7:50-8:20 as Positive Academic Work Support. Students use this time for: Accelerated Reading (ELA), Study Island (Math), Amplify (Science), Student-Led Portfolios and Goal Setting. (This is the time set aside next school year for Social Emotional Lessons).

Support for struggling students: This is the second year of Core 4 study hall. Core content departments (ELA, Math, Social Studies and Science) hold open study halls after-school hours Tuesday and Thursday to support academic learning.

**Department goals:**

Math: Teachers will collaborate this school year to facilitate meaningful discourse among our students. This will help to build shared understanding of mathematical ideas *allowing them to analyze and compare their approaches and arguments.*

ELA: Teachers will collaborating throughout the year to improve student understanding of text structures and summaries through the use of scaffolding and common 4-point rubrics.

Science: Teachers will collaborate during the school year to have students focus on engineering design emphasizing identification of variables.

### **A School-wide Focus on PBIS**

Coweeman is in the process of establishing a PBIS committee made up of teachers, admin and students who communicate clear expectations for behavior that is respectful, reasonable and responsible. Although we've always had a committee, one member is no longer in our building so others are jumping on board to build a strong, cohesive team.

Associated Student Body will focus on Kindness and Inclusivity (Month long observances and general education visiting significant classrooms)

A Tier 1 reward system was put in place 2 years ago and is used throughout the school. This year the new team is adding student input and more opportunities for recognition. Currently we recognize students on a monthly basis (Student of Distinction). This year we are looking to add student of the week (displayed in hallways) and positive paws (for lockers). We will also be utilizing Skyward behavior tracking until we are able to get SWIS to help build supports for our students struggling to meet expectations. CMS will continue to recognize students who demonstrate being responsible, reasonable and respectful by rewarding students with PRIDE Paws. Students are able to use pride paws to access a menu list of rewards.

Over the course of the 2019-20 school year, Coweeman will identify and develop a more cohesive system of Tier 2 & Tier 3 behavior supports. CMS has started implementing Tier 2 supports which were put in place at elementary feeder schools to support students.

### **Timeline for Multiple Tiered Support Systems (MTSS)**

Sep-Dec: Whole school discipline discussion: major/minor referrals, behavior tracking SWIS Data Discussion. Observation and partnership with Tier 2/Tier 3 teams at feeder elementary schools; implementation of forms and structures to improve current meetings and processes and training for utilizing SWIS to make data informed decisions.

Sept-June- Staff data discussions and professional development (Homeroom) and review of this School Improvement Plan.

Oct - Dec: Identification of Tier 2/Tier 3 supports in place and related needs assessments

Jan-June: Implementation of Tier 2/Tier 3 supports, data collection, planning for 2020-2021

2019-2020 School Improvement Plan

School: Cowesman Middle School

Grade Levels: 6-8

Participant Name & Signature

Tawni Hatfield  
 Jasmine Succio  
 JOE KRIEGER  
 Antoinette Miner  
 Elizabeth Gemar  
 Gretchen Brown  
 Doug Engobo  
 JOE KRIEGER  
 DAVID SHADDY  
 Jennifer Ecktle  
 Leona Devora  
 Sierra Wishard  
 Kristanna Greland  
 Debby Iverson  
 Haley Teeters  
 EMILY HANED  
 Rachel Heinweber  
 Jenny Earnest  
 Jennifer Hayden  
 Angela Green  
 David Allen  
 Jason Dieter  
 Marie Green  
 Emory W. Cole

Title

Diversified Dept. Chair  
 Math Dept. Chair  
 Social Studies Dept Chair  
 ELA Dept. Chair  
 Sci Dept. Chair  
 Special Education Dept. Chair  
 Tech  
 Social Studies  
 SCIENCE  
 Science  
 Science  
 Math/ELL  
 ELA/Reading  
 History Media Specialist  
 ELA/ELA RTI  
 Social Counselor  
 School Counselor  
 SPED  
 Sped teacher  
 P.E.  
 Gen Ed Math  
 P.E.  
 Assist Principal  
 Principal

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**2019/20**

**Huntington  
Middle School  
(SIP)**









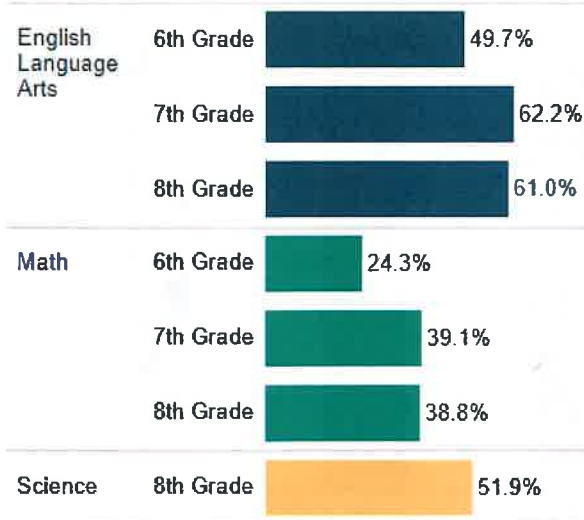
# Huntington Middle School

## SCHOOL IMPROVEMENT DATA

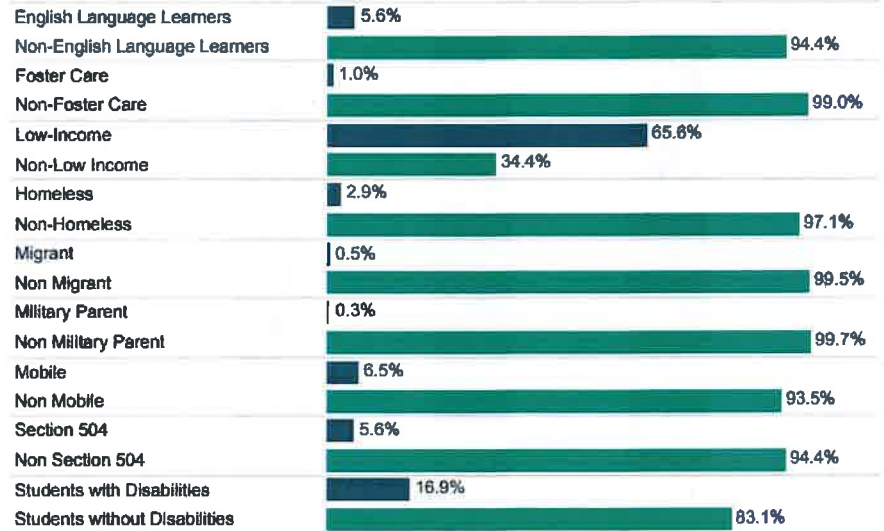
### 2018-2019



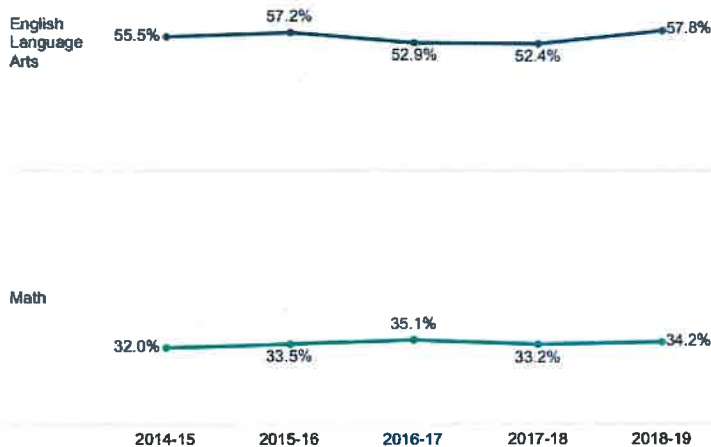
What percent of students met standards in each grade?



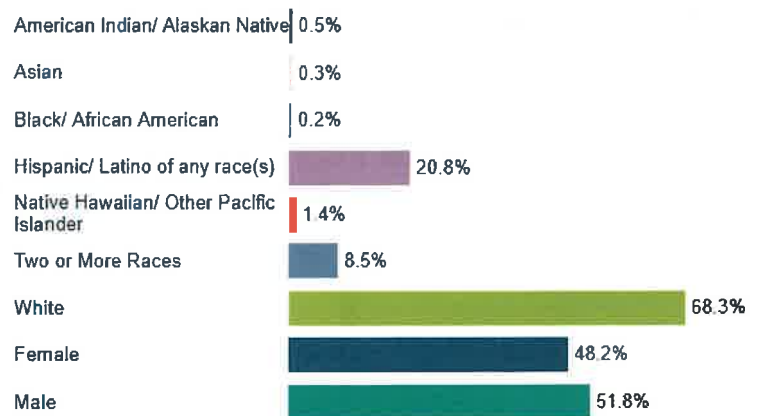
How many students were enrolled at the beginning of the school year, by student program and characteristics?



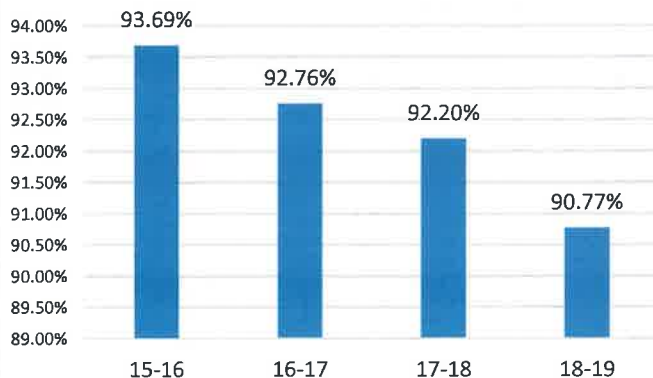
What percent of students met standards over time?



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

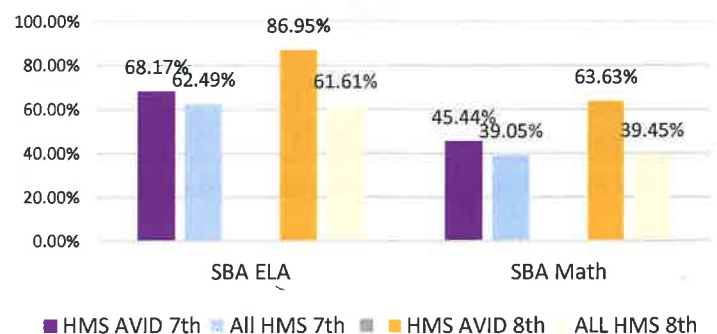


Annual Attendance Rate



Advancement Via Individual Determination (AVID)

Percent Proficient on State Tests

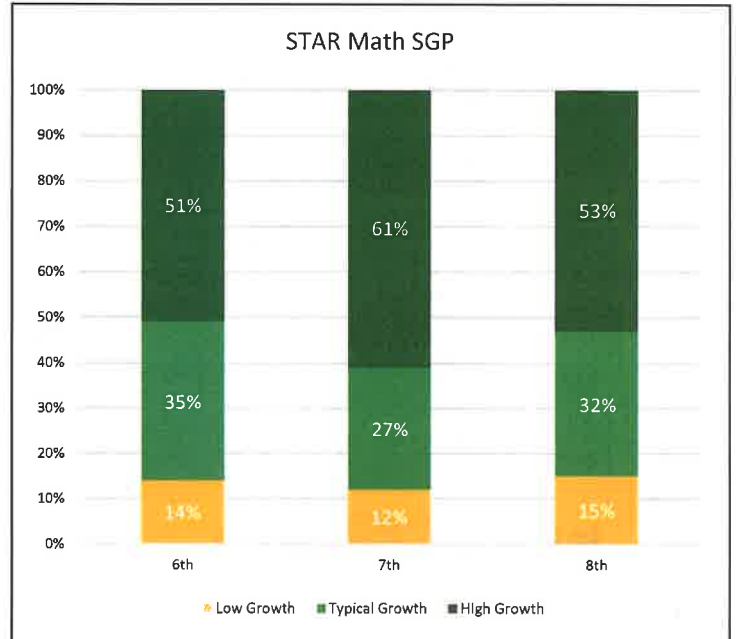
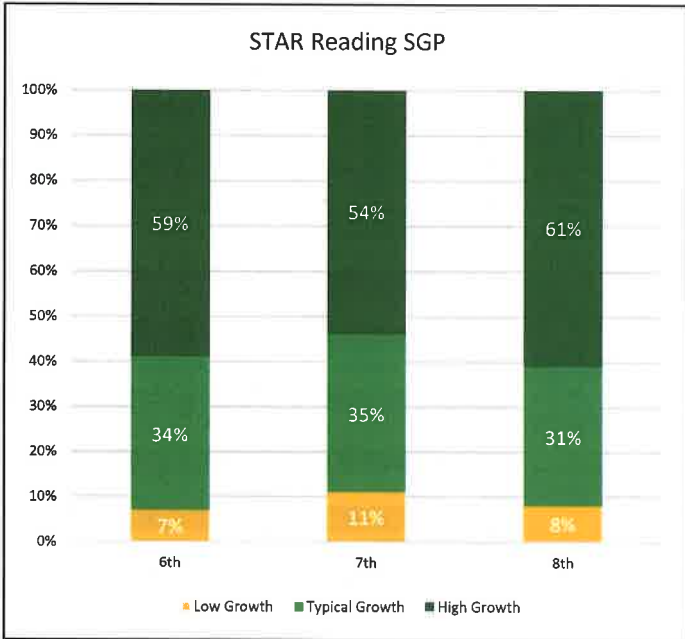




# Huntington Middle School

## SCHOOL IMPROVEMENT DATA

### 2018-2019



Student Growth Percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers).

The Washington School Improvement Framework (WSIF) is a combination of academic indicators with school quality and student success indicators over three years ('16, '17, '18). These indicators are combined into a weighted score for all student which was used to identify schools for Comprehensive or Targeted supports.

