

**SCHOOL BOARD MEETING  
KENNEWICK SCHOOL DISTRICT NO. 17**

Meeting Date:	Wednesday, September 14, 2022
Time:	5:30 p.m.
Location:	District Administration Building
Remote Viewing Access:	<a href="https://bit.ly/3qhjQt0">https://bit.ly/3qhjQt0</a>
Remote Public Comment Sign Up Form:	<a href="https://bit.ly/3dn9dyk">https://bit.ly/3dn9dyk</a>
Interpretación al español estará disponible.	

**AGENDA**

1.     **Call to Order** – 5:30 PM **MICHAEL CONNORS**

2.     **Pledge of Allegiance**

3.     **Recognition/Introductions**

A. 2022-23 Student Representative to the School Board

B. New Administrators/Administrators in New Roles

4.     **Communications from Parents, Staff, and District Residents**

5.     **Consent Items**

**Approval of Board Minutes**

A. Minutes of School Board Meeting August 24, 2022

**Human Resources Reports**

A. Personnel Actions – Certificated, Classified, and Extracurricular

B. Out of Endorsement Teacher Plans (2022 - 2023)

**Capital Projects**

A. Tri-Tech Skills Center Building C Project Bid and Recommendation

**Interagency Contracts for Special Education Services 2022-2023**

A. The ARC of the Tri-Cities

B. Columbia Industries

C. Pasco School District Deaf Program

D. Waterfall Canyon Academy

E. Candy Mountain Academy

**2022-23 Performance Goals**

A. Cabinet Goals

## B. Superintendent Goals

### Teaching and Learning

#### B. Curriculum Adoption:

- ***El Chico Global***, book. Author, Leslie Davidson, published by Wayside Publishing. This material will be used in grades 9-12, Spanish 5-6 at Kamiakin High School.
- ***El Nuevo Houdini***, book. Author, Carol Gaab, published by TPRS Publishing. This material will be used in grades 9-12, Spanish 3-4 at Kamiakin High School.
- ***Fiesta Fatal***, book. Author, Mira Canion, published by Wayside Publishing. This material will be used in grades 9-12, Spanish 3-4 at Kamiakin High School.
- ***La Guerra Sucia***, book. Author, Nathaniel Kirby, published by Wayside Publishing. This material will be used in grades 10-12, AP Spanish at Kamiakin High School.
- ***La Llorona de Mazatlán***, book. Author, Katie A. Baker, published by Wayside Publishing. This material will be used in grades 10-12, Spanish 7-8 at Kamiakin High School.
- ***Llama Elizette Lima***, book. Author, Katie A. Baker, published by Fluency Matters. This material will be used in grades 8-12, Spanish 1-2 at Kamiakin High School.

## 6. Superintendent/Board Member Report

## 7. Reports and Discussions

### A. Strategic Goal Reports

- Annual Update: Technology Operations
- All Students are Engaged Learners  
(Reading and Math Results)
- All Families are Key Partners

**DR. TRACI PIERCE**  
**RON CONE**  
**ALYSSA ST. HILAIRE**  
**ROBYN CHASTAIN**

## 8. Unfinished Business

### A. Policy No. 3545, STUDENTS: Interscholastic Academic Eligibility, Second Reading.

**MATT SCOTT**

## 9. New Business

### A. Policy No. 6100, ADMINISTRATION: Line-Staff Chart

**DR. TRACI PIERCE**

10. **Next Meeting Agenda**
  - A. Study Session: Levy Discussion and Planning
11. **Other Business as Authorized by Law**
  - A. Board preparation for WSSDA General Assembly
12. **Adjourn**

KENNEWICK SCHOOL DISTRICT NO. 17  
SCHOOL BOARD MEETING  
ADMINISTRATION BUILDING / Remote Board Meeting  
August 24, 2022

M I N U T E S

MEMBERS PRESENT

Board Members: Michael Connors, President of the Board; Ron Mabry, Vice President of the Board; Diane Sundvik, Legislative Representative of the Board; Micah Valentine, Board Member; Gabe Galbraith, Board Member; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Cabinet Members: Dr. Doug Christensen, Associate Superintendent of Human Resources; Matt Scott, Assistant Superintendent of K-12 Education; Rob Phillips, Assistant Superintendent of Elementary Education; Alyssa St. Hilaire, Assistant Superintendent Teaching & Learning; Vic Roberts, Executive Director of Business Operations; Robyn Chastain, Executive Director of Communications and Public Relations; Ron Cone, Executive Director of Information Technology.

Other Guest(s): Bronson Brown, District Legal Counsel

CALL TO ORDER

President Michael Connors called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 59 online and in-person staff and guests in attendance.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Tyler Thompson – Commented on his concerns regarding a Board member posting a picture of himself on social media with United States Representative Matt Gaetz, as he is being investigated by the Justice Department.

Rachel Ostler – Commented on Critical Race Theory (CRT) in schools.

CONSENT ITEMS

Motion by Diane Sundvik to approve the consent items as presented.

Seconded by Gabe Galbraith.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

The consent items were as follows:



- Minutes of Regular School Board Meeting July 27, 2022
- Personnel Actions – Certificated, Classified, and Extracurricular
- Out of Endorsement Teacher Plans (2022-2023)
- Payroll and Vouchers Ending July 31, 2022
- Budget Status Report Ending July 31, 2022

## SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce reported that new administrators and our new student Board Representative, London Moody, would be introduced at the September 14 School Board Meeting. Dr. Pierce shared that Staff Professional Days would occur Friday, Monday, and Tuesday, and that the annual All Staff Welcome Back event would be held Tuesday morning. She invited Board members to attend. She added that the district provided a Kindergarten Kick-Off for many of the incoming kindergartens and that many high schools do a “freshmen only” day on the first day of school, August 31. Dr. Pierce shared that Gesa Credit Union donated \$59,233, through the Affinity Debit Card program, and that the funds go directly to support student ASB programs.

Board Member Gabe Galbraith reported he attended the recent Kennewick Police Department active shooter training held at Kamiakin High School. He also gave a “shout-out” to Ms. Heights at Ridge View Elementary for sending letters to her students from last year (his child included) and complimented her for her positively impacting students.

Board Member Micah Valentine shared that he was able to meet with the new Southridge High School Athletic Director, Rick Wells, as well as with some other great teachers. Mr. Valentine commented that the district is working to create a soccer field in the grass area along 4<sup>th</sup> Avenue.

Board Member Diane Sundvik reported attending the active shooter training at Kamiakin by listening on her scanner. Ms. Sundvik shared that she attended the Benton Franklin Mobility Task Force meeting, the Richland School District Board meeting (online), the Racial Equity and Social Justice Tri-Cities Coalition meeting, the League of Urban Latin American Citizens meeting, and the WSSDA networking meeting.

Board Member Ron Mabry reported he attended the National School Board Association meeting in San Antonio, Texas. He shared that he was also invited by the library staff at Washington Elementary School to visit them, along with all the Board members.

President Mike Connors reported that he attended the active shooter training and complimented Kennewick Police Department on their efforts to help keep our schools and students safe.