### ESSA Washington School Improvement Framework for Huntington Middle School 2016 - 2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	56.6%				45.4%		53.3%	60.7%	49.2%	9.6%	8.2%
Math Proficiency Rate	35.8%				23.5%		39.6%	39.5%	28.9%		5.5%
ELA Median SGP	53				50		45	54	51	39	38
Math Median SGP	44				43		49	44	43	43.5	38
Graduation Rate											
EL Progress Rate*	50.9%										
Regular Attendance Rate	87.5%				89.9%		87.4%	86.8%	83.5%	86.9%	75.2%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

\*The EL Progress measure only applies to students who are English Learners

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# Huntington Middle School

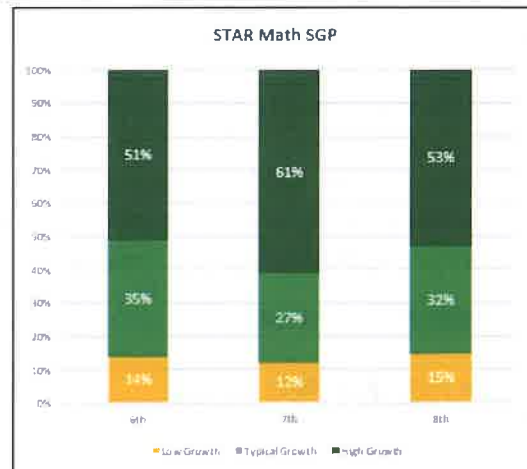
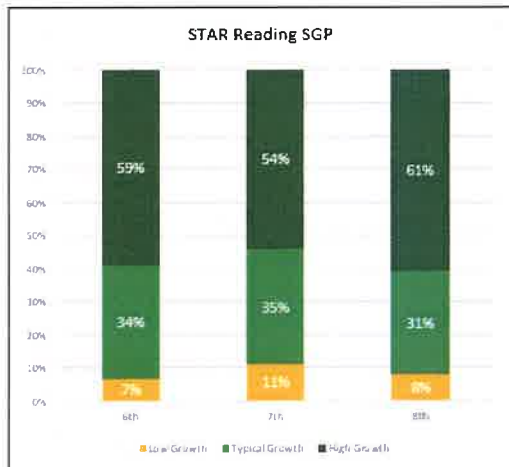
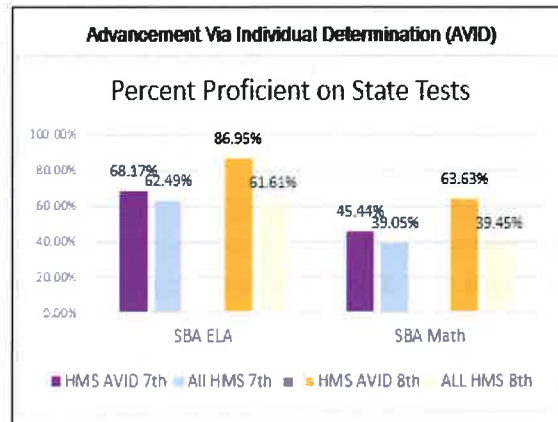
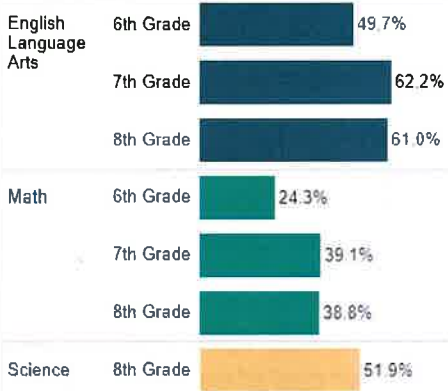
## SCHOOLWIDE PLAN

<b>Name of Principal:</b> Laura Hiatt	<b>Date:</b> October 27, 2019
<b>Mission</b> To provide a quality and equitable education that prepares all students for high school, college and career readiness in our ever changing global society.	<b>Vision</b> Advancement Via Individual Determination (AVID) Respectful, Responsible, Safe (PBIS)

## DOMAIN 1: INSTRUCTION Our focus is on standards-based instruction aimed at student growth.

### NEEDS ASSESSMENT {Based on 2018-2019 School Improvement Data}

What percent of students met standards in each grade?



### Discussion of Data:

Overall, Huntington students are continuing to make progress toward meeting state standards as evidenced by the Smarter Balanced Assessment.

- In 2018-19 HMS students in each grade level were above the middle school district percentage meeting standard in every grade level in all three subject areas of English Language Arts (ELA), Math, and Science.
- Huntington students also met standard at a comparable rate to the State in 7<sup>th</sup> and 8<sup>th</sup> Grade ELA and in 8<sup>th</sup> grade Science.
- Continued implementation of programs like AVID is also having an impact on levels of proficiency for Huntington students. Students in both 7<sup>th</sup> and 8<sup>th</sup> grade AVID Cohorts significantly outperformed their HMS peers in demonstrating proficiency in both ELA and Math.
- This high level of individual growth is also happening building-wide as measured by the STAR Reading and Math assessments. In all three grade levels, greater than 85% of students are growing at typical or high rates in both math and reading.
- The Huntington Team recognizes the impact that high levels of implementation of school-wide AVID instructional strategies to support building-wide goals has had on student growth toward proficiency.
- As stated in our mission, we also have a commitment to the growth of *all* students which drives our plan for success, and emphasizes our need for continued improvement. Two areas, English Language Learners and Special Education students, have been identified as priority groups by the ESSA Washington School Improvement Framework.

### **Coaching Certification Instrument (CCI) Feedback**

Huntington is in the third year of AVID schoolwide implementation. The CCI tool is used to measure the implementation of AVID in the four domains of Instruction, Systems, Leadership and Culture. Key CCI feedback that drives this year's school improvement work includes:

- *Consider how you will keep alive the great work you have already done, while still stretching to do something new. Huntington Middle School spent a great deal of time, energy and money on getting binders for every student this school year; which means Organization is something valued by staff and students....How do we keep those expectations alive and grow in other areas?*
- *Can your departments articulate the common, expected AVID skills all students experience? That would be a good place to start planning conversations with feeder schools. Does each department have AVID agreeables that they plan with? This too would be a great place to start the feeder school conversations because that is ideal PLC work and a way to create a rigorous academic experience for all students.*

### **PROCEDURES TO SUPPORT**

#### ***School-wide Focused Note Taking***

**AVID Site Team Goal:** All HMS teachers for the 2019-2020 school year will provide students with multiple opportunities to engage in the reflection and application stages of the focused note-taking process.

Use of this instructional strategy supports student habits for learning by helping them access information, connect to and apply concepts, and build on learning towards mastery of standards. Intentional planning by teachers will allow more consistent student interaction with their own notes.

### ***Special Education Curriculum Focus (ESSA)***

The goal for all Special Education students at Huntington is inclusion in general education classes at the appropriate level as determined by their IEP team.

Our middle level Special Education departments have adopted new Language Live curriculum in order to consistently meet students at their goal level and build skills toward grade-level. In addition, our continuum of Special Education services includes co-taught ELA classes in 6<sup>th</sup> and 7<sup>th</sup> grade, and an exposure to grade-level curriculum in the 8<sup>th</sup> grade through resource classes to work toward bridging opportunity and expectation gaps which Special Education students may encounter.

Special Education math teachers train and work alongside general education math teachers to analyze data and grow their instructional skill. These teachers are also supported by the district K-8 Math Coach.

The Structured Learning Center (SLC) which serves our students with the greatest behavioral needs, has shifted focus this year to include a greater academic focus in addition to behavior support and education. The SLC staff is also being trained and supported through coaching as they make this instructional switch with students.

### ***English Language Learner Supports (ESSA)***

Huntington Middle School is committed to differentiated instruction for ELL students to meet their individual language needs. The following supports are in place for the 2019-2020 school year:

- ELL students who score a 3.5 or higher on the English Language Proficiency Assessment (ELPA) are in general education ELA classes so that they are exposed to grade level standards. These students still require differentiated supports in the ELA classroom.
- ELL students who score under a 3.5 on the ELPA receive ELA instruction through an ELL class which uses Common Core aligned curriculum scaffolded for lower language access points.
- Fluid scheduling is practiced at HMS as needed to meet the level of readiness for EL students.
- Students new to the United States take a newcomer class at KHS for additional culture and language supports.
- School-wide AVID strategies which focus on EL supports are also identified through regular building communications and professional development.

**DOMAIN 2: SYSTEMS** Work is prioritized to create systems which will support students' instructional growth.

### **PROCEDURES TO SUPPORT**

#### ***Organization Skills Through School-Wide Implementation of 4-Inch Binders and Daily Planners***

Students' organizational skills must be addressed so that students have and use the tools to access and build on their learning.

**AVID Site Team Goal:** During the 18-19 school year HMS implemented AVID binders school wide. Building on these organizational skills during the 2019-2020 school year, HMS will provide every student with a planner that will be included in their AVID binder. Every teacher will provide students time to fill in their daily planner.

Staff will collect feedback from stakeholders regarding binder and planner use and impact and will refine systems to ensure greater staff consistency in expectations, feedback to students regarding organization skills, and meeting students' individual organizational needs.

### ***PAWS Time Development***

Our staff has committed to using our daily "advisory" time in pursuit of interventions and extensions for students. This year we are developing a more consistent, building-wide use of this time through:

- Staff generated PD: Common expectations and choice activities
- Math Mondays, School-wide Lesson Tuesdays (AVID, PBIS, SEL, SLC)
- Building Reading Goal: 1 book a quarter outside reading at grade level (AR Goal)
- Interventions and Extension Grouping (WA State History Credit Recovery, Executive Functioning, Social Skills, HiCap, Amplify & Math help, Phonics, AVID)
- Once a month Husky Huddle (assembly) focused on student recognition, bullying, kindness, and diversity topics.

### ***Focus on Student Data Through STAR Testing***

Huntington's Instructional Coach works with ELA and Math teachers, students, and families to regularly track, analyze and goal set around student growth in reading and math. The focus is on students' knowing and understanding their scores and identifying areas to focus on for academic growth. Students and staff will also celebrate growth as it occurs.

### ***Attendance Patterns***

Huntington attendance rates have been slowly declining over the past several years. We are taking the following actions in response:

- The importance of attendance is communicated to students and families during parent nights and in parent newsletters.
- Students with developing patterns of tardies or absences have a conversation with our attendance clerk.
- Parents are notified daily of students' absences.
- PBIS celebrates students with good attendance during PAWS reward events and school assemblies.
- Members of the HMS staff serve on the Truancy Project Workshop Board to meet with families to analyze and develop support plans for students with chronic attendance issues.

**DOMAIN 3: LEADERSHIP** A shared leadership model is pursued and fostered to gain greater buy-in and cohesion in implementing school-wide strategies and systems.

### **PROCEDURES TO SUPPORT**

#### ***College and Career Readiness***

**AVID Site Team Goal:** During the 19-20 school year, HMS will increase the level of participation, understanding, and awareness of college and career readiness throughout the HMS learning community to support students as they enter an ever changing global society.

Activities to move toward achievement of this goal include:

- College and Career Lessons through the Career Center and PAWS classes

- College wear Wednesdays, College pennants and flags
- College field trips (schoolwide and AVID Cohort)
- Career day (6<sup>th</sup> grade and AVID Cohorts)
- Site Team focus on sustainability of AVID cohorts through the recruiting, staffing, and advising process.

### ***Professional Development in Support of our Mission and Vision***

- AVID Summer Institute
- AVID Regional Pathway Training
- ELA Adoption Professional Development and Walkthroughs—once a quarter
- Math Standards/ Scope and Sequence Development and Walkthroughs—monthly
- Monthly AVID Site Team Meetings - to monitor goal progress
- Wednesday Early Release (WER) and/or Inservice PD- 1 per month
- Triannual Participation in School Progress Monitoring with AVID Western Regional Manager

### ***Shared Leadership***

Progress toward our College and Career Readiness goals and professional development in support of our vision and mission is led by many individuals and groups including the following:

- AVID Site Coordinator: Darcy Wishard coordinates college and career lessons, AVID PAWS schoolwide lessons, site team meeting agendas, and AVID professional development on WER days.
- School Counselors: Christina Zepeda and Zoe Dieter coordinate our all-grade field trips and career days.
- AVID Cohort Team: Mike Birch, Nick Crowe, Kathryn Ahola, and McKenna Sancere (Americorp Member) organize and support college visits for AVID Cohorts and professional development opportunities for staff.
- AVID Site Team: Members of our site team which represent all departments from our school emphasize, monitor and support college wear Wednesdays, AVID schoolwide instruction and culture and AVID WER professional development.
- PBIS Team: Our Tier 1 PBIS team, also made up of individuals from all departments, analyzes and develops events, rewards and professional development aimed at positive behavioral expectations and recognition.
- Instructional Coaches: Susan Morrow (AVID), Gunnar Guttormsen (Math) and Tammy Trafelet (ELL) organize and lead instructional professional development, walk-throughs, and support opportunities.
- Department Heads: Teacher leaders from each department drive two-way communication to support implementation of school-wide and department goals and systems.
- TPEP Teacher Leaders: Susan Morrow and Penelope DeSpain provide regular support and professional development opportunities around the teacher evaluation system.
- Technology Support: Elizabeth Roffler provides support for instructional technology and classroom needs.
- Student Leadership: Kathryn Ahola (ASB Leadership), JoAnn Keller and Lindsay Johanesen (PBIS PAWSitive Squad), Mike Birch and Nick Crowe (AVID Cohorts) and numerous other extracurricular advisors work to facilitate student voice and participation in support of our school's vision and mission.



**DOMAIN 4: CULTURE** Huntington must be a place where each student has the opportunity to grow, learn, and engage in a safe environment.

**NEEDS ASSESSMENT {Based on 2018-2019 School Improvement Data}**

	2016	2017	2018	2019
<b>Huntington</b>	<b>194</b>	<b>435</b>	<b>530</b>	<b>508</b>
Clstrm Excl				7
Emerg. Expul.			5	14
Expulsion	1			1
In School	90	228	310	350
Out of School	103	207	215	136

**Discussion of Data:**

Discipline data trends of the past couple years represent our approach to addressing significant student behaviors consistent with the expectations of changes to Washington State law. As you see from this chart, with the exception of discipline in response to extremely unsafe or harassing behaviors, our focus is on keeping students in school to serve discipline consequences where we can support their opportunity for both behavior and academic learning. In addition, we have incorporated the SWISS data system into our behavior tracking practices in order

to better analyze data trends and develop needed responses and tiered supports.

**PROCEDURES TO SUPPORT**

***A Focus on Safety***

HMS will maintain a school-wide commitment to ALICE. Staff review ALICE protocol through professional development three times during the year. Students participate in barricade drills 3-5 times during the year. Parents receive written communication regarding drills and ALICE 2-3 times per year. The HMS teams partners with safety consultants to hold table-top discussions, conduct needs assessments, and design systems that support greater safety.

***A Focus on Rigor***

In order for students to grow, learn and engage, instruction must be rigorous. Students may now self-select into honors/advanced courses and student leadership. Sixth and seventh grade students have access to math classes being taught to elevate students toward an 8<sup>th</sup> grade Algebra track.

**AVID Site Team Goal:** HMS will create an intentional and sustainable culture of rigor with intentional use of Inquiry strategies to effectively help all students engage in rigorous curriculum by using Costa's Levels of Thinking in student focused notes and teacher planning.

This was identified as a goal in order to support the district strategic plan of all students being college and career ready.

**Math Department Goal:** Students will show growth in their understanding of math content standards through the use of student discourse. Teachers will implement various strategies which may include Turn and Talks; Stand, Talk, Sit, Philosophical Chairs; and doing a problem together, then having volunteers defend their thinking – including time for students to respond or counter. Through the intentional use of discourse, students will be forced to formulate and express their thinking. This will give opportunity for students and teacher to identify and address misconceptions. Students will improve their depth and retention of understanding through clarifying discourse. Progress will be measured using pre and post summative tests for each teacher's grade level standard, and a variety of ongoing formative assessments including assignments, reflective writing (survey's), exit tickets, and entry tasks. Collaboration with math department and with the SPED department will occur weekly by discussing successes, failures, and helpful strategies. District K-8 Math Coach, Gunnar Guttormsen will facilitate group and individualized professional development around student discourse strategies.

**ELA Department Goal:** With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Partner talk instructional practices will be utilized to help students clarify their own thinking and see different viewpoints. Students will demonstrate a 20% improvement rate by the end of our cycle on the five items which each student performed lowest during the pre-assessment.

#### ***A School-wide Focus on PBIS***

Huntington continues to be led by a strong PBIS team made up of teachers, admin, and students (PAWSitive Squad) who communicate clear expectations for behavior that is respectful, responsible, and safe in all areas of the school. Monthly awards are given to recognize students who display such behaviors. A positive reward system (PAWS tickets) is used uniformly throughout the school. Monthly reward events are organized by the team to recognize students who demonstrate behavior according to the PBIS model. This year's PBIS theme is around kindness, respect, and anti-bullying.

Over the course of the 2019-20 school year, Huntington will identify and develop a more cohesive system of Tier 2 & Tier 3 behavior supports using the following timeline:

- Sep/Oct: Observation and partnership with Tier 2/ Tier 3 teams at feeder elementary schools; implementation of forms and structures to improve current meetings and processes at HMS.
- Nov/Dec: Identification of Tier 2/Tier 3 supports in place and related needs assessments
- Jan-June: Implementation of Tier 2/Tier 3 supports, data collection, planning for 2020-2021





2019-2020 School Improvement Plan

School: Huntington MS Grade Levels: 6-8

Participant Name & Signature	Date	Title
Theresa Anderson	10/30/19	GE Teacher
Kimberly Keatley	10-30/19	SOF Teacher
Colette Pearson	10/30/19	SpEd Teacher
Lindsay Johnson	10/30/19	Art Teacher
Collette Clement	10-30-19	FACS "
Kay Andersen	10/30/19	SpEd Teacher
Zoe Dieter	10/30/19	Counselor
Darcy Wishard	10/30/19	Library
Christina Tepeda	10/30/19	Counselor
Grady Peasall	10/30/19	Math Teacher
Kim Nelson	10/30/19	Sp Ed - Math
Christina Gally	10/30/19	Speech-Language Pathologist
Jammy Sprafkin	10/30/19	ELA/ELL Teacher
John Speed	10/30/19	SIC Teacher
Cody Rathwell	10/30/19	S. Studies / CAP Math
Jessah Morrow	10/30/19	Instructional Coach
GEORGE S. CARSEN	10/30	BAND / GIBIR TEACHER
Josef Ward	10/30	Dir. Dis.
Jennifer Nelson	10/30	math teacher
Michael Olson	10/30/2019	Language Arts

2019-2020 School Improvement Plan

School: Huntington MS Grade Levels: 6-8

Participant Name & Signature

Lisa Caddel  
Gina Marie Caring  
Penelope Despam  
John Keller  
Elizabeth Rappier  
Heath Wilfong  
Mike Nevis  
ADAM MARK  
Mike Birch  
Nick Crowc  
John Fromm  
Andy Lemiere  
Jesse Hensley  
Kathryn Anola

Title

GE Teacher  
GE Teacher - ECA/SS  
GE Teacher  
Integrated Science Teacher  
Teacher  
Teacher - Educator  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher  
Teacher







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**2019/20**

**Kelso**

**High School**

**(SIP)**









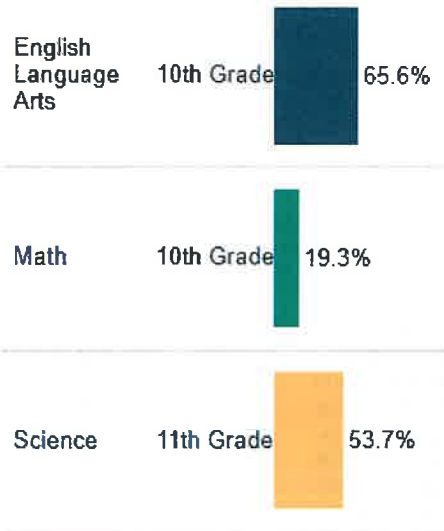
# Kelso High School

## SCHOOL IMPROVEMENT DATA

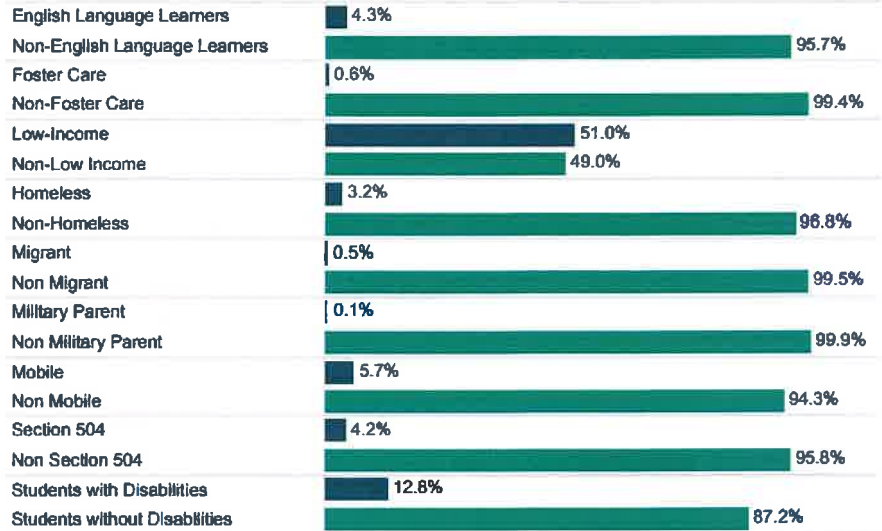
### 2018-2019



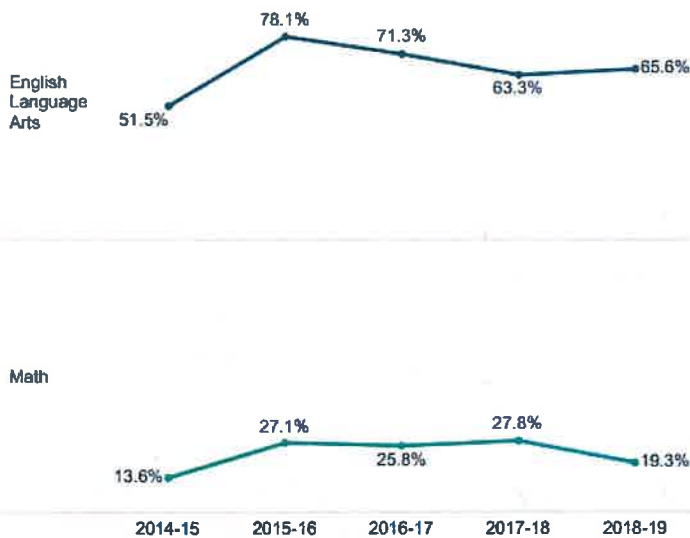
What percent of students met standards in each grade?



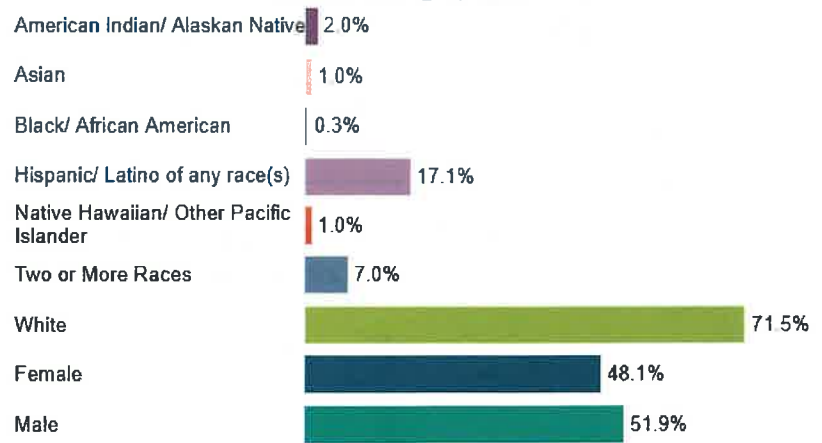
How many students were enrolled at the beginning of the school year, by student program and characteristics?



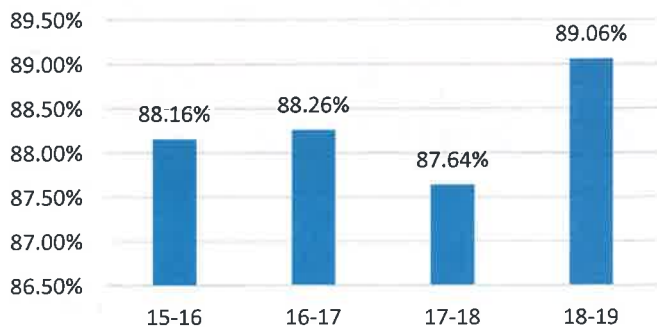
What percent of students met standards over time?



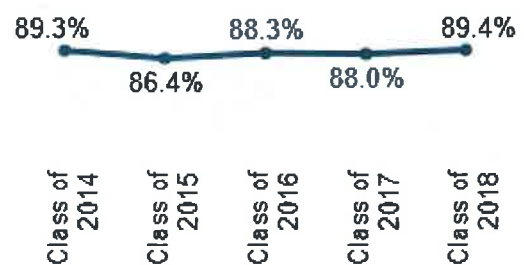
How many students were enrolled at the beginning of the school year, by student demographics?



### Annual Attendance Rate



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





# Kelso High School

## SCHOOL IMPROVEMENT DATA

### 2018-2019



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

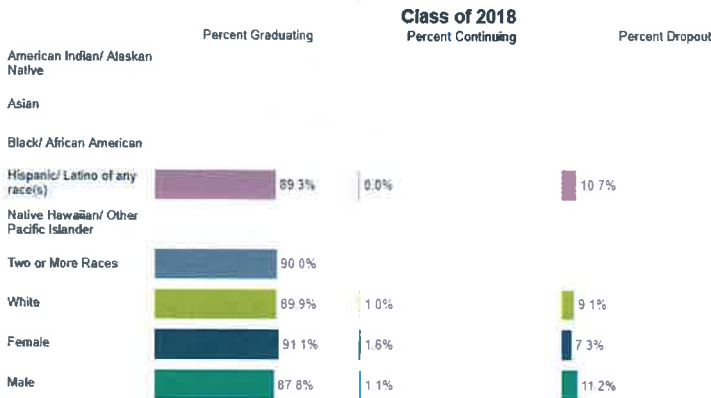
Ninth graders are considered on track if they passed all credits they attempted in 9th grade. This does not include withdrawals. This includes first time 9th graders only.



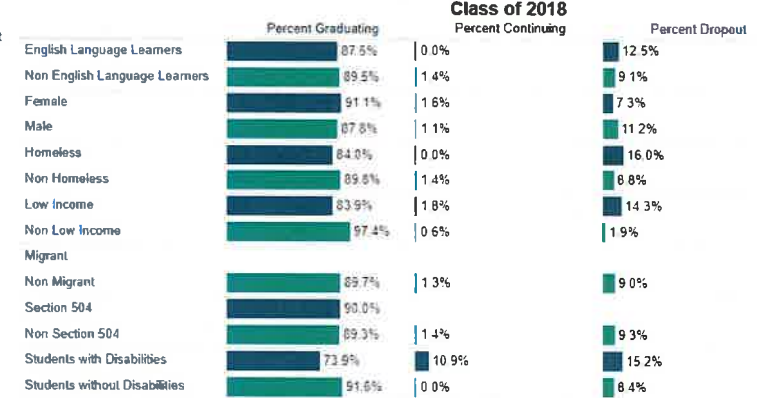
#### What percent of high school students completed a dual credit course, over time?



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



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



The Washington School Improvement Framework (WSIF) is a combination of academic indicators with school quality and student success indicators over three years ('16, '17, '18). These indicators are combined into a weighted score for all student which was used to identify schools for Comprehensive or Targeted supports.

### ESSA Washington School Improvement Framework for Kelso High School

#### 2016 – 2018 Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	78.2%	71.4%			62.9%		60.9%	78.6%	62.4%	23.9%	12.7%
Math Proficiency Rate	29.8%	35.0%			12.1%		35.3%	32.5%	18.5%		3.1%
ELA Median SGP											
Math Median SGP											
Graduation Rate											
EL Progress Rate*	47.3%										
Regular Attendance Rate	78.5%	77.1%	87.3%		74.4%		78.8%	79.4%	72.4%	75.7%	64.8%
Ninth Grade On Track Rate	63.2%	70.4%			48.5%		64.7%	66.6%	51.5%	46.6%	45.2%
Dual Credit Rate	60.0%	53.8%	63.0%		54.5%		61.3%	61.4%	54.2%	45.6%	43.3%
Final Score											

\*The EL Progress measure only applies to students who are English Learners

Deciles





# Kelso High School



## SCHOOLWIDE PLAN

Name of Principal: Christine McDaniel

Date: October 25<sup>th</sup>, 2019

### Mission

Our mission is to ensure that ALL students at Kelso High School are equipped with the skills they need to reach their full potential. EVERY student will be prepared academically, emotionally, and socially for post-secondary options with the skills to become productive and respectful citizens of society.

### Vision

Our students will emerge from Kelso High School as engaged citizens who are able to articulate future goals and who are prepared for all possible diverse post-secondary options.

## NEEDS ASSESSMENT

The Kelso High Needs Assessment considers attendance, grade point average, test score results in core content areas, and graduation rates for all and subgroup populations.

Our student improvement plan goals and actions are all based on the following 18-19 data unless otherwise noted:

### SBA

ELA 10<sup>th</sup>: 65.6% met standard

Math 10<sup>th</sup>: 19.3%

Science 11<sup>th</sup>: 53.7%

\*These scores reflect a slight increase in ELA and a significant decrease in Math passage rates from the previous year.

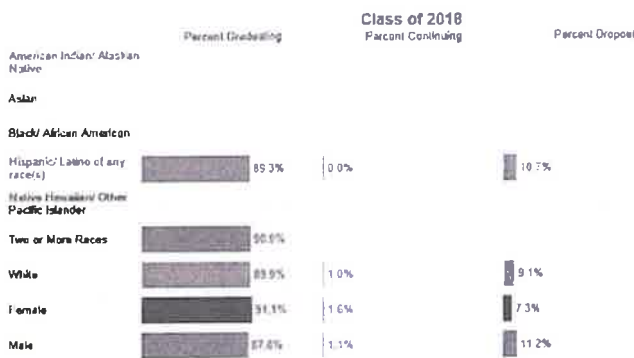
Hispanic-Latino Participation rate on Math SBA: 93.3%

2019-2020 Goal: 95% +

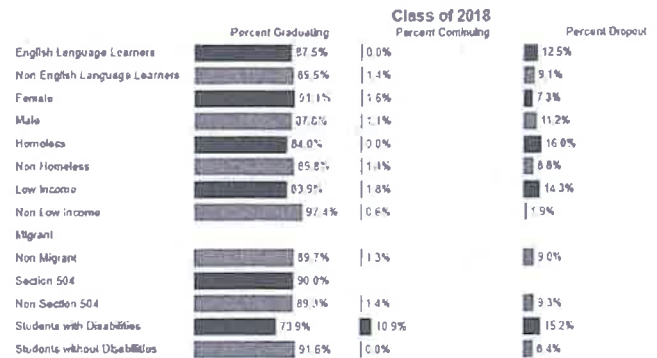
### Graduation Rate Within 4 years

Continued increase from 2018 89.4% to 2019 91.3%. As the 17-18 data is the most current with OSPI, the following data applies to the 2018 graduation rate of 89.4%:

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



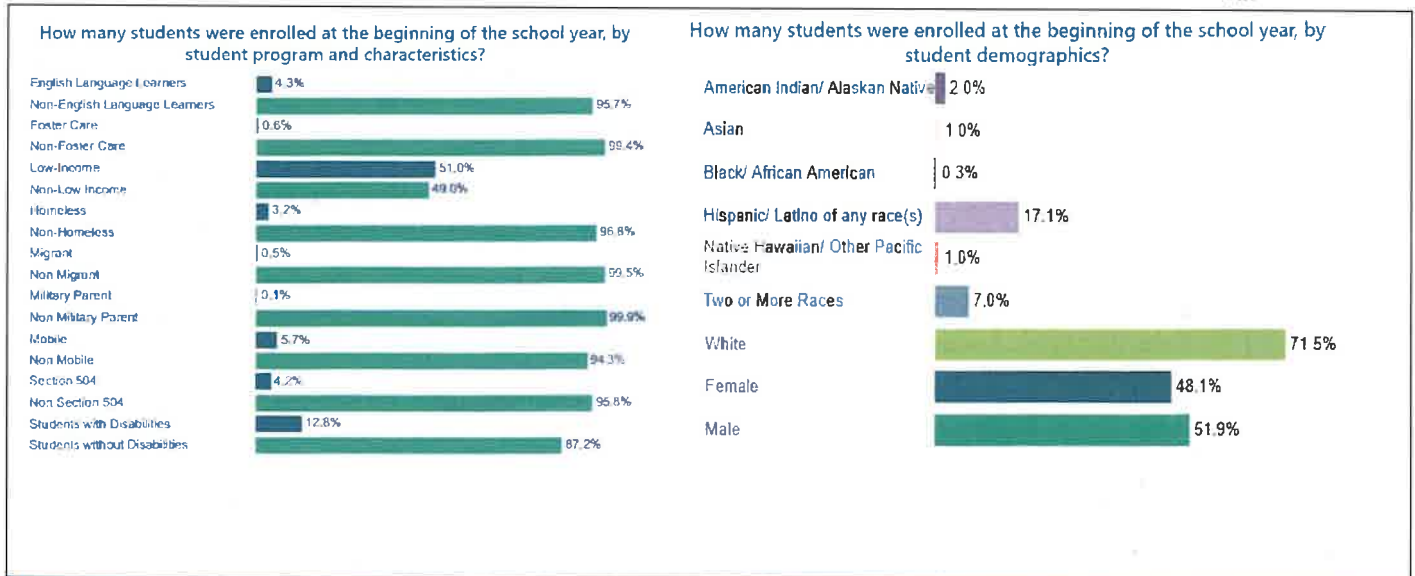
What percent of students graduated in four years, by student program and characteristic?