## REPORTS AND DISCUSSIONS

### 2022 - 2023 Strategic Objectives

Superintendent Dr. Traci Pierce presented the strategic objectives for 2022 – 23, sharing how the objectives are updated each year and aligned with the Board's priorities.

#### UNFINISHED BUSINESS

##### Policy No. 2340, INSTRUCTION: Race and the Curriculum, First Reading

Dr. Pierce reviewed the Board discussion that was held during the June 8 Board retreat, along with the policy she drafted and first presented on June 22. She reminded the Board of their discussion from June 22 and possible minor edits to the proposed Policy No. 2340.

Attorney Bronson Brown explained the difference between a policy and a resolution, highlighting that a resolution is a statement of where the Board stands, and a policy provides direction for staff and is also an enforceable.

Motion by Gabe Galbraith to approve Policy No. 2340, INSTRUCTION: Race and the Curriculum for first and second reading.

Seconded by Micah Valentine.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

Ron Mabry commented that while this policy covers race and our curriculum, he also wants to ensure that there are appropriate policies to prevent and hold students accountable for racism or racist acts. Mr. Mabry noted a racist incident that occurred at a school last year and shared that he did not see the disciplinary results from the incident that occurred last year. Dr. Pierce replied that she does have specific discipline information regarding the incident, and while she cannot share it publicly, she would follow up with information to the Board.

#### NEW BUSINESS

##### Policy No. 7430, FINANCIAL MANAGEMENT: Lease Capitalization Threshold, First Reading

Vic Roberts presented a new policy regarding the accounting of leases on financial statements. The policy specifies that the new accounting standard would be effective for leases if the lease cost is greater than 1.5% of prior year's General Fund expenditures. Washington School District Business Officials (WASBO) recommended that school districts adopt a policy to create a threshold for when the new lease capitalization standard (Governmental Accounting Standards Board) would be in effect.

Motion by Diane Sundvik to approve Policy No. 7430, FINANCIAL MANAGEMENT: Lease Capitalization Threshold for first and second reading.

Seconded by Ron Mabry

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

Policy No. 3545, STUDENTS: Interscholastic Academic Eligibility, First Reading

Matt Scott explained that Policy No. 3545 needed some revisions per WIAA eligibility requirements.

Board discussion followed regarding “initially enrolled” classes and eligibility.

Motion by Ron Mabry to approve Policy No. 3545, STUDENTS: Interscholastic Academic Eligibility for first reading.

Seconded by Diane Sundvik.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

Policy No. 3122, STUDENTS: Excused and Unexcused Absences, First Reading

Matt Scott presented updates regarding symptoms of mental health being included under excused absences per recent legislation.

Motion by Diane Sundvik to approve Policy No. 3122, STUDENTS: Excused and Unexcused Absences for first and second reading.

Seconded by Gabe Galbraith.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes

Mr. Valentine	Yes
Mr. Galbraith	Yes

Motion carried 5-0.

Policy No. 2310, INSTRUCTION: Selection and Adoption of Instructional Materials, First Reading

Dr. Pierce presented updates to Policy No. 2310 and 2311, combining the policies into one.

Discussion by Board members included the possibility for more public opportunities online to weigh in on material being looked at for adoption, along with interpreters.

Motion made by Diane Sundvik to approve Policy No. 2310, INSTRUCTION: Selection and Adoption of Instructional Materials for first and second reading.

Seconded by Ron Mabry.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. Strategic Goal Report: All Students are Engaged Learners (Reading and Math Results)
- B. Strategic Goal Report: All Families are Key Partners
- C. Annual Update: Technology Operations

Per Board's request, an update on our arms policy will be added to the list of items above.

OTHER BUSINESS AS AUTHORIZED BY LAW.

Board Preparation for WSSDA General Assembly

Following Board discussions, it was decided that each Board member would review the legislative positions, identify their priorities, and send them to President Connors and Dr. Pierce. Dr. Pierce would then compile the results and send them back to the Board. Diane Sundvik, Legislative Representative, will be voting on behalf of the Board and has asked the other members to let her know who else would be available to help with the vote and what times would work best for them.

There being no further business, the Board adjourned at 7:17 p.m.

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RECORDING SECRETARY

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PRESIDENT OF THE BOARD

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SECRETARY OF THE BOARD

Approved: September 14, 2022

# CERTIFICATED PERSONNEL

## ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS

**Exhibit A:** Lists new employment contracts, requests for leaves of absence, and terminations which have occurred for certificated employees since the last meeting of the Board of Directors.

**DATE: September 14, 2022**

### EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
<b>NEW POSITIONS</b>	Krystal Partlow	Endeavor	Teacher - Online	Program need	1.0	2022-23
	Sierra Hogg	Washington	Teacher - Elem	Program need	1.0	Eff. 12/7/22
	Jenna Beeler	Legacy	Teacher - HS	Program need	1.0	Eff. 9/6/22
	Rosana Claro Rincon	Amistad	Mig. Support Spec.	Program need	1.0	Eff. 9/19/22
<b>REHIRE</b>	Jennifer Desgranges	Vista	Teacher - Spec Svcs Elem	Turner move	1.0	Contingent on Certification
<b>REPLACEMENT</b>	Larissa Hines	Lincoln	Teacher - Elem	Fehrenbacher move	1.0	2022-23
	Elizette Cuevas	Eastgate	Teacher - Spec Svcs Elem	Wilson move	1.0	Contingent on Certification
	Brian Talbot	Cascade	Teacher - Elem	McPeak move	1.0	Eff. 9/6/2022
	Alexandria Sparkhawk	KeHS	Teacher - Spec Svcs HS	Parsons move	1.0	Contingent on Certification
	Connor Sandifer	Chinook	Teacher - MS	Mcinturf move	1.0	Eff. 9/12/22
<b>LEAVE OF ABSENCE</b>	Kaley Hendricks	Cascade	Teacher - Elem	Temp LOA	1.0	Appr. 1/4 to 1/20/23
	Carolyn Rieck	Southgate	Teacher - Elem	Requesting LOA	1.0	Appr. 12/15 to EOY
	Jessica Kramer	Washington	Teacher - Elem	Requesting LOA	1.0	Appr. 10/17 thru 2/17/23.
	Kim Olson	Special Services	Speech Language Pathologist	Requesting to amend LOA to .20 fte vs. previously approved .4 fte.	0.8	Eff. 9/6/2022
	Kayla Hickman	KaHS	Teacher - HS	Feth LOA	1.0 NON	2022-23
<b>LEAVE OF ABSENCE REPLACEMENT</b>	Turquesa Paz	Amistad	Teacher - Elem	Reed LOA	1.0 NON	Eff. 9/2/2022
	Ciera Lloyd	Canyon View	Teacher - Elem	Lemon LOA	1.0 NON	2022-23
<b>RETIREMENTS</b>	Andy Woehler	Amistad	Principal		1.0	Eff. 12/31/2022
<b>RESIGNATIONS</b>	David Hall	KeHS	Teacher - HS		1.0	8/29/2022