### Attendance Rates

Significant effort has been put into improving attendance at KHS. Our attendance rates have increased from 87.64% regular attendance in 17-18 to 89.06% in 18-19.

# Kelso High School



## DOMAIN 1: INSTRUCTION

### PROCEDURES TO SUPPORT

**Data Statement:** Baseline -- Teachers are finding ways to "know" their students through achievement and growth data, as well as building professional personal relationships with students, but are not intentionally using that knowledge to plan rigorous learning activities based on individual student needs.

**Goal Statement:**  
 In order to provide access to rigorous content for all students, Kelso High teachers will increase planned differentiation that meets the differing needs of the students in their classes. We will use WICOR, and/or other best instructional strategies (\*) as frameworks to focus on sound lesson design concentrating on planned differentiation. Planned differentiation should include consideration of time, space, structure of the lesson, and materials.  
 (\*) - Examples; 10-2-2, 10-24-7, focused notes, CEL 5+ Dimensions.

**Measurements:**  
 CCI recommendations, staff and student surveys, classroom walk-throughs and observation, ELL and SPED achievement data

**Actions:**  
 Administration, along with instructional coaches, Darin Gardner, Lynda Carlson, Devon Greenfield and Karen Krieder, will plan and facilitate professional development aimed at clarifying the difference between scaffolding for all and differentiating for individuals. Professional development will include monthly differentiated sessions such as using data to differentiate, creating differentiated common assessments, strengthening PLCs, increasing student talk and engagement, and building strong routines for collaboration in the classroom.

Para-educators will engage in professional development aimed at growing their understanding of differentiation. As most are SpEd para-educators, modification and accommodation are part of their daily work, however differentiating to provide access to grade-level content has been outside their scope. Paras will also engage in training around how to be an asset in the classroom and provide support that does not intrude on individual students' learning environment.

Counselors and Career Center personnel will "change the conversation" with regards to student course selection. In 2018-19 groundwork was laid to move the scheduling conversation from student choice in coursework to student level of rigor in coursework. In hopes of better preparing students for all diverse post-secondary options counselors will guide and encourage all students to enroll in a rigorous schedule.

KHS Special education teachers will continue to use data points as guidance in providing student-centered accommodations and modifications within department courses, including school based strategies.

In support of this work, administration, counselors and career center personnel will begin the work of educating parents and the community around the importance of rigorous course-taking to ensure preparedness for all fields beyond high school. This work will be communicated through use of our various webpages, monthly newsletters, and planned parent/family information nights.

## DOMAIN 2: SYSTEMS

### PROCEDURES TO SUPPORT

# Kelso High School

**Goal Statement:**

In the 2019-20 school year, all KHS teachers will improve their collaborative, PLC work. To reach this goal, all teachers will participate in 9 or more data driven PLC meetings to support the instructional goal of improving planned differentiated instruction that meets the various needs of all learners, with a focus on those who have historically underperformed including students identified in special education, ELL and low income.

**Measurement:**

Small group and department PLC documents, Cycle of Inquiry projects, Evaluator observations, conversations and analysis of data, teacher perception surveys, classroom-based assessment data.

**Actions:**

In looking at SBA performance data, the SIP team determined our 19-20 focus should be aimed at improving access to content for our underperforming populations which includes SpEd, ELL and low income students. As a result of this analysis, all 19-20 professional development (PD) is designed with the needs of our underperforming populations at the forefront.

With math showing the lowest level of achievement within these sub-groups, administrators will focus much of their data collection and discussions within this department. This work includes weekly meetings with ELL and SpEd departments, where progress in math and interventions will be discussed, as well as, intentional discussions utilizing data such as mid-term senior F list and classroom observations followed up by lesson planning analysis with evaluators, case managers and teachers.

Interventions to address Hispanic-Latino participation deficit: Our ELL team which includes Kim Allais, Tammy Trafelet, Devon Greenfield, Liz Hoopfer, and Sonja Cardenas, will implement one-on-one student conversations and parent communications encouraging all students to attend and participate. We will incorporate weekly collaboration with our ELL Coach and Math ELL teacher to increase use of in-class language and conceptual acquisition strategies.

Para educators will engage in a monthly large group PLC aimed at growing their understanding of differentiation and how to support the classroom teacher most effectively.

Counselors will continue to analyze classroom performance data and make individual changes to student schedules in an effort to maximize access to appropriate coursework.

**DOMAIN 3: LEADERSHIP****PROCEDURES TO SUPPORT****Goal Statement:**

In the 2019-20 school year, staff will be encouraged to lead professional development in a variety of arenas (small group, within PLC's, department, school, secondary) surrounding best instructional practices and/or differentiation strategies to help further our focus on sound lesson design that differentiates for the varying needs of all learners.

**Measurements:**

Staff/student surveys, observational data and conversations, PLC documentation, departmental reflections and exit slips

**Actions:**

Administration has targeted specific departments in an effort to better serve all students.

Christine McDaniel, Lead Principal KHS, will work directly with department chairs to support them in their leadership roles within each department and throughout the school. This team will complete a book study throughout the year in support of the PLC work we have committed to as a school. Faculty Council will complete monthly readings and reflections, as well as assess the impact our readings have on our leadership practices. Each department chair will lead one or more professional development sessions over the course of the 19-20 school year, as part of our shared leadership model. Christine will also work with Jen Hamilton, Math Dept. Chair, and Gunnar Guttormsen, District Math Lead, to investigate how we can better serve our population of students who are entering KHS unprepared for Algebra 1, which directly correlates with future success in Math.

Kim Allais, Assistant Principal KHS, will meet weekly/biweekly with the department coordinator of special education, as well as the district ELL coordinator, ELL instructional coach and ELL teachers at KHS to review student data and make program-based decisions. Kim will encourage and support SpEd and ELL team members in leading professional development within their departments as well as school-wide. Kim will also work closely with Latino/a students to find opportunities for schoolwide leadership and to find their voice within KHS. Kim is the primary administrator for all Special Education decisions. This work includes facilitating professional development with all para-educators to support increased use of differentiation, SEL strategies including adult-student interactions and communication, and documenting student progress.

Rob Birdsell, Assistant Principal KHS and Principal of Loowit/KVA, will spend one day per week onsite with Loowit/KVA students and instructional staff. The team will analyze weekly, monthly and trimester Odyssey course completion data to review progress of students towards remaining "on track" for course completion; the team will also review pertinent discipline data deemed relevant to student success.



# Kelso High School



The Loowit/KVA team will engage in S.E.L. training which they will then use in building routines within the school and in daily practices. The Loowit/KVA team will lead PD at KHS to support our continued District work in teaching the Whole Child. Rob also oversees the release of students into our Kelso GOLD program, which is a youth re-engagement program. The goal of Kelso GOLD is to find alternative placements in the community where students can still pursue a GED, high school diploma and vocational training. He is working closely with LCC and Longview Public Schools to prepare for implementation of the Renaissance program, which will engage this population in pathways for certification and job training. These supports are all in service of our 100% graduation goal.

Melissa Boudreau, CTE Coordinator KHS/District, will further analyze CTE pathways for post-secondary preparedness and lead counseling staff in how to schedule around full-pathways and rigorous coursework for all students. She will work closely with consultant, Steven Gering, as well as other building and district level administrators ensuring KHS students are meeting their full potential, as they forecast for a full and rigorous schedule.

KHS Special Education teachers will observe one general education and one special education teacher this year, offering specific input as pre-determined thru a prior developed collaborated goal. Teachers will provide continued guidance in differentiation of instructional content, support in behavior management of students and collaborative IEP needed problem solving to promote academic and SEL growth with the students we serve.

Also supporting the work in S.E.L. and Restorative practices, which we believe is integral to student success in the classroom, is Jason Coburn, Admin Intern/Athletic Coordinator and Joe Kinch, Dean of Students. Both will work closely with students and our school-level discipline committee to analyze reoccurring behaviors and determine systems for proactive response through intervention.

## DOMAIN 4: CULTURE

### PROCEDURES TO SUPPORT

**Data Statement:** KHS did not fully meet our culture goal in 2018-19. Because we aspire to utilize AVID school-wide, we believe in the importance of informing students of and supporting students in their post-secondary options. At KHS we want ALL students to be prepared for any post-secondary option they choose and be able to identify the milestones they must achieve along the way to graduation and beyond.

#### **Goal Statement #1:**

Kelso High School staff will provide at least 3 dedicated instructional times during the 2019-2020 school year to inform, promote, and encourage exploration of a variety of post-secondary opportunities for all students.

#### **Measurement and Actions:**

The KHS AVID/SIP Site Team will be responsible for brainstorming ideas for executing the culture goal and leading the work throughout 2019-20 year. This team will work to recruit staff to help lead this work, collect evidence showing progress towards culture goal, and create a student survey for measuring student perception of post-secondary readiness.

#### **Administrator Actions:**

KHS administration will continue to work with staff and leadership around the District to identify the best methods for informing, promoting and exploring diverse post-secondary options with students and families.

#### **Teacher Actions:**

AVID Elective Class grades 9-12 will focus on career/college exploration and experiences throughout the year.

Each KHS staff member will dedicate time to discussions and/or lessons related to diverse post-secondary options.

KHS Special Education teachers will continue to guide students in their exploration of post-secondary goals including providing opportunity for students to meet with DVR, community college disability coordinators, and graduated students sharing knowledge.

#### **Counselor and Career Center Actions:**

Denise Miles-Foges, KHS Counselor and department head, will lead the counseling department in the transition to student forecasting and scheduling for rigor and post-secondary options. She will support the counseling staff in their learning and conversations with students and families as we strive to broaden our community mindset around post-secondary options and our responsibility as educators to prepare students for life after high school.

Kali Dalton, KHS counselor, will administer the baseline post-secondary readiness and needs survey to seniors at the beginning of the school year and to all students in April of 2020. Kali will also work with the Kelso Public Schools Foundation and other organizations to provide seniors with the most up-to-date scholarship information, as well as navigate the application process; therefore helping to alleviate costs which can be a barrier to post-secondary education.

Kali Dalton and Kylie Chapman, KHS counselors, will continue to explore ways to encourage schoolwide participation in the PSAT and SAT test taking. Kylie will work with KSD Hi-Cap coordinator, Jaime Graff, to support students identified as highly capable. They will collaborate with teachers and families to implement strategies of instruction and support for these students.

# Kelso High School



Makaio Mobbs, KHS counselor, will work closely with SpEd department head, Nancy Karnofski, SpEd Coordinator, Karen Hinderman and Kim Allais to investigate options and supports available to students requiring special services. This team will ensure families and students are aware of these options and supports which are available to them post high school. Makaio will also work with our District Homeless Liaison, Quincy Roberts and AmeriCorps support staff, Bella Kelly, to identify and remove barriers to post-secondary options for our students who fall in the at-risk category due to homelessness or other environmental factors.

Angela Knowles, KHS counselor, will work closely with District ELL coordinator, Tammy Trafelet, and Kim Allais to investigate options and supports available to students accessing ELL services. This team will ensure families and students are aware of the diverse post-secondary options and supports available to them. Angela Knowles will also work with Nicole Johnson, and our District interpreters to ensure families and students have needed post-secondary resources in their home language.

All KHS counselors will increase their HSBP and Career & College Exploration discussions with seniors to include an individual one-on-one with each senior before the end of January 2020. To ensure students are enrolled in the most rigorous courses and are prepared for all post-secondary options, counselors will also conduct one-on-one conversations with juniors prior to forecasting for senior year courses.

Nicole Johnson will continue her work, with support from Melissa Boudreau, in providing Career and College Exploration opportunities to all students, with a dedicated focus on post-secondary options. Nicole will work with our local armed forces recruiters to encourage all students' grades 11-12 to participate in the ASVAB career assessment opportunity; all AVID students 11-12 will participate in the ASVAB. Each student will receive information in at least 1 class each trimester and 4-5 class meetings per year.

## **Goal Statement #2:**

Kelso High School will dedicate professional development time to facilitate a stronger understanding of Social Emotional Learning, trauma informed education, and the impact student experiences have on learning.

**Measurement:** Student/Staff survey, staff reflection, parent survey, discipline data and high risk indicator data from Home Room

## **Actions:**

The KHS administration will continue to partner with the SEL department for the purpose of providing intervention and support for students who fall in the intensive range for high risk indicators based on Homeroom data. Staff will participate in three professional development opportunities, one per trimester, to further our understanding of how to provide trauma informed instruction.

The KHS counseling team will continue to provide high quality services for all students. This team will meet, as needed, with students and families to provide support and identify the wide variety of resources available throughout our community.

KHS SpEd teachers will continue to support students in their SEL as a means to increase skills for a successful post- secondary life.

Kelso High School has committed space and resources to allow for an additional mental health presence which includes on-site counselors from Lower Columbia Mental Health and CORE Health, as well as a licensed Drug and Alcohol therapist five days per week which allows for therapy and treatment during the school day.

Kelso High School has committed space and resources to incorporate a District level Homeless Liaison and an AmeriCorps volunteer to continue our work with Check and Connect, an at-risk student intervention program, which started in 2018-19.

KHS staff will provide a Freshman Transition day which incorporates not only logistical information, but also social and emotional activities to assist in the challenging transition from middle to high school.