**CERTIFICATED PERSONNEL  
ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS**

	Michael Garcia	Washington	Teacher - Elem		1.0	8/29/2022
<b>IN DISTRICT TRANSFERS</b>	Julie McInturff	Chinook to Endeavor	Teacher - Online	Program need	1.0	2022-23
	Gabriela O'Neill	Fuerza	Teacher - Elem	Program need	1.0	2022-23
	Estella Bross	Fuerza	Teacher - Elem	Portungal resignation	1.0	Eff. 12/5/22
	Lacey Vidaurri	SrHS	Teacher - HS	Stiles' move	.80 to 1.0	Eff. 8/31/22

## CLASSIFIED PERSONNEL ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

**EXHIBIT B:** Lists new employment personnel actions and terminations for classified employees that have occurred since the last meeting of the Board of Directors

**DATE: September 14, 2022**

### EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
<b>NEW POSITONS</b>	Amina Velagic	Washington	Para/SS/Autism Classroom	Program Need	6.5	8/31/2022
	Yesenia Jimenez	Fuerza	Para/SS/1-1 for Student with Disability	Program Need	6.0	8/31/2022
	Amy Sonnichsen	Southgate	Para/SS/Tier III Autism	Program Need	6.5	8/31/2022
	Yahima Valdivia	Kamiakin	Para/SS/LifeSkills	Program Need	6.5	8/31/2022
	Chloe Rainsberry	Southgate	Para/SS/Tier III Autism	Program Need	6.5	8/31/2022
<b>REPLACEMENT</b>	Victoria Packwood	Southridge	Para/SS/Resource Room	Replaces Margaret Johnson	6.0	8/31/2022
	Justin Togiai	Kennewick	Security Personnel	Replaces Paul Reynolds	8.0	8/31/2022
	Kaylee Lien	Sage Crest	Para/SS/LifeSkills	Replaces Amita Thatsana	6.5	9/14/2022
	Lily Dallas	Southgate	Para/FP/LAP/BE	Replaces Jennifer Adams	6.0	8/31/2022
	Melody Sorensen	Cascade	Para/SS/Resource Room	Replaces Amy Green	6.0	9/6/2022
	Chuck Qizhao	Southridge	Para/SS/1-1/Physically Disabled	Replaces Shana Robinson	6.0	8/31/2022
	Julio Motta	Canyon View	Para/FP/ELL/ESL	Replaces Amy Pool	6.0	8/31/2022
	Hannah Carlisle	Canyon View	Para/FP/LAP	Replaces Anabel Sustaita	6.0	8/31/2022
	Charline Wilson	Canyon View	Library Secretary	Replaces Marla Martens	6.0	8/26/2022
	Natalie Teeples	Chinook	Para/SS/Tier II Autism	Replaces Katelyn Shipley	6.0	8/31/2022
	Janelle Huff	Lincoln	Para/FP/LAP	Replaces Wendy Hardy	5.25	9/9/2022
	Jamie Noffsinger	Transportaton	Bus Driver		4.25	8/31/2022
	Christine Lowery	Cottonwood	Para/SS/LifeSkills	Replaces Tara Bowlin	6.0	8/31/2022
	Kelcy Voight	Kamiakin	Para/SS/Resource Room	Replaces Barry Blackman	6.0	8/31/2022
	Ahtziry Almezcuca	Southridge	Main Office Secretary/ Receptionist/Bilingual	Replaces Hidalia Garcia Gudino	8.0	8/29/2022
	Savannah Garcia	Chinook	Para/BE	Replaces Sharon Gunn	6.0	8/31/2022
	Viviana Mercado	Amistad	Para/FP/LAP	Replaces Debbi Wenger	6.0	8/31/2022



**CLASSIFIED PERSONNEL  
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS**

<b>REPLACEMENT CONT.</b>	Corrin Garello	Horse Heaven Hills	Cook	Replaces Amy Hatfield	6.0	8/31/2022
	Margarita Ramos Chavez	Chinook	Para/SS/LifeSkills	Replaces Doris Layman	6.5	8/31/2022
	Bianca Guerra-Garcia	Edison	Para/BE	Replaces Jordan Wright / Rohini Thevuthasan	6.0	8/31/2022
	Bryan Donis	Vista	Para/FP/ELL/ESL	Replaces Linda Castillo	6.0	8/31/2022
	Sean Ball	Southgate	Para/SS/Resource Room	Replaces Laurie Welch	6.0	8/31/2022
	Mariah Kensey	Transportaton	Bus Driver		4.25	9/6/2022
	Daniella Solis Guardado	Kennewick	Para/FP/LAP	Replaces Emily Gebers	6.0	9/1/2022
	Marie Adair	Transportaton	Bus Driver		4.0	9/6/2022
	Hannah Gray	Transportaton	Bus Driver		4.33	9/7/2022
	Dixy Guizar Cardenas	Kamiakin	Attendance/Discipline Secretary/Bilingual	Replaces Sandi Sumner	8.00	9/16/2022
	Nadia Al Turaihi	Amistad	Para/FP/ELL/ESL	Replaces Travis Deggeller	6.00	9/8/2022
	Amri Chaney	Cascade	Para/SS/Tier II Autism	Replaces Marianne Foeppel	6.0	9/12/2022
	Jessie Stull	Park	Kitchen Manager	Replaces Beth Wilson	6.75	9/12/2022
	Troy Cunningham	Facilities Services	Life Systems Safety Technician	Replaces Alan Cook	8.0	9/12/2022
	Maylena Fuentes	ECEAP	Para/ECEAP/Bilingual	Replaces Ana Saldana Carrillo	8.0	8/31/2022
	Miriam Rhoten	Hawthorne	Para/SS/Tier II Autism	Replaces Bianca Garibay-Luna	6.0	9/7/2022
	Tara Bersosa	Vista	Para/BE	Replaces Jennifer Castorena	6.2	9/7/2022
<b>REHIRE</b>	Leah Jensen	Cascade	Para/FP/ELL/ESL	Replaces Lluliana Lopez	6.5	8/31/2022
	Jessa Thiel	Edison	Para/SS/Tier II Behavior	Replaces Zainullah Jalalyar	6.0	9/7/2022
	Courtney Broadie	Washington	Para/FP/BE	Replaces Ellen Portlock	6.0	9/13/2022
	Emily DuBois	Vista	Para/SS/Tier II Behavior	Replaces Jessica Rhoades	6.0	9/7/2022
	Angel Berkey	Transportaton	Bus Driver		4.58	9/12/2022

**CLASSIFIED PERSONNEL  
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS**

<b>RESIGNATION</b>	Kyrsten Harris	Washington	Para/SS/Autism Classroom	To sub teach	6.5	7/14/2022
	Shelby Wright	Transportaton	Bus Driver		5.8	8/22/2022
	Rasha Abdelbaky	Federal Programs	Bilingual Translator		6.0	8/18/2022
	Melissa Jones	Transportaton	Bus Driver		5.8	8/31/2022
	Brandi Barajas	Chinook	Kitchen Manager		6.8	9/9/2022
	Elizabeth Ramirez	Kennewick	After School & Community Learning Coordinator		8.0	8/29/2022
	Janet Garcia Muniz	Fuerza	Secretary/Bilingual		6.0	9/23/2022
	Betty Brooks	Desert Hills	Para/BE/Resource Room		6.0	8/31/2022
<b>RESIGNATION CONT.</b>	Mary Mitzel	Washington	Para/SS/Tier II Behavior		6.0	8/27/2022
	Alexandria Sparhawk	Kennewick	Para/SS/Autism	To sub teach	6.5	9/2/2022
	Ana Jimenez Garcia	Fuerza	Para/FP/Bilingual		6.5	9/14/2022
<b>LEAVE OF ABSENCE</b>	Chelsea Dearing	KDC	Para/SS/Preschool	Up to 1 year	6.25	9/12/2022
	Kila Vopat	Washington	Para/SS/Autism	To student teach	6.50	8/31/2022
	Windy Phelps	Vista	Para/SS/Tier II Behavior	Until 11/7/2022	6.0	10/3/2022
<b>RESIGNED FROM LOA</b>	Brendon Higham	N/A	Para	To teach	N/A	8/20/2022
	Elizette Cuevas	Special Services	Intervention Para	To sub teach	N/A	9/1/2022
	Tracy Bryant	N/A	Cook	To sub secretary	N/A	8/26/2022
<b>LAYOFF</b>						
<b>RETIREMENT</b>						
<b>RETURN FROM LOA</b>						
<b>TERMINATION</b>	Suzan Nemzek	N/A	Cashier	From LOA	N/A	9/1/2022
	Robert Kori	Kamiakin	Para/SS/2-1		6.5	9/9/2022

# EXTRACURRICULAR ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

**Exhibit C:** Lists new employment contracts and terminations that have occurred for supplemental contracts since the last meeting of the Board of Directors.

**BOARD MEETING DATE: Wednesday, September 14, 2022**

## EXHIBIT C SUPPLEMENTAL CONTRACTS

	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>JUSTIFICATION</i>	<i>HOURS</i>	<i>DATE</i>
<b>NEW POSITIONS</b>						2022-2023 Sc Yr
<b>REPLACEMENT POSITIONS</b>						2022-2023 Sc Yr
	Kylie Scherbarth	Highlands MS	Head Girls Soccer	Replaces Jackie Brown		
	Megan Wilkinson	Highlands MS	Asst Soccer	Previously Unfilled Position (.5 FTE)		2022-2023 Sc Yr
	Andrew Low	Park MS	Assistant Football			2022-2023 Sc Yr
	Josh Pasma	Chinook MS	Assistant Soccer	Emerg Hire – Due to # of Students		2022-2023 Sc Yr
	Raegan Bishop	Chinook MS	Assistant Volleyball	Emerg Hire – Due to # of Students		2022-2023 Sc Yr
	Mikayla Davis	Desert Hills MS	Assistant Soccer	Emerg Hire – Due to # of Students		2022-2023 Sc Yr
	Olivia Galbraith	Southridge HS	Assistant Swim	Emerg Hire – Replaces Kat Stearns		2022-2023 Sc Yr
	Aubrey Crawford	Horse Heaven Hills	Assistant Volleyball	Emerg Hire – Replaces Elizabeth Sarabia		2022-2023 Sc Yr
	Rachel McPeak	Horse Heaven Hills	Assistant Volleyball	Emerg Hire – Due to # of Students		2022-2023 Sc Yr
	Shatese Gable	Southridge HS	Assistant Cheer	Unfilled position		2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr

<b>LEAVE OF ABSENCE</b>	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>	<i>DATE</i>
					2022-2023 Sc Yr
					2022-2023 Sc Yr
<b>RESIGNATIONS</b>	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>	
	Mike Sandbeck	Kennewick High School	Assistant Tract	Resigned	2022-2023 Sc Yr
	Rachael McPeak	Desert Hill MS	Assistant Volleyball	Resigned	2022-2023 Sc Yr
	Kat Stearns	Southridge HS	Assistant Swim	Resigned	2022-2023 Sc Yr
	Elizabeth Sarabia	Horse Heaven Hills MS	Assistant Volleyball	Resigned	2022-2023 Sc Yr
	Brandon Searls	Kamiakin HS	Assistant Baseball	Resigned	2022-2023 Sc Yr
					2022-2023 Sc Yr
					2022-2023 Sc Yr



DOUG CHRISTENSEN- ASSISTANT SUPERINTENDENT- HUMAN RESOURCES

1000 W. 4<sup>TH</sup> AVE. • KENNEWICK, WA 99336-5601

P: (509) 222-5010 • F: (509) 222-5051

[doug.christensen@ksd.org](mailto:doug.christensen@ksd.org)

To: School Board Members

From: Doug Christensen 

CC Traci Pierce, Superintendent

Date: September 14, 2022

Re: Out of Endorsement Teacher Plans (2022-23)

OSPI requires that school districts keep support plans on file for teachers who may be teaching one or more classes outside of their endorsement area(s). WAC 181-82-110 states that these plans must be approved by the school board.

This memo serves as the approval request to the School Board for the current Out of Endorsement plans of Support that have been developed between the teachers and their principals. The Human Resources Department has also signed off and approved all plans.

If you would like to see the support plans that are current for teachers in the District, they can be found on the School Board Page of the KSD Staff Intranet by clicking on the link below and searching under the title of "Out of Endorsement Plans":

<http://education.ksd.org/SchoolBoard/Pages/default.aspx>

**RECOMMENDATION:** Approve the Out of Endorsement Plans of Support developed by the KSD via principals and teachers.

NAME	CERT #	ENDORSEMENTS	BUILDING	GRADES	SUBJECT
Downing, Jamie	374821G	English	Legacy	9, 10, 11, 12	Wld Hist, Geog, Life Fitness
Kopriva, Joanne	393658J	Elem Ed, Chemistry	KaHS	9, 10, 11, 12	Alg II, Geometry
McInturf, Julie	457981R	Business Ed, Marketing Ed	Legacy	9,10,11,12	Health, Music, PE, Art
Mezger, Vernica	541916C	Sped, Eng Lng Arts	Legacy	9, 10, 11, 12	W Hist, Geog, Psych, Music Hist, Lifetime Fitness, SS
Mobley, Stuart	434250G	Spanish, Music	HHHMS	7, 8	Exploratory
Partlow, Krystal	556292A	English Language Arts	Legacy	9, 10, 11, 12	Health, Music, PE, Art, Psychology



Ryan Jones • Manager of Capital Projects  
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P: (509) 222-6810  
[Ryan.Jones@ksd.org](mailto:Ryan.Jones@ksd.org) [www.ksd.org](http://www.ksd.org)

DATE: September 9, 2022  
TO: Board of Directors  
FROM: Ryan Jones, Manager of Capital Projects  
RE: **Tri-Tech Skills Center Building C**

Five bids were received for the Tri-Tech Skills Center Building C construction project. Low bid of \$3,505,126 was submitted from Banlin Construction out of Kennewick, Wa. The District will accept Alternates #1, and #2 in the amount of \$269,303 for a total bid of \$3,774,429. The total with tax is \$4,103,130.