Jason Coburn, Admin Intern/Athletic Coordinator and Joe Kinch, Dean of Students, will support the work in S.E.L. and Restorative practices, which we believe is integral to student success in the classroom. Both will work closely with students and our school-level discipline committee to analyze reoccurring behaviors and determine systems for proactive response through intervention.

All staff will continue to discuss and apply what discipline looks like through a Restorative Practices lens, focusing on individual student needs and equity in discipline practices. This work will be supported by the State laws/recommendations and through guidance of Don Iverson, Director of Student Services.






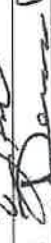









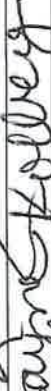




All staff will select and recognize students each trimester for excellence/improvement in the areas of Citizenship, Attendance, Leadership and Work Ethic; recognition will take place at the classroom and school-wide level. This recognition is shared during an all school announcement and in the monthly newsletter directly following the recognition.



## 2019-2020 School Improvement Plan

School: KELSO HIGH SCHOOL

Grade Levels: 9-12

Participant Name & Signature	Title
Christine McDaniel 	Principal
Rob Birdsell 	Assistant Principal/ALE Department Head
Kim Allais 	Assistant Principal/SpEd & ELL Admin.
Melissa Boudreau 	CTE Director/Assistant Principal
Jason Coburn 	Admin. Intern/AVID Site Coordinator
Joe Kinch 	Dean of Students
Denise Miles-Foges 	Counseling Department Head/AVID Site Team
Holly McMahon 	English Department Head
Jen Hamilton 	Math Department Head/AVID Site team & teacher
Dwayne Edwards 	Science Department Head
Lisa Streissguth 	Social Studies Department Head
Charemon Smith 	Fine Arts Department Head
Daniel Hartley 	Performing Arts Department Head
Michelle Mury 	Physical Education Department Head
Nancy Karnofski 	Special Education Department Head
Megan Thomas 	Business Education Department Head
Joe McWilliam 	Industrial Technology Department Head
John Caron 	Family and Consumer Sciences Department Head
Jayne Kolberg 	World Languages Department Head
Jamie Carroll 	AVID Site Team/AVID teacher

# 2019-2020 School Improvement Plan

School: KELSO HIGH SCHOOL

Grade Levels: 9-12

Participant Name & Signature

Darin Gardner



Melody Bell



Brianna Purdy



Kylie Chapman



Title

AVID Site team/AVID teacher

AVID Site team/AVID teacher

AVID Site team/AMERICORPS

AVID Site team/Counselor





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**2019/20**

**Loowit**

**(SIP)**





# LOOWIT HIGH SCHOOL

SCHOOLWIDE PLAN	
<b>Name of Principal: Rob Birdsell</b>	<b>Date: October 23, 2019</b>
<b>Mission</b>  As a community of learners, we are committed to meeting the educational and emotional needs of our students through teamwork and skill building, with family and community support. Students will determine their educational and post-secondary goals and plans. These goals and plans will be based on their interests, aptitudes, and abilities. Career exploration and employability skills will be the foundation of the educational and post-secondary plan.	<b>Vision</b>  We are committed to the academic, social, and emotional needs of our students. Through teamwork, skill building, family involvement, and community support, we strive to enhance their desire for learning.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
<ul style="list-style-type: none"> <li>• Current demographics of Loowit High School.</li>   <li>• <b>Student enrollment</b>                12+ continuing – 2                12 grade – 5                11<sup>th</sup> grade – 5                10<sup>th</sup> grade – 4                9<sup>th</sup> grade – 4                 Females – 11                Males – 9</li>   <li>• <b>Attendance</b>                For the period from the 1<sup>st</sup> day of school to October 20 over the last two year the attendance rate has increased:                2019-2020 – 82.3%                2018-2019 – 71.9%                 The regular attendance rates for the prior full years is as follows:                2017-2018 – 43.5%                2016-2017 – 42.9%                2015-2016 – 34.8%                2014-2015 – 35.3%</li>   <li>• <b>Qualifying for Free/Reduced Lunch and other services – 70%</b></li>   <li>• <b>Ethnicity</b>                White – 90%                White/Alaska Native – 5%                White/Spaniard – 5%</li>   <li>• <b>Current levels of Achievement</b>                We will utilize our weekly progress tracking to address this section. Weekly progress checking consists of pulling student data from the Odysseyware software curriculum. The expectation is that a student completes an average of 8% per online course weekly while maintaining grades required to earn credit in line with their graduation plan. Example: if Howard is enrolled in three (3) Odysseyware courses during the Trimester he is expected to complete 24% total across all three classes (3x8% per class) each week that would eventually result in completing all three courses by the end of the Trimester. Students are encouraged to accelerate their percentage of progress when learning comes easily as there is often a time-consuming project or lengthy paper that may delay progress during that project. Students receive weekly</li> </ul>	

# LOOWIT HIGH SCHOOL

discussion time with the Loowit staff regarding progress and goals. Administration also tracks the progress and provides email praise for progress and congratulations when courses completed, as well as words of encouragement and motivation when needed.

12<sup>th</sup> grade – as of 10/20/19 80.65% of students made progress in each course they are enrolled in during the week of 10/14 to 10/18 – two students are taking Hybrid schedules with KHS – 14 of the 31 courses are meeting their completion goals (45.2%)

11<sup>th</sup> grade – as of 10/20/19 78.57% of students made progress in each course they are enrolled in during the week of 10/14 to 10/18 - one student is taking a Hybrid schedule with KHS – 7 of the 14 courses are meeting their completion goals (50%)

10<sup>th</sup> grade – as of 10/20/19 64.29% of students made progress in each course are enrolled in during the week of 10/14 to 10/18 - all students are full-time Loowit High School – 2 of the 14 courses are meeting their completion goals (14.3%)

9<sup>th</sup> grade – as of 10/20/19 80% of students made progress in each course they are enrolled in during the week of 10/14 to 10/18 - one student is taking Hybrid schedule with KHS – 4 of the 15 courses are meeting their completion goals (26.7%) – one student is new as of October, and one student has been a no-show in October with court issues

- **Atmosphere**

We have used the grant funding from the Office of Systems and School Improvement, part of OSPI (OSSSI) Graduation Improvement to improve the atmosphere and climate of Loowit High School. Expectation of the OSSSI grant are to improve graduation rate and SEL supports for students. Students were interviewed last year for ideas and vision of their school. Their voices were heard and we painted the classrooms last year (with parental involvement) and students helped to pick out furniture, outfit the remodeled kitchen, select chairs, and area rugs. As the students arrived this to start the 2019-2020 school year, there voiced appreciation of an open floorplan, the ability to relocate to work independently, in small groups, or as a large group. Physical education equipment was purchased and a partnership with the KHS PE department to utilize the activities already set up on the gym(s), fields, or fitness center for student use.

As the staff at Loowit is new to their assignment (only one returning Para Educator from last year), there will be a learning curve for staff and students alike. New staff dynamics, student expectations, curricular expectations, educational and career opportunities, and a new environment to adjust to. We will work as a team and family to address issues as they are encountered.

A student SEL survey will be distributed in early November and results will be instantaneous.

- **Staffing**

Dr. Jillane Baros – Teacher  
Allan Brown – .4 Teacher  
Cortney Lemiere – .5 Registrar  
Leshia Jungwirth - .5 Para Educator  
Jesse Spellmeyer - Para Educator

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

A monthly and trimesterly comparison of all Odysseyware programs (Loowit, KVA, KHS Odysseyware) data is performed. Breakdowns of student grade level, progress, proficiency, time on task, and 8% per class per week if looked at for each class to determine the needed time and support students to be successful.

Teacher maintains a weekly check-in and monitoring sheet for each student with the support of all staff. Students are asked to reflect on their effort and achievement and parental communication via phone, email, or personal meeting is required each week.

# LOOWIT HIGH SCHOOL

Whole class progress goals are displayed on a wall calendar and students are able to instant message staff for one-on-one support, for questions, and test/quiz/assignment unlocking/assignment.

- **Briefly describe the Schoolwide Tiered Models of Instruction.**

Students at Loowit are expected to have a level of independence and desire to complete their coursework to achieve four-year graduation status. Students do, however, have personal obstacles in their comfort, behavior and academic performance. We work diligently to make accommodations and modifications within their day/week to help reach desired independence with their work.

Individual Education Plans – Students with IEP are welcome to apply/attend Loowit with support of their Special Education team and their desire to work independently and keep on track. When needed, behavior plans, preferential seating, and Hybrid KHS/Loowit schedules are utilized.

Courses can be adjusted to meet the reading and math levels of our students to differentiate the curriculum.

Many of our students have documented medical issues that require specific supports. We strive to create a learning environment that is comfortable for all students – quiet areas, preferential seating, monitoring noise levels, diffusing light fixtures, and plenty of staff support.

Students who are independent learners have the opportunity to immerse themselves in their learning and take breaks as needed, or earned through assignment completing or reaching goals.

A current goal is to procure Chromebooks for student checkout to provide more reliable resources for student who wish to continue their Odysseyware coursework at home.

## COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

#### English Language Arts

##### DATA STATEMENT

The current graduation status for Juniors and Seniors (classes of 2020 and 2021) reveals that ELA results pose an obstacle for students to graduate from Loowit High School.

Class of 2020 – 2 of 5 students have yet to meet ELA graduation requirements (40%)

Class of 2021 – 4 of 5 students have yet to meet ELA graduation requirements (80%)

These students will need to pass the SBAC retakes, SBAC Spring tests, or achieve a qualifying score on an alternate assessment or pathway.

##### GOAL STATEMENT

All students of Loowit High School will understand the pathways to graduation through assessments and other avenues. Our goal should, and will, be for scores in the proficient range on the ELA assessment. However, depending upon student needs, other options that best show student achievement may be utilized.

##### MEASUREMENT

We will begin to evaluate the results from various assessments and interaction with our students: STAR, SBA Interims, SBA Summative and data dives into past SBA assessments and course grades. STAR testing will begin after the November 6, 2019, staff training on testing protocols.

#### Math

# LOOWIT HIGH SCHOOL

## DATA STATEMENT

The current graduation status for Juniors and Seniors (classes of 2020 and 2021) reveals that Math results pose an obstacle for students to graduate from Loowit High School.

Class of 2020 – 4 of 5 students have yet to meet ELA graduation requirements (80%)

Class of 2021 – 5 of 5 students have yet to meet ELA graduation requirements (100%)

These students will need to pass the SBAC retakes, SBAC Spring tests, or achieve a qualifying score on an alternate assessment or pathway.

## GOAL STATEMENT

All students of Loowit High School will understand the pathways to graduation through assessments and other avenues. Our goal should, and will, be for scores in the proficient range on the Math assessment. However, depending upon student needs, other options that best show student achievement may be utilized.

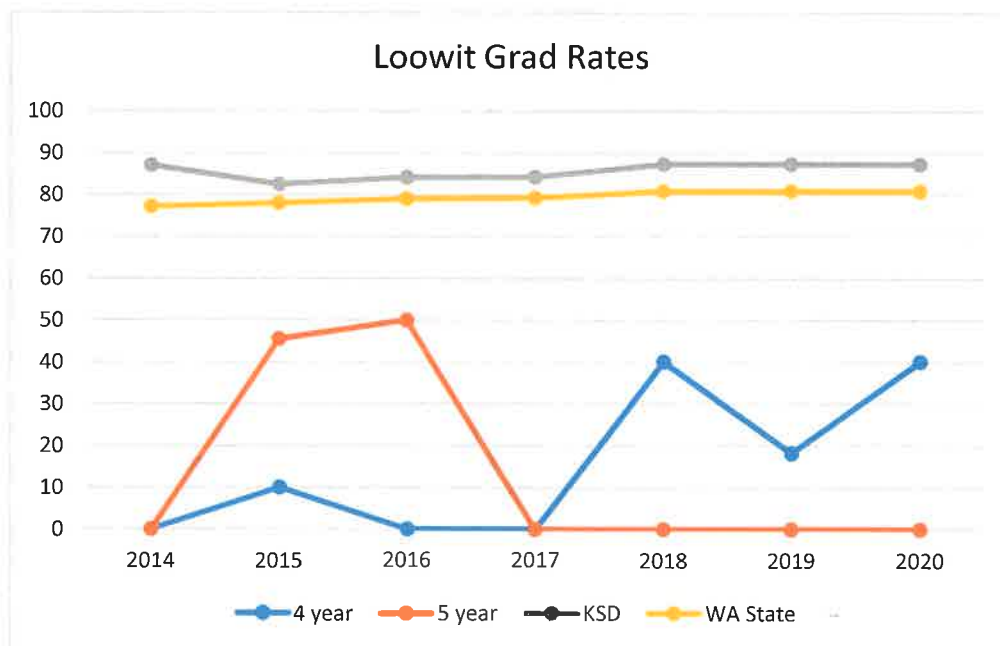
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## Graduation Improvement

### DATA STATEMENT

Longitudinal data shows that Loowit High School graduation numbers have been below district and State averages (2019 and 2020 graduation rates for KSD and State of Washington have been carried forward from 2018; and Loowit's 2019 and 2020 are estimated based upon current data and the progress of current students).



## GOAL STATEMENT

By June of 2021, the graduation rate at Loowit High School will continue its march toward the OSSI goal of 67% 4-year graduates. Through intentional Odysseyware scheduling, Hybrid schedules with KHS, attention to the SEL needs of our students, professional development opportunities to support SEL strategies, student attendance expectations, parent

# LOOWIT HIGH SCHOOL

communication, and tracking student progress and proficiency students will have ownership and accountability of their learning, successes, and the creation and care of their optimal learning environment.

## MEASUREMENT

Initial OSPI graduation data, tracking and communication with students who do not graduate (move, alternative programs, incarceration, etc...), finalized OSPI graduation data, and student entry into college, career or community opportunities.

### Social Emotional Learning

## DATA STATEMENT

The current enrollment and student/parent communication data reveals that many of our students choosing Odysseyware as their curricular delivery model have done this due to personal obstacles that keep them from the traditional classroom setting and/or hours. With this knowledge we are currently looking to secure some on-site professional development related to Social Emotional Learning strategies, students dealing with anxiety, stressors that can affect our students in today's technological age, continuing to create an educational environment to meet the needs of our students, and goal setting and accountability for students needing SEL supports.

## GOAL STATEMENT

By June 2020, Loowit High School will secure on-site professional development that addresses the Social Emotional Learning needs and supports for our students. Once the professional development is complete, we will begin immediate planning and implementation of learned strategies to better support our students and staff.

At the end of the school year we will survey our students with a SEL Survey that addresses the needs they have previously communicated and from what we have learned and implemented. We will strive for a positive response rate of 80% for student perceived learning and SEL supports.

## MEASUREMENT

Attendance Data, Staff/Student/Parent Survey, students' Odysseyware progress/proficiency/completion data.

## COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

### PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

#### English Language Arts

- Teachers will design, deliver and support their instruction as prescribed in the 5D+ Model.
- Teachers will test all of their students with STAR to help with that determination and be able to pinpoint need for intervention, grade level or acceleration. The STAR test will be given three (3) times per year to establish baseline and growth numbers to be used for identifying courses of rigor and/or needed accommodations/modifications for students within the curriculum. STAR reports will be analyzed to inform instructional decisions in and outside of core.
- Provide additional support for students performing below benchmark. Support may include, modified instruction, classroom environment changes, extended learning time, tier 2 & 3 interventions, etc.
- Data Team reviews of monthly Student Growth and Odysseyware progress reports, student performance data spread sheets, and implementation of differentiated instruction.