General Contractor	Trench Safety	Base Bid	Bid Alternate #1 Classroom TI	Bid Alternate #2 Wall Sound Panels
DGR Grant Construction 1333 Gillespie St. Richland, WA 99352 Tel: 509-946-6188	\$1,000	\$ 3,579,000	\$ 172,000	\$ 44,400
Banlin Construction 320 W. Columbia Drive Kennewick, WA 99336 Tel: 509-586-2000	\$0	\$ 3,505,126	\$ 229,138	\$ 40,165
Blews Construction 12929 E Sprague Ave Ste 202 Spokane Valley, WA 99216 Tel: 509-928-6227	\$500	\$ 4,024,000	\$ 275,000	\$ 38,750
Booth & Sons Construction 90611 E Reata Road Kennewick, WA 99338 Tel: 509-438-0077	\$0	\$ 3,665,000	\$ 199,800	\$ 114,200
Halme Cascade GC 725 N. Stanley St, Suite B Medical Lake, WA 99022 Tel: 509-586-2000	\$500	\$ 3,773,206	\$ 217,258	\$ 39,669

**Recommendation: Accept Banlin Construction's bid of \$3,774,429 plus tax for the Tri-Tech Skills Center Building C construction project.**



**2022 – 2023**

**Cabinet Performance Goals**

## All students are safe, known and valued



- *Physically, social-emotionally, and intellectually safe.*
- *Known well by their teachers, staff and each other.*
- *Valued for their diverse strengths and backgrounds.*

### 2022-23 Annual Objectives

#### ***Student Safety & Security***

- Our District Safety Team will meet regularly to assess facility safety and ensure implementation of safety protocols at all schools
- Schools will perform nine safety drills throughout the year.
- We will continue to partner with KPD to provide School Resource Officers and DARE Training for students.
- Schools will continue to implement Positive Behavioral Interventions and Supports (PBIS) to promote positive student behavior.

#### ***Student Social-Emotional Well-Being***

- Schools will use the results of their annual “Safe, Known and Valued” student survey to assess student needs and set school goals.
- We will continue to partner with Comprehensive Healthcare to provide mental health counselors for our middle and high schools.
- We will begin implementation of a district-wide Comprehensive School Counseling Plan focused on student social- academic, career, and social-emotional development.
- We will provide training for staff to support social-emotional learning (SEL) for students.

#### ***Student Attendance***

- We will expand our districtwide Attendance Awareness Campaign to promote regular school attendance throughout the year.
- Our Community Engagement Board will meet with identified students and families to help identify root causes of student absences and provide resources and interventions to help re-engage students in school.

#### ***Student Voice & Value***

- The superintendent will continue to meet monthly with the Superintendent’s Student Advisory Council (SSAC), which includes diverse student representation from each high school, to seek student input and feedback and engage students on important issues.
- The student School Board representative will provide reports from the SSAC to the Board, and the Board will engage the student representative in Board discussions as appropriate.

### Performance Indicators and Targets

- ≥90% of students report they feel safe, included, and welcomed at school.
- ≥90% of students regularly attend school (<2 absences per month).
- The districtwide discipline rate is ≤4%.
- Student survey data and school goals focused on students being “Safe, Known and Valued” are presented to the board in October each year.



## All students are safe, known and valued



- Physically, social-emotionally, and intellectually safe.
- Known well by their teachers, staff and each other.
- Valued for their diverse strengths and backgrounds.

## 2022-2023 Cabinet Performance Goals

September 2022 – June 2023

There are a total of twenty-one (21) 1<sup>st</sup> semester goals and twenty-two (22) 2<sup>nd</sup> semester goals.

**Key:** 1<sup>st</sup> semester goals are highlighted in yellow.

Cabinet Performance Goals	Value	% Pay	Result	Cabinet Lead
1. The District Safety Team meets regularly to assess facility safety and ensure implementation of safety protocols at all schools.	The District Safety Team meets quarterly = 100%; District Safety Team does not meet quarterly = 0%.	5%		Traci
2. Staff training to support social-emotional learning (SEL) for students is provided.	Staff training to support social-emotional learning (SEL) for students is provided = 100%; not provided = 0%.	5%		Alyssa
3. ≥90% of students report they feel safe, included, and welcomed at school.	90%+ = 110%; 85-89% = 100%; 83-84% = 90%; 81-82% = 80%; 79-80% = 70%; 77-78% = 60%; <77% = 0%.	5%		Matt/Rob
4. Student survey data and school "Safe, Known and Valued" goals are presented in October.	Student survey data and school "Safe, Known and Valued" goals are presented in October = 100%; not provided = 0%.	5%		Matt/Rob
5. The Attendance Awareness Campaign is expanded to promote regular school attendance throughout the year.	The Attendance Awareness Campaign is expanded to promote regular school attendance throughout the year = 100%; not expanded = 0%.	5%		Robyn
6. The Community Engagement Board meets with identified students and families to help identify root causes of student absences and provide resources and interventions to help re-engage students in school.	The Community Engagement Board meets with identified students and families = 100%; does not meet = 0%.	5%		Matt/Rob
7. The districtwide discipline rate is ≤4%	≤4% = 110%; 4.1 – 4.5% = 100%; 4.6 – 5.0% = 90%; <5% = 0%.	5%		Matt/Rob

## All students are engaged learners



- *Provided relevant, rigorous and engaging instruction.*
- *Receiving individualized, equitable and inclusive supports.*
- *Accessing diverse course offerings, activities and athletics.*
- *Making progress, annual growth, and meeting grade level standards.*

### 2022-23 Annual Objectives

#### ***Support for Student Learning***

- We will continue to provide high dosage online tutoring services for students through Varsity Tutors and expand to provide 24/7 on demand homework help for high school students.
- We will convene elementary and secondary task forces to review resource room responsibilities, scheduling, and implications of inclusionary practices for students receiving special education services.
- We will continue to provide support for schools in developing multi-tiered systems of support (MTSS) to meet the learning needs of all students.
- We will continue to provide Transitional Kindergarten for identified students who will benefit from additional preparation to be successful in kindergarten the following year.

#### ***Curriculum and Instruction***

- We will establish an Instructional Materials Committee to review new learning materials and determine if materials should be recommended for Board approval.
- We will implement newly updated, Board-approved instructional materials for Health classes and World Language classes and continue with second-year implementation of Board-approved English Language Arts (ELA) instructional materials for students in grades 6 -12.
- We will continue to provide professional development for engaging rigorous instruction.

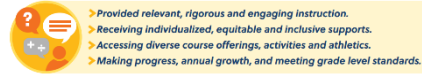
#### ***Student Academic Progress and Growth***

- We will continue to monitor our District Performance Indicators and Student Growth and Proficiency Targets for students grades K -12. Targets vary by grade and include Early literacy; Reading/ELA; English Language Acquisition; Math; Science; Credit Acquisition; Dual Credit; and Graduation.
- We will implement the Unified Insights data system to help schools more easily access, disaggregate, and analyze student achievement data.
- Schools will continue to analyze student performance data, set improvement goals, and identify strategies to improve student learning and close achievement and opportunity gaps.
- We will formally recognize schools for making progress toward meeting student goals.

#### ***Performance Indicators and Targets***

- The districtwide inclusion rate is  $\geq 58\%$
- School Improvement Plans, identifying strategies to improve student learning and close achievement and opportunity gaps, are presented for Board approval in October.
- $\geq 85\%$  of middle and high school students report having access to diverse course offerings, activities, and athletics.
- $\geq 65\%$  of middle and high school students participate in at least one athletic or activity.
- $\geq 85\%$  of students are meeting district Student Growth and Proficiency Targets.

All students are engaged learners



**2022-2023 Cabinet Performance Goals**  
 September 2022 – June 2023

There are a total of twenty-one (21) 1<sup>st</sup> semester goals and twenty-two (22) 2<sup>nd</sup> semester goals.

**Key:** 1<sup>st</sup> semester goals are highlighted in yellow.

Cabinet Performance Goals	Value	% Pay	Result	Cabinet Lead
8. High dosage tutoring services for students through Varsity Tutors are provided and expanded to provide 24/7 on demand homework help for high school students.	High dosage tutoring services for students through Varsity Tutors are provided and expanded to provide 24/7 on demand homework help for high school students = 100%; not provided = 0%.	5%		Alyssa/Matt
9. Training and professional development for implementation of Comprehensive Sexual Health Education and World Language curriculum is provided.	Training and professional development for implementation of Comprehensive Sexual Health Education and World Language curriculum is provided = 100%; not provided = 0%.	5%		Alyssa
10. Professional development and support structures for building principals, focused on improving teaching and learning (PLCs, Danielson Framework) are developed and implemented.	Professional development and support structures for building principals, focused on improving teaching and learning (PLCs, Danielson Framework) are developed and implemented = 100%; not developed/implemented = 0%.	5%		Matt/Rob
11. Building School Improvement Plans are developed and presented to the Board in October.	Building School Improvement Plans are developed and presented to the Board in October = 100%; not presented = 0%.	5%		Matt/Rob
12. The Instructional Materials Committee is established and meets throughout the year.	The Instructional Materials Committee is established and meets throughout the year = 100%; not established/does not meet = 0%.	5%		Alyssa
13. ≥85% of middle and high school students report having access to diverse course offerings, activities, and athletics.	85%+ = 110%; 83-84% = 100%; 81-82% = 95%; 79-80% = 90%; 77-78% = 80%; 73-76% = 75%; <73% = 0%.	5%		Traci/Alyssa/Matt/Rob
14. ≥90% of elementary students (grades 3-5) are making expected spring to spring growth on the MAP Reading assessments.	≥65%+ (90 <sup>th</sup> percentile growth) = 110%; 60-64% = 100%; 55-59% = 95%; 50-54% = 90%; 45-49% = 80%; <45% = 0%.	5%		Traci/Alyssa/Matt/Rob
15. ≥90% of elementary students (grades 3-5) are making expected spring to spring growth on the MAP Math assessments.	≥65%+ (90 <sup>th</sup> percentile growth) = 110%; 60-64% = 100%; 55-59% = 95%; 50-54% = 90%; 45-49% = 80%; <45% = 0%.	5%		Traci/Alyssa/Matt/Rob
16. ≥65% of elementary students (grades 2-5) are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment.	50%+ = 110%; 45-49% = 100%; 40-44% = 95%; 35-39% = 90%; 30-34% = 80%; <30% = 0%.	5%		Traci/Alyssa/Matt/Rob

## All students are ready for their future



- Learning digital citizenship, social, life and employment skills
- Provided the opportunity to become bilingual and biliterate
- Graduating with a personalized plan for their post-secondary pathway

### 2022-23 Annual Objectives

#### ***Digital Citizenship, Social, Life and Employment Skills***

- We will use our newly developed KSD Learner Profile, which identifies the digital citizenship, social, employment and life skills that we want our students to learn, to assess and ensure students are learning these skills in our schools.
- We will continue to implement our 1:1 computer program and provide training for our district's learning management systems, Schoology (grades 3 -12) and SeeSaw (grades K-2).

#### ***Dual Language***

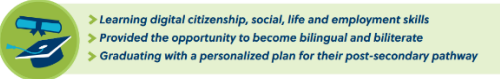
- We will continue to provide dual language learning programs for students in grades K-5 at Amistad and Fuerza Elementary schools and continue to expand dual language at Eastlake Elementary School. We will continue to provide programs for students in grades 6-8 at Highlands and Park middle schools.
- We will recommend new dual language instructional materials for students in grades K-5 for board approval.

#### ***Graduation and Post-Secondary Pathways***

- We will implement the School Links system to support students' annual review and development of their High School and Beyond Plan.
- We will expand career counseling and development for students through the beginning implementation of a Comprehensive School Counseling Plan.
- Outreach specialists with Columbia Basin College will regularly be on-site at our high schools to help students complete financial aid applications for post-secondary education.
- We will study and expand workplace learning opportunities and pre-apprenticeship programs for high school students, and we will prepare to implement the system to award high school elective credit for paid work experience.
- Tri-Tech Skills Center will continue to expand and grow program offerings.

### Performance Indicators and Targets

- ≥85% of families report students having opportunities to learn the digital citizenship, social, life and employment skills within the KSD Learner Profile.
- 100% of students and families interested in dual language have access to the program.
- ≥75% of high school students complete at least one dual credit, college-level course.
- 100% of students graduate in five years.



2022-2023 Cabinet Performance Goals  
September 2022 – June 2023

There are a total of twenty-one (21) 1<sup>st</sup> semester goals and twenty-two (22) 2<sup>nd</sup> semester goals.

**Key:** 1<sup>st</sup> semester goals are highlighted in yellow.

Cabinet Performance Goals	Value	% Pay	Result	Cabinet Lead
17. The KSD Learner Profile is introduced, amplified, scaled, and used to assess and ensure students are learning these skills in our schools.	The KSD Learner Profile is introduced, amplified, scaled, and used to assess and ensure students are learning these skills in our schools = 100%; not introduced, etc. = 0%.	5%		Alyssa/Matt
18. Training and professional developed for improved implementation of Schoology and SeeSaw is provided.	Training and professional developed for improved implementation of Schoology and SeeSaw is provided = 100%; not provided = 0%.	5%		Alyssa/Ron
19. The School Links system is implemented and processes to support students' annual review and development of their High and School and Beyond Plan are enhanced.	The School Links system is implemented and processes to support students' annual review and development of their High and School and Beyond Plan are enhanced = 100%; not implemented, etc. = 0%.	5%		Matt/Alyssa/Ron
20. Expansion of workplace learning opportunities, pre-apprenticeship programs for high school students, and awarding elective credit for paid work, are studied for implementation.	Expansion of workplace learning opportunities, pre-apprenticeship programs for high school students, and awarding elective credit for paid work, are studied for implementation = 100%; not studied = 0%.	5%		Matt/Alyssa
21. ≥85% of families report students having opportunities to learn the digital citizenship, social, life and employment skills within the KSD Learner Profile.	85%+ = 110%; 83-84% = 100%; 81-82% = 90%; 79-80% = 70%; 77-78% = 70%; <77% = 0%.	5%		Traci/Alyssa/Matt/Rob
22. ≥65% of high school students complete at least one dual credit, college level course.	65%+ = 110%; 63-64% = 100%; 61-62% = 90%; 59-60% = 80%; 57-58% = 70%; <57% = 0%.	5%		Traci/Alyssa/Matt/Rob
23. 100% of students graduate in five years.	85%+ = 110%; 83-84% = 100%; 81-82% = 90%; 79-80% = 80%; 77-78% = 70%; <77% = 0%.	5%		Traci/Alyssa/Matt/Rob

## All families are key partners



- *Respected and appreciated for their diverse strengths and backgrounds.*
- *Welcomed and invited to provide ideas, input and feedback.*
- *Engaged in helping their students be successful.*

### 2022-23 Annual Objectives

#### ***Family Input and Feedback***

- We will continue to conduct an annual family survey in multiple languages to seek input from families and identify areas of strength and needed improvement.
- We will expand opportunities for families to participate in instructional materials review processes through the new Instructional Materials Committee and related processes.