#### Math

- Teachers will design, deliver and support their instruction as prescribed in the 5D+ Model.
- Teachers will test all of their students with STAR to help with that determination and be able to pinpoint need for intervention, grade level or acceleration. STAR reports will be analyzed to inform instructional decisions in and outside of core.
- Provide additional support for students performing below benchmark. Support may include, modified instruction, classroom environment changes, extended learning time, tier 2 & 3 interventions, etc.



# LOWIT HIGH SCHOOL

- Data Team reviews of monthly Student Growth and Odysseyware progress reports, student performance data spread sheets, and implementation of differentiated instruction.
- Potential use of district Math support.

## Graduation Improvement

- Odysseyware team will continue to track individual, graduation class, and course enrollees for progress, proficiency, and average length (days and time on task) to evaluate all aspects of student learning and graduation goals.

## Social Emotional Learning

- Structure collaborative classrooms that build on student strengths, needs, interests and learning styles.
- Data Team reviews of monthly Student Reflection reports, student performance data spread sheets, implementation of differentiated instruction.
- School counselor push in support with class meeting model once per week, or as situation arise.
- The CharacterStrong curriculum provides SEL support and is currently being provided during advisory time. The Washington State based program works to increase a student's SEL Competencies of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making; and their Character Development in Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, and Humility. This curriculum focuses on fostering the Whole child with vertically-aligned lessons that teach social-emotional learning and character side by side. Formal lessons are implemented weekly and themes from the lessons are integrated into school culture through classroom visuals, conversations, activities, and school culture expectations.
- Staff to engage in SEL Professional Development and subsequent planning, implementation, and assessment.

## **COMPONENT #4: COORDINATION AND INTERGRATION**

### **PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

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

Lowit High School, in partnership with Kelso Virtual Academy, has approximately \$13,000 remaining in their combined OSSI Graduation Improvement Grant. This school year we will be taking field trips that align to student College, Career, and Community interests for post high school planning.

- What specific Title/LAP funded Family Engagement Activities are connected to the plan?

Our school strives for creating a welcoming environment that strongly encourages parent and community participation in school activities. Through these partnerships we hope to increase student achievement and decrease student behavior related to a "disconnect" with our school. Our Title/LAP funded engagement activities include Open House in October, February and May to showcase student work/community service/activities and encourage other students to consider our educational setting.

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

Students have access to academic counseling with Mr. Mobbs, Columbia Wellness counseling, KHS Health Services, KHS substance abuse assessment/treatment, KHS breakfast and lunch, KHS assemblies/ASB cards/Library services, KHS Career Center, KHS courses (Hybrid Schedule), SPED services, Lowit staff (3) have Type II certification for student transport to community service/health services/community service/legal document procurement and other student needs, access to an extended school day (until 4:30 p.m.), and support of a Graduation Coach and Career/College planning assistance.



Loowit High School

2019-2020 School Improvement Plan

School: Loowit High School

Grade Levels: 9-12+

Participant Name & Signature

Rob Birdsell



Lacey DeWeert



Jillane Baros



Lesha Jungwirth



Jesse Spellmeyer



Allan Brown



Title

Principal

Teaching and Learning Support

Teacher

Para Educator

Para Educator

Teacher





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**2019/20**

**Kelso Virtual  
Academy  
(SIP)**





# KELSO VIRTUAL ACADEMY

SCHOOLWIDE PLAN	
<b>Name of Principal: Rob Birdsell</b>	<b>Date: October 23, 2019</b>
<p><b>Mission</b></p> <p>As a community of learners, we are committed to meeting the educational and emotional needs of our students through teamwork and skill building, with family and community support. Students will determine their educational and post-secondary goals and plans. These goals and plans will be based on their interests, aptitudes, and abilities. Career exploration and employability skills will be the foundation of the educational and post-secondary plan.</p>	<p><b>Vision</b></p> <p>We are committed to the academic, social, and emotional needs of our students. Through teamwork, skill building, family involvement, and community support, we strive to rekindle a desire for learning.</p>
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
<p>Kelso Virtual Academy is an Alternative Learning Experience (ALE) and subject to strict OSPI and the Alternative Learning Department regulations and scrutiny. Students are required to meet weekly at KVA face-to-face review and to ensure that student are doing their own work. Parents are encouraged to attend review meetings, Open House and/or conferences, and to attend field trips and other events (with required clearance if needed). Students who are not making progress are provided intervention protocol, and if the resulting progress is not attained, the student will be exited to another program better set to meet their educational, behavioral, and/or emotional needs.</p> <ul style="list-style-type: none"> <li>• Current demographics of Loowit High School.</li> <li>• <b>Student enrollment</b> <ul style="list-style-type: none"> <li>12 grade – 13</li> <li>11<sup>th</sup> grade – 4</li> <li>10<sup>th</sup> grade – 4</li> <li>9<sup>th</sup> grade – 2</li> </ul> </li> <li>Females – 12</li> <li>Males – 11</li> <li>• <b>Qualifying for Free/Reduced Lunch and other services – 52%</b></li> <li>• <b>Ethnicity</b> <ul style="list-style-type: none"> <li>White – 73.9%</li> <li>White/Alaska Native – 4.3%</li> <li>White/Dominican – 4.3%</li> <li>White/Mexican/Mexican American/Chicano – 13%</li> <li>White/Spaniard – 4.3%</li> </ul> </li> <li>• <b>Current levels of Achievement</b> <p>We will utilize our weekly progress tracking to address this section. Weekly progress checking consists of pulling student data from the Odysseyware software curriculum. The expectation is that a student completes 8% of each class they are taking per week. Example: if Howard is enrolled in three (3) Odysseyware courses during the Trimester he is expected to complete 8% off each class per week that would eventually result in completing of each class at the end of the Trimester. Students are encouraged to accelerate their percentage of progress when learning comes easily as there is often a time consuming project or lengthy paper that will/may lessen progress during that time. Students receive weekly discussion time with the Loowit staff regarding progress and goals. Administration also tracks the progress and provides email praise for progress and congratulations when courses completed, as well as words of encouragement and motivation when needed.</p> </li> </ul>	

# KELSO VIRTUAL ACADEMY

12<sup>th</sup> grade – as of 10/20/19 67.35% of students made progress in each course they are enrolled in during the week of 10/14 to 10/18 – three students are taking Hybrid schedules with KHS – 18 of the 49 courses are meeting their completion goals (36.7%)

11<sup>th</sup> grade – as of 10/20/19 85.71% of students made progress in each course they are enrolled in during the week of 10/14 to 10/18 - two students are taking Hybrid schedules with KHS – 4 of the 14 courses are meeting their completion goals (28.6%)

10<sup>th</sup> grade – as of 10/20/19 80% of students made progress in each course they are enrolled in during the week of 10/14 to 10/18 - all students are full-time KVA – 6 of the 20 courses are meeting their completion goals (30%)

9<sup>th</sup> grade – as of 10/20/19 77.78% of students made progress in each course they are enrolled in during the week of 10/14 to 10/18 - one student is taking Hybrid schedule with KHS – 2 of the 9 courses are meeting their completion goals (22.2%)

- **Atmosphere**

We have used the grand funding from OSSI Graduation Improvement to improve the atmosphere and climate of Kelso Virtual Academy. Students were interviewed last year for ideas and vision of their school. Their voices were heard and we painted the classrooms last year (with parental involvement) and students helped to pick out furniture, outfit the remodeled kitchen, select chairs, and area rugs. Students have locations to work independently or with Mr. Dollemore as they come in for their weekly meetings, or if they choose to come in more frequently or for longer durations.

As the staff at Kelso Virtual Academy is new to their assignment (only the Registrar from last year remains, but she is now located at KVA/Loowit), there will be a learning curve for staff and students alike. New staff dynamics, student expectations, curricular expectations, educational and career opportunities, and a new environment to adjust to. We will work as a team and family to address issues as they are encountered.

A student SEL survey will be distributed in early November and results will be instantaneous.

- **Staffing**

Darin Dollemore – Teacher  
Cortney Lemiere – .5 Registrar

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

A monthly and trimesterly comparison of all Odysseyware programs (Loowit, KVA, KHS Odysseyware) data is performed. Breakdowns of student grade level, progress, proficiency, time on task, and 8% per class per week if looked at for each class to determine the needed time and support students to be successful. The staff, along with admin, meet monthly to discuss program needs, TPEP/eVAL protocol, and student needs/successes/challenges.

Teacher maintains a weekly check-in and monitoring sheet for each student with the support of all staff. Students are asked to reflect on their effort and achievement and parental communication is required each week.

Individualized progress sheets are updated weekly and shared with students at their check-in meeting. Email and phone conversations are used as needed to ensure weekly meetings are attended and students stay on track.

- **Briefly describe the Schoolwide Tiered Models of Instruction.**

Students at KVA are expected to have a level of independence and desire to complete their coursework to achieve four-year graduation status. Students do, however, have personal obstacles in their comfort, behavior and academic performance. We work diligently to make accommodations and modifications within their day/week to help reach desired independence with their work.

Individual Education Plans – Students with IEP are welcome to apply/attend Loowit with support of their Special Education team and their desire to work independently and keep on track. When needed, behavior plans, preferential seating, and Hybrid KHS/Loowit schedules are utilized.

# KELSO VIRTUAL ACADEMY

Courses can be adjusted to meet the reading and math levels of our students to differentiate the curriculum.

Many of our students have documented medical issues that require specific supports. We strive to create a learning environment that is comfortable for all students – quiet areas, preferential seating, monitoring noise levels, diffusing light fixtures, and plenty of staff support.

Students who are independent learners have the opportunity to immerse themselves in their learning and take breaks as needed, or earned through assignment completing or reaching goals.

A current goal is to procure Chromebooks for student checkout to provide more reliable resources for student who wish to continue their Odysseyware coursework at home.

## COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

#### English Language Arts

##### DATA STATEMENT

The current graduation status for Juniors and Seniors (classes of 2020 and 2021) reveals that ELA results pose an obstacle for students to graduate from Kelso Virtual Academy.

Class of 2020 – 5 of 12 students have yet to meet ELA graduation requirements (41.7%)

Class of 2021 – 1 of 4 students have yet to meet ELA graduation requirements (25%)

These students will need to pass the SBAC retakes, SBAC Spring tests, or achieve a qualifying score on an alternate assessment or pathway.

##### GOAL STATEMENT

All students of Loowit High School will understand the pathways to graduation through assessments and other avenues. Our goal should, and will, be for scores in the proficient range on the ELA assessment. However, depending upon student needs, other options that best show student achievement.

##### MEASUREMENT

We will begin to evaluate the results from various assessments and interaction with our students: STAR, SBA Interims, SBA Summative and data dives into past SBA assessments and course grades. STAR testing will begin after the November 6, 2019, staff training on testing protocols.

#### Math

##### DATA STATEMENT

The current graduation status for Juniors and Seniors (classes of 2020 and 2021) reveals that Math results pose an obstacle for students to graduate from Loowit High School.

Class of 2020 – 7 of 12 students have yet to meet ELA graduation requirements (58.3%)

Class of 2021 – 4 of 4 students have yet to meet ELA graduation requirements (100%)

These students will need to pass the SBAC retakes, SBAC Spring tests, or achieve a qualifying score on an alternate assessment or pathway.

##### GOAL STATEMENT

# KELSO VIRTUAL ACADEMY

All students of Loowit High School will understand the pathways to graduation through assessments and other avenues. Our goal should, and will, be for scores in the proficient range on the Math assessment. However, depending upon student needs, other options that best show student achievement.

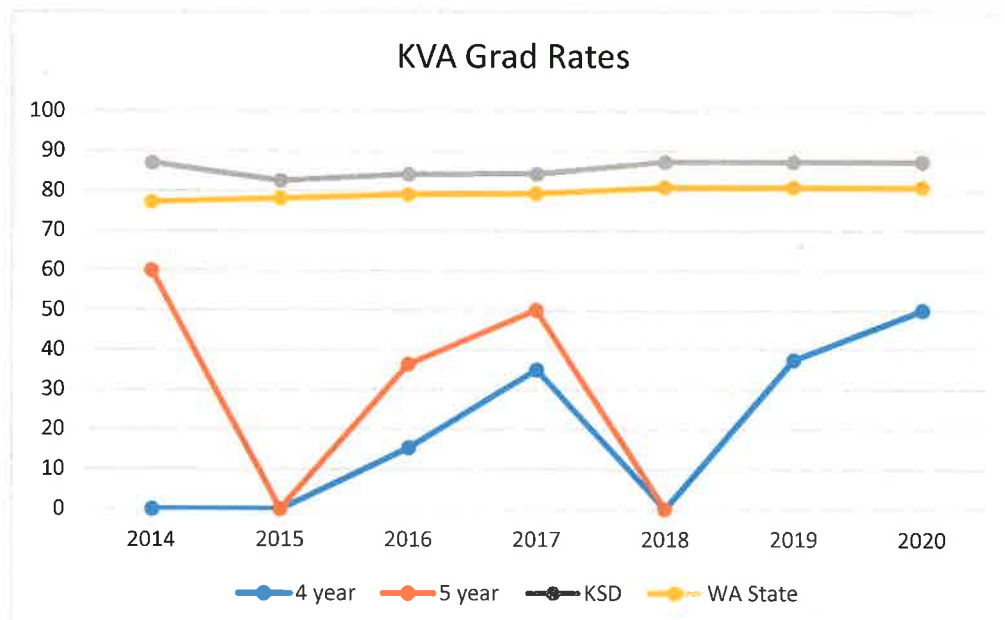
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## Graduation Improvement

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Longitudinal data shows that Loowit High School graduation numbers have been below district and State averages (2019 and 2020 graduation rates for KSD and State of Washington have been carried forward from 2018; and Loowit's 2019 and 2020 are estimated based upon current data and the progress of current students).



### GOAL STATEMENT

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

## MEASUREMENT

Initial OSPI graduation data, tracking and communication with students who do not graduate (move, alternative programs, incarceration, etc...), finalized OSPI graduation data, and student entry into college, career or community opportunities.

## Social Emotional Learning

### DATA STATEMENT

The current enrollment and student/parent communication data reveals that many of our students choosing Odysseyware as their curricular delivery model have done this due to personal obstacles that keep them from the traditional classroom setting and/or hours. With this knowledge we are currently looking to secure some on-site professional development related to Social



# KELSO VIRTUAL ACADEMY

Emotional Learning strategies, students dealing with anxiety, stressors that can affect our students in today's technological age, continuing to create an educational environment to meet the needs of our students, and goal setting and accountability for students needing SEL supports.

## GOAL STATEMENT

By June 2020, Kelso Virtual Academy will secure on-site professional development that addresses the Social Emotional Learning needs and supports for our students. Once the professional development is complete, we will begin immediate planning and implementation of learned strategies to better support our students and staff.

At the end of the school year we will survey our students with a SEL Survey that addresses the needs they have previously communicated and from what we have learned and implemented. We will strive for a positive response rate of 80% for student perceived learning and SEL supports.

## MEASUREMENT

Attendance Data, Staff/Student/Parent Survey, students' Odysseyware progress/proficiency/completion data.

## COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

### PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

#### English Language Arts

- Teachers will design, deliver and support their instruction as prescribed in the 5D+ Model.
- Teachers will test all of their students with STAR to help with that determination and be able to pinpoint need for intervention, grade level or acceleration. STAR reports will be analyzed to inform instructional decisions in and outside of core.
- Provide additional support for students performing below benchmark. Support may include, modified instruction, classroom environment changes, extended learning time, tier 2 & 3 interventions, etc.
- Data Team reviews of monthly Student Growth and Odysseyware progress reports, student performance data spread sheets, and implementation of differentiated instruction.

#### Math

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#### Social Emotional Learning

- Structure collaborative classrooms that build on student strengths, needs, interests and learning styles.
- Data Team reviews of monthly Student Reflection reports, student performance data spread sheets, implementation of differentiated instruction.
- School counselor push in support with class meeting model.

# KELSO VIRTUAL ACADEMY

- Staff to engage in SEL Professional Development and subsequent planning, implementation, and assessment.

## COMPONENT #4: COORDINATION AND INTERGRATION

### PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

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

Loowit High School, in partnership with Kelso Virtual Academy, has approximately \$13,000 remaining in their combined OSSI Graduation Improvement Grant. This school year we will be taking field trips that align to student College, Career, and Community interests for post high school planning.

- What specific Title/LAP funded Family Engagement Activities are connected to the plan?

Our school strives for creating a welcoming environment that strongly encourages parent and community participation in school activities. Through these partnerships we hope to increase student achievement and decrease student behavior related to a "disconnect" with our school. Our Title/LAP funded engagement activities include Open House in October, February and May to showcase student work/community service/activities and encourage other students to consider our educational setting.

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

Students have access to academic counseling with Mr. Mobbs, Columbia Wellness counseling, KHS Health Services, KHS substance abuse assessment/treatment, KHS breakfast and lunch, KHS assemblies/ASB cards/Library services, KHS Career Center, KHS courses (Hybrid Schedule), SPED services, Loowit staff (3) have Type II certification for student transport to community service/health services/community service/legal document procurement, and access to Allan Brown - Graduation Coach. KVA students can also participate in all extracurricular activities at Kelso High School.

**Kelso Virtual Academy**

**2019-2020 School Improvement Plan**

School: **Kelso Virtual Academy**

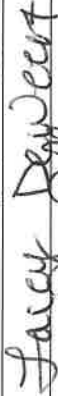
Grade Levels: **9-12+**

Participant Name & Signature

Rob Birdsell



Lacey DeWeert



Darin Dollemore



Title

Principal

Teaching and Learning Support

Teacher



**KELSO SCHOOL DISTRICT NO. 458**  
**RESOLUTION NO. 2019/20 – 08**  
**NEW BOARD MEMBERS TO ATTEND WSSDA CONFERENCE**

“**WHEREAS** school directors are elected before but take office after the Annual Conference of the Washington State School Directors’ Association; and

“**WHEREAS** it is to the advantage of the District to have its directors and directors-elect attend the workshops and orientation programs at the Conference and to exchange ideas with school directors from elsewhere in the state;

“**THEREFORE, BE IT RESOLVED** that those persons newly elected November 5, 2019, to the Kelso School District board of directors be designated to attend the Annual Conference of the Washington State School Directors’ Association, to be held November 21-24, 2019, as representatives of the district.

“Expenses of the representatives shall be paid by the district in amounts and in the manner permitted by the law and the directors and representatives shall make a conference report to the Board at the first regularly scheduled meeting of the Board in January.”

Adopted and approved this 18<sup>th</sup> day of November, 2019.

BOARD OF DIRECTORS  
KELSO SCHOOL DISTRICT NO 458

\_\_\_\_\_  
President  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Mary Beth Tack, Secretary

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## High School Graduation Requirements

### Policy 2410

The board will establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will be in effect until that student graduates unless such period is in excess of ten years. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Diplomas will be awarded with distinctions being made between the various programs of instruction which may be pursued.

#### I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school;

1. complete the credit requirements specified in the procedure accompanying this policy;
2. ~~pass the necessary state assessments or a state-approved alternative assessment~~ *demonstrate career and college readiness by completing a high school and beyond plan*; and
3. ~~complete a high school and beyond plan.~~ *meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.*

#### II. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

#### Cross References:

2418 – Waiver of High School Graduation Credits  
3110 – Qualification of Attendance and Placement  
3241 – Classroom Management, Discipline and Corrective Action  
3520 – Student Fees, Fines or Charges

#### Legal Reference

*Laws of 2019, Ch. 252, § 201 Graduation pathway options for the graduating class of 2020 and subsequent classes*  
*RCW 28A.155.045 Certificate of individual achievement*  
RCW 28A.230.090 High school graduation requirements or equivalencies  
*— High school and beyond plans – Career and college ready graduation requirements and waivers —*  
*— Reevaluation of graduation requirements — Review and authorization of proposed changes*  
*- Language requirements - Credit for courses taken before attending high school —*  
Postsecondary credit equivalencies  
RCW 28A.230.093 Social studies course credits – Civics coursework  
RCW 28A.230.097 Career and technical high school course equivalencies  
RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice  
RCW 28A.230.122 International baccalaureate diplomas

RCW 28A.600.300-400 Running Start Program

RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

RCW 28A.655.061 – High school assessment system – Certificate of academic achievement – Exemptions – Options to retake high school assessment – Objective alternative assessment – Student learning plans

WAC 180-51 High school graduation requirements

WAC 392-121-182 Alternative learning experience requirements WAC 392-169 Special service programs - Running start program WAC 392-348 Secondary education

WAC 392-410 Courses of study and equivalencies WAC 392-410-350 Seal of Biliteracy

WAC 392-415-070 Mandatory high school transcript contents – *Items - Timelines*

Management  
Resources

2019 July Issue

2018 May Issue

2017 – October Issue

2015 – October Issue

2014- December Issue

2013 - September Issue

2012 - April Issue

2011 - October Issue

2010 - June Issue

2009 - April Issue

2009 - February Issue

Policy News, August 2007 Graduation Requirements Modified by Legislature

Policy News, October 2004 Graduation Requirements: High School and Beyond Plans

Policy News, February 2004 High School Graduation Requirements

Policy News, December 2000 2004 High School Graduation Requirements Adopted

Policy News, April 1999 Variations Complicate College Credit Equivalencies

ADOPTED: 6.8.77

REVISED: 3.25.92 | 2.10.93 | 9.25.96 | 8.21.00 | 5.19.03 | 6.21.04 | 2.14.05 | 3.28.05 | 9.25.06 | 4.23.07 | 1.28.08 | 10.13.08 | 6.15.09 | 7.16.12 | 11.18.13 | 5.26.15 | 5.9.16 | 5.21.18

## High School Graduation Requirements Procedure 2410P

### PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school, and each year thereafter, each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade unless ten years have elapsed). Graduation requirements may also be included in the student handbook.

### CREDIT REQUIREMENTS

#### Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, upon request, *unless requested otherwise by the student and the student's family*, the district ~~may~~ *will* award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements, and examinations as the high school students enrolled in the class: or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

*Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.*

#### Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study.)
  - a. Students who have passed the Smarter Balanced assessment in English Language Arts, Mathematics, and/or Science may receive up to one (1) credit in each of the following areas.
    1. One (1) credit English Language Arts in 9th and/or 10th grade – for passing ELA state assessment.
    2. One (1) credit Mathematics in Algebra I and/or Algebra II – for passing Math state assessment.
- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.



**Credits from Other Programs**

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-country. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. The district will evaluate credits from unaccredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

**Total Number of Credits Required**

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation:

Subject	Credits Required	Options
Language Arts	4	Language Arts 9 – 1.0 credit Language Arts 10 – 1.0 credit Language Arts 11 – 1.0 credit Senior Language Arts Elective – 1.0 credit
Mathematics	3	Algebra 1 or equivalent – 1.0 credit Geometry or equivalent– 1.0 credit Algebra II or equivalent – 1.0 credit
Science	3	Two lab classes required. Integrated Science, Earth, Space, Physics or equivalent – 1.0 credit Biology I and II – 1.0 credit Chemistry I - .5 credit Science Elective - .5 credit
Social Studies	3	World History & Geography – 1.0 credit US History – 1.0 credit American Government - .5 credit 1 social studies class elective - .5 credit
Fine Arts*	2	Music, Art, Drama, and some CTE courses
Health and Fitness	2	9 <sup>th</sup> grade PE - .5 credit 3 PE elective classes – 1.5 credits
Occupational Education/CTE	1	Agriculture and Natural Resources, Automotive, Business, Marketing and Visual Technology, engineering design and fabrication, business marketing, family & consumer science, STEM, Off-Campus Program (fire science, first responder, health science career, police science)
World Language*	2	Japanese, French, Spanish, American Sign Language
Family Health**	0.5	9 <sup>th</sup> grade health - .5 credits

Electives	5.5	See course catalog for list of current elective offerings
Washington State History		Usually taken in 7 <sup>th</sup> grade, non-credit, state graduation requirement
<b>TOTAL REQUIRED CREDITS</b>	<b>26</b>	

**\*\*Personal Pathway Requirements**

In support of Personalized Pathways, and Personalized Pathway Requirements as defined in WAC 180-51-068, Personal Pathway Requirements are an option for waiving up to 2 credits of World Language and up to 1 credit of Fine Arts. "Personalized Pathway Requirements" means up to three course credits chosen by a student are included in a student's personalized pathway and prepare the student to meet specific post-secondary career goals. Students can use their Personal Pathway Requirements, which is part of their High School and Beyond Plan, to waive up to 2 credits of World Language and 1 credit of Fine Arts in order to pursue classes that are pertinent to their post-high school career plans. Students can meet with their counselor starting at the beginning of their junior year to declare a Personal Pathway in order to create a class schedule that is reflective of their post-secondary career goals. At which point they are able to substitute courses that are directly related to their career pathway for up to 2 credits of world language and up to 1 credit of Art. Student, counselor and parent must meet and sign off that this Personal Pathway Requirement is appropriate for the student and that document becomes part of the students High School and Beyond Plan.

*\*Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the students interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the students learning. Students can use their Personal Pathway Requirements, which is part of their High School and Beyond Plan, to waive up to 2 credits of World Language and 1 credit of Fine Arts in order to pursue classes that are pertinent to their post-high school career plans.*

\*\*Per Chapter 28A.23a RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. CPR is offered in the Kelso School District's required 9<sup>th</sup> grade health class.

**Alternative Programs**

*The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.*

*Submission to the building principal a proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:*

- A. The name of the program or planned learning experience;*
- B. The length of time for which approval is desired;*
- C. The objective(s) of the program or planned learning experience;*
- D. The state learning goals and related essential academic learning requirements are part of the*

- program or planned learning experience;*
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);*
  - F. The content outline of the program and/or major learning activities and instructional materials to be used;*
  - G. A description of how student performance will be assessed;*
  - H. The qualifications of instructional personnel;*
  - I. The plans for evaluation of program; and*
  - J. How and by whom the student will be supervised.*
  - K. The district will keep a list of approved programs on file with the building principal. The building principal or designee will communicate the reasons for approval or disapproval to those making the request.*

### **Running Start**

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- ~~A. Contact the college they are interested in attending *to learn about the application process and requirements for enrollment.* and arrange to take the ASSET or COMPASS placement test. The test is offered at various times and results are often available the following day. Minimum scores in reading and writing are required.~~
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time running start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start authorization ~~authorization~~ *Enrollment Verification Form (EVF)* from the college or their high school counselor. The counselor will sign the form after the student completes the portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

### **Credit for Career and Technical Work-Based Learning**

The district regards work experience as part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will be specifically related to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite

educational value.

- D. The work experience will provide a varied job experience.
- E. The ~~career placement counselor~~ *work experience* teacher will supplement the work experience with an adequate program of guidance, placement, follow-up and coordination between job and school.
- F. The work experience may be as a planned part of credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than one hundred eighty hours of for instructional work based learning experience, and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program.
- H. The employer will legally employ the student who must have passed his/her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
- K. The program standards and procedures align with the state career and technical work based learning standards

### Home School Credits

Guidelines for granting high school credit for home schooling are as follows:

- ~~A. To gain credit for a course of study, a student will provide:
    - ~~a. A journal that reflects the actual work completed during a home study course of study.~~
    - ~~b. Exhibit(s) of any specific projects completed (e.g. themes, research papers, art and/or shop projects); or~~
    - ~~c. Any such other performance based exhibits of specific course related accomplishments.~~~~
  - ~~B. To gain credit for a course of study, a student must demonstrate proficiency at a minimum of 80 percent of the objectives of the course. Such testing will be available as an ancillary service of the district if it is regularly available to all students. If not, the parent may engage district approved personnel to conduct such an assessment at a cost determined by such personnel.~~
- A. All home school credits/grades will be recorded as pass/fail on Kelso High School transcripts.*
  - B. The principal will have final authority on appropriate grade and course-level placement.*
  - C. Probationary placement may be made until student performance level is verified.*
- D. Credit is granted for the following approved schools:
    - a. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
    - b. Other schools or institutions that are approved by the district after evaluation for a particular course offering

### STATE ASSESSMENT REQUIREMENT

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Each student must earn either a certificate of academic achievement or a certificate of individual achievement to graduate from high school.

#### **Certificate of Academic Achievement**

A student will receive a certificate of academic achievement if he or she passes the necessary statewide assessments or a state-approved alternative assessment.

#### **Certificate of Individual Achievement**

A student qualifying for special education services may earn a certificate of individual achievement after passing assessments determined by the student's individualized education program team to be appropriate for the student based on their learner characteristics, post-secondary goals, and previous testing history.

### **HIGH SCHOOL AND BEYOND PLAN REQUIREMENT**

*Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.*

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. ~~Students must create their plans in cooperation with parents or guardians and school staff. School staff will work to update students' plans as necessary based on their changing interests, goals and needs.~~ *In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.*

*The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.*

*School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each student's high school and beyond plan will be updated to inform junior year course taking.*

*For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.*

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals:

- C. *Identification of dual dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;*
- D. ~~Information about~~ *Identification of* Financial Aid *options:*
- a. *College bound scholarship program established in chapter 28B.118 RCW; FAFSA; WASFA*
- E. A four-year plan for course taking that that fulfills state and local graduation requirements and aligns with the student's career and educational goals; and *does the following:*
- a. *Includes information about options for satisfying state and local graduation requirements;*
- b. *Satisfies state and local graduation requirements;*
- c. *Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;*
- d. *Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals;*
- e. *Includes information about the college bound scholarship program; and*
- f. *Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:*
1. *Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to student who are or have been in foster care; information specific to students who are, or are at risk of being, homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and*
  2. *Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.*
- F. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.
- G. Students will complete and document 20 hours of community service with a non-profit agency. Hours can start being earned summer of the sophomore year and must be completed prior to the commencement ceremonies.
- H. For the class of 2019 and beyond, students must participate in a final exit interview via their American Government class, as part of the High School and Beyond Plan.