#### ***Family Engagement and Communication***

- We will continue to provide district and school communications in families' home language.
- Schools will continue to strengthen Action Team for Partnerships (ATPs), which are committees of educators, parents and community members who meet monthly to develop plans for school, family, and community partnerships.
- Schools will continue to host annual Open Houses and annual parent-teacher conferences.
- Schools will continue to provide opportunities for parents to volunteer in the school/classrooms and host a variety of annual family and student events.
- Our "Get to Know Kennewick Schools" series of in-person and online informational sessions will continue to be developed and presented for families each year.
- We will implement a new system, Parent Square, to unify school-home communications, streamline volunteering, and simplify forms and messaging.
- We continue to organize and refine our district and school websites to provide the most up-to-date information for families and community.

### Performance Indicators and Targets

- ≥95% of parents report feeling respected and welcomed in their children's schools.
- ≥95% of parents report having opportunities to engage with schools to help their children succeed.
- ≥95% of parents report having opportunities to learn about and provide input on district and school programs.
- "Get to Know Kennewick Schools" data and school volunteer data is presented to the Board in June.

All families are key partners



- > Respected and appreciated for their diverse strengths and backgrounds.
- > Welcomed and invited to provide ideas, input and feedback.
- > Engaged in helping their students be successful.

2022-2023 Cabinet Performance Goals  
September 2022 – June 2023

There are a total of twenty-one (21) 1<sup>st</sup> semester goals and twenty-two (22) 2<sup>nd</sup> semester goals.

**Key:** 1<sup>st</sup> semester goals are highlighted in yellow.

Cabinet Performance Goals	Value	% Pay	Result	Cabinet Lead
24. The annual plan for “Get to Know Kennewick Schools” is presented in September, and an end-of-year report is provided in June.	The annual plan for “Get to Know Kennewick Schools” is presented in September, and an end-of-year report is provided in June. = 100%; not presented/reported = 0%.	5%		Robyn
25. The Parent Square system is implemented to unify school-home communications, streamline volunteering, and simplify forms and messaging.	The Parent Square system is implemented to unify school-home communications, streamline volunteering, and simplify forms and messaging = 100%; not implemented = 0%.	5%		Robyn/Ron
26. ≥95% of parents report feeling respected and welcomed in their children’s schools.	90%+ = 110%; 85-89% = 100%; 83-84% = 90%; 81-82% = 80%; 79-80% = 70%; 77-78% = 60%; <77% = 0%.	5%		Traci/Matt/Rob/Alyssa
27. School volunteer data is presented to the Board annually in June.	School volunteer data is presented to the Board annually in June = 100%; not presented = 0%.	5%		Traci/Matt/Rob/Alyssa

## All staff members are safe, respected and valued professionals



- > Working in safe and positive environments.
- > Valued for their diversity and recognized for their unique contributions as educators, support staff and administrators.
- > Members of high-functioning collaborative teams who use data to plan, improve, and innovate.
- > Provided opportunities to learn and grow and held to high standards for professionalism and performance.

### 2022-23 Annual Objectives

#### **Staff Recruitment, Hiring, and Retention**

- We will continue to attend and host annual recruiting fairs for both certificated and classified staff, highlighting the opportunities and benefits of working with Kennewick School District.
- Our district Staff Wellness Committee will meet regularly to develop wellness activities for staff and communicate health and wellness supports and benefits available to staff; we will continue to partner with local pharmacies to sponsor annual flu clinic opportunities for staff.
- We will continue to build our “Recruiting Washington Teachers” teaching academy program, geared toward encouraging and supporting high school students from diverse backgrounds, including bi-lingual students, in exploring and pursuing careers in education.

#### **Staff Value, Voice, and Recognition**

- We will continue to conduct an annual all-staff survey to seek input from staff and identify areas of strength and needed improvement.
- We will continue to foster respectful and collaborative relationships with professional associations and labor unions to negotiate fair, mutually beneficial, and fiscally responsible collective bargaining agreements.
- We will continue to recognize staff for excellence and celebrate years of service in the district through our staff award programs and encourage collegial appreciation through our weekly staff “Kudos.”
- We will strive to intentionally infuse positivity into the workplace.

#### **Staff Training, Professional Growth, and Performance**

- New teachers will continue to receive support from a consulting peer educator through our district Peer Assistance and Resources (PAR) Program.
- We will expand new staff orientation and onboarding efforts to ensure staff are well-prepared and supported in their roles.
- All staff will continue to complete mandatory training focused on workplace safety, anti-discrimination and harassment, student safety, staff conduct expectations, and professionalism.
- We will continue to implement the state Teacher/Principal Evaluation Program (TPEP) focused on high quality teaching, high quality leadership, and student learning and growth.
- We will implement a new professional growth and evaluation system for central office leaders, focused on high quality leadership, support for schools, and improved student learning.

### Performance Indicators and Targets

- ≥95% of staff complete safety training by December 31.
- The number of Labor & Industry (L&I) claims filed each year ≤ 3.0% of the total number of employees.
- The “time loss” L&I claims are ≤10%.
- Ten flu clinics are held by December 31.
- ≥95% of staff indicate they work in safe and positive environments, collaborate with colleagues, and feel valued on the annual all staff survey.
- Overall staff diversity is increasing by ≥2% annually.
- The overall district staff retention rate is ≥90% over a five-year average.



All staff members are safe, respected and valued professionals



- Working in safe and positive environments.
- Valued for their diversity and recognized for their unique contributions as educators, support staff and administrators.
- Members of high-functioning collaborative teams who use data to plan, improve, and innovate.
- Provided opportunities to learn and grow and held to high standards for professionalism and performance.

## 2022-2023 Cabinet Performance Goals September 2022 – June 2023

There are a total of twenty-one (21) 1<sup>st</sup> semester goals and twenty-two (22) 2<sup>nd</sup> semester goals.