## **GRADUATION ASSESSMENT PATHWAY OPTIONS**

*A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.*

### **Statewide High School Assessment**

*A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.*

### **Automatic Granting High School Credit for High School Courses Taken Prior to High School**

*For the class of 2024 and beyond, high school level courses taken in middle school will automatically be transcribed to the high school transcript as a Pass. Failures of middle school coursework will not be placed on the high school transcript. Students may opt to instead have the numerical grade earned for the class posted to the high school transcript. If a student intends to have the numerical grade included in the high school cumulative GPA, the school provided form must be completed by June 1 of the Junior (11<sup>th</sup> grade) school year. In addition, students may opt to have the middle school course removed from the high school transcript. This process must be completed by June 1 of the Junior year.*

### **Dual Credit Courses**

*A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics. A dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.*

### **High School Transition Courses**

*A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.*

### **AP Courses and International Baccalaureate Programs**

*A student may demonstrate career and college readiness by earning high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics; or receiving a four or higher on international baccalaureate exams.*

*For English language arts, successfully completing any of the following courses meets the standard: AP microeconomics, AP psychology, AP United States history, AP world history, AP United States government and*

*politics, AP comparative government and politics, and any of the international baccalaureate individuals and societies courses.*

*For mathematics, successfully completing any of the following courses meets the standard: AP statistics, AP computer science, AP computer science principals, AP calculus, and any of the international baccalaureate mathematics courses.*

### **SAT or ACT Scores**

*A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.*

### **Combination of Options**

*A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.*

### **Armed Services Vocational Aptitude Battery (ASVAB)**

*A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery.*

### **Career and Technical Education Courses**

*A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or the minimum criteria identified in RCW 28A.700.030.*

*[District note: School Districts have discretion in determining which pathway options they will offer to students.]*

### **Expedited Appeal Process for Waiving Student Assessment Requirements**

*For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.*

*A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.*



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A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

**This expedited appeal process will no longer be available after August 31, 2020.**

### **WAIVER OF GRADUATION REQUIREMENTS**

All state requirements must be satisfied except that the district may waive Washington History and Government may be waived for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. After completion of the tenth grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class. Additionally, the district may waive physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or guardian on account of physical disability, employment, or religious belief or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

Policy and Procedure 2418 & 2418P, Waiver of High School Graduation Credits, will be used as the waiver process.

~~The following procedure will be followed in graduation waiver requests:~~

~~A.—The principal is responsible for evaluating educational experiences of individual students and recommending graduation to the superintendent when a student has not met requirements.~~

~~An individual student may be granted an exemption from any requirement in this policy if such requirement impedes the progress toward graduation provided there is a direct relationship between the failure to meet the requirement and the student's ability. When a 12th grade student transfers from another high school, the student may be permitted to graduate with a lesser number of credits provided that minimum state course and credit requirements are satisfied and the student successfully passes a full schedule of classes during his or her 12th year of school.~~

~~B.—The principal determines whether to waive graduation requirements using the following procedure:~~

~~a.—The request will be initiated by the parent or the eligible student:~~

~~b.—The principal will investigate the request for waiver of graduation requirements~~

~~c.—The principal will make a determination in writing based upon appropriate data and upon conclusion-s of the investigation;~~

~~d.—The principal will develop appropriate record-keeping procedures for storage of all pertinent data relating to each waiver request; and~~

~~e.—The principal will notify the parent or eligible student that they may appeal the principal's decision regarding a waiver request in writing to the super indent no later than 30 days prior to the anticipated graduation date.~~

### **~~INTERNATIONAL BACCALAUREATE PROGRAMME DIPLOMA~~**

~~A student who fulfills the requirements for an International Baccalaureate Programme diploma is considered to have satisfied at least one of the graduation pathway options and the minimum state requirements for graduation from high school, but the district may require the student to complete additional local graduation requirements. To receive an international baccalaureate diploma, a student must complete and pass all required diploma program courses, as scored at the local level; pass all internal assessments, as scored at the local level; successfully complete all required projects and products, as scored at the local level; and complete the final exams administered by the international baccalaureate organization in each of the required subjects.~~

### **STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

~~A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. If the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the students IEP.~~

~~The following process will be followed to help a student with an IEP graduate:~~

~~A student with a disability may fulfill graduation requirements as follows:~~

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:
  - a. Attainable alternate classwork or individualized activities substituted for standard requirements;
  - b. A statement of waiver for any waived standard graduation requirements; or
  - c. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
  - a. The projected date by which all graduation requirements will be met: and
  - b. The projected date and conditions under which the student will participate in the graduation ceremony.

- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decisions that modifies the district’s standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student’s progress and development.

## SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world language. For purposes of this section, “world language” is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. Proficiency may be demonstrated by:
  - a. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
  - b. Passing an International Baccalaureate exam with a score of 4 or higher;
  - c. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
  - d. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency

## GRADUATION HONORS

### Valedictorian/Salutatorian Academic Excellence Award

Valedictorian/Salutatorian Definition: Valedictorian shall be determined from those students who have achieved excellence in the most rigorous course offerings at Kelso High School. The Salutatorian shall be next highest student who has achieved excellence in the most rigorous course offerings at Kelso High School. Excellence is based upon grade Point Average and course work at Kelso High School.

At the end of second Trimester of eEach year, a member of the senior class shall be designated the Valedictorian, and another the Salutatorian, of that senior class. The Valedictorian and Salutatorian shall be the students who have demonstrated the highest degree of excellence in the most rigorous courses offered at Kelso High School according to the following guidelines:

- A. The student must have attended Kelso High School for a minimum of three (3) consecutive trimesters prior to his/her senior year, which must be completed as a full time student enrolled

and attending on-campus courses at Kelso High School.

- B. Home schooled students that enroll at Kelso High School must still meet the three (3) consecutive trimester guidelines as described above.
- C. The Valedictorian/Salutatorian will be chosen from the pool consisting of the 4.0 GPA pool of students from that graduating class.
- D. From the 4.0 GPA pool, the Valedictorian shall be determined by examining the rigor of courses taken. Each student transcript will be examined and awarded:
  - a. One (1) point for successful completion of an Advanced Placement *and/or* College in the High School courses and participated in the final exam for each Advance Placement or College in the High School course *earned by the completion of the junior year*. The student with the most points will be deemed Valedictorian and the student with the second most points will be awarded Salutatorian.
  - b. In the case of a tie there may be multiple Valedictorians and/or Salutatorians.

#### **Top 5% and 10% Graduation Recognition**

Each year, members of the senior class shall be designated as the top 5% and 10% of the graduating class. The top 5% and 10% shall be the students who have obtained the highest grade point averages in their class according to the following guidelines:

- ~~A. The student(s) must have attended Kelso High School for a minimum of two (2) complete consecutive trimesters prior to his/her senior year, which must be completed as a full-time student enrolled and attending on-campus classes at Kelso High School.~~
- ~~B. Home schooled students that enroll at Kelso High School must still meet the two (2) consecutive trimester guidelines as described above.~~

#### **EXCEPTIONS TO GRADUATION**

The following are guidelines for requesting participation in graduation without receiving a diploma.

- A. Applications will not be accepted prior to issuing of second trimester grades for the current academic year.
- B. The board will consider applications using the following timeline:
  - a. For special education students, students with serious health issues, and ~~unusual~~ *other* circumstance(s), applications must be submitted prior to the Executive Board Meeting held the week before the formal graduation ceremony.
  - ~~b. For students unable to meet the state CAA requirement, applications must be submitted prior to the Executive Board Meeting held the week before the formal graduation ceremony.~~
- C. The student must meet one of the following criteria:
  - a. Serious health issues:

- b. Unusual Student circumstance(s); (Unusual Student circumstances may include, but are not limited to those outlined in Policy 2418, Exception to Graduation Requirements.)
  - c. Special education student with a Transition to Work Plan to be completed.
- D. For students petitioning the School Board to participate in the graduation ceremony due to NOT earning all graduation requirements Policy 2410, the following criteria must be met and addressed prior to submitting an application for exception to the board.
- a. Only students enrolled within the Kelso School District by the end of second trimester are eligible to apply for participation exception;
  - b. The student must have been in regular attendance and be on track to complete the required graduation credits for graduation.
  - c. The students must have completed a High School and Beyond Plan;
  - d. The student must be able to demonstrate that they have satisfactorily attempted to complete the alternative assessments to the state assessment and/or taken advantage of remediation classes/interventions intended to improve the student's ability to pass the state assessment or one of its alternatives. Teacher, counselor, or building administrator verification will be required;
  - e. The student must be able to document a plan of action to meet the State's graduation requirements following the graduation ceremony in order to earn a diploma. This assurance and plan may include enrolling in summer remediation classes, taking the summer assessment exam, and enrolling in an educational program in the Fall designed for completing graduation requirements; and
  - f. In order to not violate FERPA, the school board will review the applications and make a final decision regarding the applications for participation the Monday prior to the graduation ceremony during a closed meeting.

## GRADUATION CEREMONIES

~~If students fulfill graduation requirements by the end of the last term of their senior year, they may participate in graduation ceremonies.~~ *The Kelso High School graduation ceremony is a celebration of individual student success. Any student who fulfills their pre-determined graduation requirements by the end of the last term of their senior year, may participate in graduation ceremonies.* Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. *Each student will be notified of this opportunity at least one month prior to the close of the school term.*

*Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.*

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school administration and the class advisor and officers.
- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.

- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.
- F. Students who were enrolled through Kelso High School ~~classes for 80% of their classes~~ *full time* for all three trimesters of their senior year, and meet the other stated requirements, are eligible to participate in graduation ceremonies.
- G. *In the event that the district has imposed other forms of corrective actions for violations of school rules, the district may deny the student's participation in graduation ceremonies.*

#### **WITHOLDING OF A DIPLOMA**

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action: When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective actions for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

ADOPTED: 4.07

REVISED: 1.28.08 | 8.08 | 8.11 | 5.26.15 | 5.9.16 | 9.24.18 |

# New Business

- A. Lower Columbia School Gardens Presentation .....Ian Thompson & Lauren Hendrickson
- B. Approval of Design Development Planning for Butler Acres & Carrolls ..... Craig Collins
- C. Approval of Resolution 2019/20-09 Butler Acres & Carrolls Modernization  
.....Scott Westlund
- D. Approval of Resolution 2019/20-10 Guaranteed Maximum Price for Lexington &  
Wallace Elementary Schools with Amendment #3 (Lexington).....Scott Westlund
- E. School Improvement Plans (SIP) (Action) .....Kim Yore
- F. Approval of Resolution 2019/20-08 New Members Elect Attending WSSDA  
.....Mary Beth Tack
- G. Policy 2410 & 2410P Graduation Requirements – 1<sup>st</sup> Reading .....Mary Beth Tack
- H. Policy 2418 & 2418P Waiver of Graduation Credits – 1<sup>st</sup> Reading .....Mary Beth Tack
- I. Superintendents Report .....Mary Beth Tack

## Form: *Application for* Waiver of High School Graduation Credits

### Instructions:

#### *Application for waiver of .5 PE and/or 1.5 Elective school graduation credits based on a student's circumstances*

##### Instructions:

Please review the district's Policy and Procedure 2418 prior to completing this form. This form must be completed, signed and provided to the Superintendent's office prior to ~~the district's Board of Directors Executive Session held~~ the week before graduation.

Providing the completed form does not automatically guarantee a waiver will be granted. Once the application is submitted, the Superintendent or designee will respond to the request within ten business days with his or her decision.

Please attach any and all materials and/or documentation that would establish the existence of the ~~unusual~~ circumstances justifying a waiver (e.g., physician's letter). Please attach additional pages if necessary to the narrative section.

Parents or adult students with limited English proficiency may request that this application and/or the policy and procedure be provided in a language that they understand.

ADOPTED: 5.26.15



## *Application for* Waiver of High School Graduation Credits

<b>Student Identification (required)</b>	
Name of person completing this form:	
Relationship to student:	
Address of person completing this form:	
Daytime phone number:	
Student's Name:	
Student's ID Number/Date of Birth:	
Expected year of graduation:	
<b>Basis for Waiver Request (required) (check all that apply):</b>	
<input type="checkbox"/>	Disability (regardless of whether student has an IEP or Section 504 plan)
<input type="checkbox"/>	Health condition resulting in student's inability to attend class
<input type="checkbox"/>	Homelessness
<input type="checkbox"/>	Limited English proficiency
<input type="checkbox"/>	No opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school
<input type="checkbox"/>	Transfer during the last two years of high school from a school with different graduation requirements
<input type="checkbox"/>	Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised the student's ability to learn
<b>Narrative: (required)</b>	

<b>Signature and Authorization: (required)</b>	
<p>I am requesting that the Superintendent or designee waive <i>.5 PE and/or 1.5 Elective credits</i> required for <i>(insert student's name)</i> high school graduation in <i>(insert year)</i> due to the <del>unusual</del> circumstances indicated above.</p> <p>I hereby authorize the Superintendent or designee to contact, consult and/or confer with any individual referenced in this application who would have knowledge of <del>my unusual</del> circumstances, except for those subject to a duty of confidentiality.</p> <p>I hereby certify that the information provided on this application is true and accurate to the best of my knowledge.</p>	
<b>Signature of parent or adult student</b>	<b>Date</b>
<b><i>Signature of Counselor</i></b>	<b><i>Date</i></b>
<b><i>Signature of Principal</i></b>	<b><i>Date</i></b>
<b><i>Signature of Superintendent</i></b>	<b><i>Date</i></b>

## Waiver of High School Graduation Credits Procedure 2418P

A student or his/her parents/guardians may request a waiver of credits during his/her year of expected graduation from high school due to ~~unusual~~ *the student's* circumstance(s). The superintendent or designee will review each request on a case-by-case basis and use his or her judgment, experience and knowledge of the student to determine whether ~~the unusual~~ circumstances exist to justify the waiver.

### REQUEST PROCESS

Requests will be made using the district's form made available for this purpose and will include any materials (e.g., letter from the student's licensed physician) that document the ~~unusual~~ *student's* circumstance(s). Requests must be received by the superintendent or designee's office no less than thirty days prior to graduation. *The superintendent or designee may waive the thirty day deadline in cases of catastrophic events occurring within thirty days of graduation that have a direct effect on the student or students requesting a waiver.*

### DETERMINATION

In determining whether to grant the request for waiver based on ~~unusual~~ *a student's* circumstance(s) such as those listed in Policy 2418, the superintendent or designee will consider factors such as:

- A. Unique limitations directly affecting the student as a result of the ~~unusual~~ *student's* circumstance(s);
- B. Whether the ~~unusual~~ *student's* circumstance(s) were beyond the student's control;
- C. Whether the ~~unusual~~ *student's* circumstance(s) compromised the student's ability to learn;
- D. The student's efforts to cope with the ~~unusual~~ *student's* circumstance(s);
- E. Documentation provided by the student's parents or guardians;
- F. Possible discriminatory effects on the student and/or possible disparate impact on a group of students if the waiver is not granted; *and*
- G. Significant decline in the student's academic performance following the occurrence of the ~~unusual~~ *student's* circumstance(s).

In considering whether to grant the waiver, the ~~superintendent~~ or designee may, in his or her discretion, consult with school staff who have knowledge of the student and with any person identified in the application as having knowledge of the student's ~~unique~~ circumstance(s).

### RESPONSE PROCESS

The ~~superintendent~~ or designee will provide a response to a request for waiver by the Friday before graduation. A response granting the waiver will include the number of elective credits that will be waived (*.5 P.E. and/or 1.5 Elective credits*) and notification that completion of the remainder of required credits is required for graduation. A response denying the waiver will state the reason(s) therefore, which may include, but are not limited to *the following*:

- A. *The request was received within less than thirty days of graduation and does not meet criteria;*
- B. The request did not include sufficient information to justify waiver of high school graduation credit; *and/or*
- C. The request was not based on documented or verifiable events that would justify waiver of high school graduation credit.

The superintendent or designee's decision is final and will only apply to the student's current graduation year.

ADOPTED: 5.26.15