**Key:** 1<sup>st</sup> semester goals are highlighted in yellow.

Cabinet Performance Goals	Value	% Pay	Result	Cabinet Lead
28. ≥95% of staff complete safety training by December 31.	≥95% of staff complete safety training by December 31 = 100%; do not complete = 0%.	5%		Doug
29. The number of Labor & Industry (L&I) claims filed each year ≤ 3.0% of the total number of employees.	≤2.5% = 105%; ≤3.0% = 100%; ≤3.5% = 95%; ≤4.0% = 90%; ≤4.5% = 85%.	5%		Doug/Vic
30. The “time loss” L&I claims are ≤10%.	≤10% = 100%; ≤15% = 95%; ≤20% = 90%; ≤25% = 85%.	5%		Doug/Vic
31. Ten flu clinics are held by December 31.	Ten flu clinics are held by December 31 = 100%; not held = 0%.	5%		Robyn
32. ≥95% of staff indicate they work in safe and positive environments, collaborate with colleagues, and feel valued on the annual all staff survey.	95% + = 100%; 91-94% = 95%; 86-90% = 90%; 81-85% = 85%; 76-80% = 80%; <76 = 0%.	5%		Traci/Doug/Matt Rob/Alyssa/Vic/Ron
33. Overall district certificated staff retention rate is ≥90+% over a five-year average.	90% + = 100%; 85-90% = 95%; 80-84% = 90%; 75-79% = 85%; 70-74% = 80%; <70 = 0%.	5%		Doug
34. A new professional growth and evaluation system for central office leaders is implemented, focused on high quality leadership, support for schools, and improved student learning.	A new professional growth and evaluation system for central office leaders is implemented = 100%; not implemented = 0%.	5%		Traci/Doug/Matt/Alyssa

## All community members are important collaborators



- > *Supportive in their partnership to help students be successful.*
- > *Engaged as key stakeholders.*
- > *Valued for their support in providing needed resources for student learning, technology and school facilities.*

### 2022-23 Annual Objectives

#### **Community Partnerships**

- We will continue to strengthen our partnerships with agencies, organizations, churches, and individuals in the community to provide programs, supports, and services for families and students. Our agency/organization partners include:
  - YMCA of the Greater Tri-Cities
  - The Children's Reading Foundation of the Mid-Columbia
  - Communities in Schools of Benton-Franklin
  - Boys and Girls Club
  - Junior Achievement of Southeastern Washington
  - Gesa Credit Union
  - HAPO Credit Union
  - STCU
  - United Way of Benton & Franklin Counties
  - Rotary
  - Kiwanis
  - WSU GEAR UP!
  - Columbia Basin College
  - Benton Franklin School Retirees Association
  - The STEM Foundation
  - Family Learning Center
  - City of Kennewick
  - Kennewick Police Department
  - Kennewick Fire Department

#### **Community Engagement and Communications**

- We will continue to expand and enhance community communications and ensure community members are well-informed about our district and our schools.
- We will continue to provide opportunities for community members to participate in district and school committees and volunteer in our schools.
- The superintendent and cabinet members will continue to serve on community boards and committees and participate in community groups.

#### **Community Value and Appreciation**

- We will continue to offer adult learning opportunities through our Community Education program offering courses in languages, crafts, arts, health, gardening, travel, music, business, finance, technology and more.
- Community groups, businesses, and non-profit organizations will continue to have access to rent district facilities.
- We will continue to express appreciation and gratitude for community support of our schools.

### Performance Indicators and Targets

- ≥2500 community members volunteer in our schools/district each year.
- The district's Community Education program grows each year.
- The superintendent and cabinet members each serve on a community board or committee and/or volunteer in the community.

**All community members are important collaborators**



- Supportive in their partnership to help students be successful.
- Engaged as key stakeholders.
- Valued for their support in providing needed resources for student learning, technology and school facilities.

**2022-2023 Cabinet Performance Goals**  
*September 2022 – June 2023*

There are a total of twenty-one (21) 1<sup>st</sup> semester goals and twenty-two (22) 2<sup>nd</sup> semester goals.

**Key:** 1<sup>st</sup> semester goals are highlighted in yellow

Cabinet Performance Goals	Value	% Pay	Result	Cabinet Lead
35. A new monthly community e-newsletter for families and community is developed and implemented.	A new monthly community e-newsletter for families and community is developed and implemented = 100%; not developed/implemented = 0%.	5%		Robyn
36. All cabinet members will serve on at least one community board or committee and/or volunteer in the community.	All cabinet members serve on at least one community board or committee/volunteer = 100%; do not serve/volunteer = 0%.	5%		Traci
37. The Community Education Program grows/expands.	The Community Education Program grows/expands = 100%; does not grow/expand = 0%.	5%		Robyn

## The Kennewick School District is innovative, proactive and accountable



- Innovative in our strategic future planning and engaged in continuous improvement.
- Regular, timely and transparent with our communications.
- Effective and efficient in our operations.
- Responsible stewards of public resources.

### 2022-23 Annual Objectives

#### ***Future Facilities Planning***

- We will continue to implement the 2018 voter-approved bond program, ensuring construction projects are completed on-time and on-budget.
  - Completed projects include Kennewick High School, Amistad Elementary, and expansions at Kamiakin High School and Southridge High School.
  - Ridge View Elementary construction began in June 2022. The school is being replaced and expanded to 30 classrooms.
- We will continue to assess enrollment and capacity needs, updating our 10-year Capital Facilities Plan to ensure we have property and school facilities to serve students and families now and in the future.
- We will conduct a boundary review study and process to determine if school boundaries need to be adjusted to balance enrollment between elementary schools.
- We work with our Long-Term Facility Planning Committee and Executive Committee to plan for future bond measures to replace aging facilities and build new schools as needed for enrollment.

#### ***Fiscal Responsibility***

- We will determine a path forward for our Educational Programs & Operations Levy.
  - We will use federal Elementary and Secondary School Emergency Relief (ESSER) funding and existing fund balance to continue to fund important programs and staff for the 2022-23 school year.
  - We will implement \$5 million in budget reductions for the 2022-23 school year.
- We will continue to maintain a long-term budget strategy to align revenue and expenditures and ensure good stewardship of public funds.

#### ***Continuous Improvement, Transparency, and Strategic Planning***

- We will place Board policies and procedures on a regular review cycle, ensuring that policies remain up-to-date and consistent with practice and law.
- We will place district programs on a regular review cycle to assess effectiveness, efficiency, and fiscal accountability and determine areas for improvement.
- We will continue to update our Strategic Plan each fall. The Strategic Plan and the District Performance Indicators and Targets – Annual Report, will continue to be posted on our district website.
- We will continue to publish an Annual Community Report in January.

### Performance Indicators and Targets

- The Annual Community Report is published every January, providing the community with key information on student performance, district programs, capital projects, and resource use.
- The unassigned, minimum fund balance is 3-5% of the total district budget.
- The district receives community support for levies and bonds.



## 2022-2023 Cabinet Performance Goals

*September 2022 – June 2023*

There are a total of twenty-one (21) 1<sup>st</sup> semester goals and twenty-two (22) 2<sup>nd</sup> semester goals.

**Key:** 1<sup>st</sup> semester goals are highlighted in yellow

Cabinet Performance Goals	Value	% Pay	Result	Cabinet Lead
38. The Ridge View schedule is on-track for substantial completion by December 15, 2023, as of June 1, 2023.	On-track or off-track due to circumstances beyond KSD control = 100%; Off-track due to circumstances within KSD control = 0%.	5%		Vic
39. An elementary boundary study and review process is completed.	An elementary boundary study and review process is completed = 100%; not completed = 0%.	5%		Rob/Matt
40. The 1000 and 2000 series of Board policy and procedure is reviewed.	The 1000 and 2000 series of Board policy and procedure is reviewed = 100%; not reviewed = 0%.	5%		Traci
41. A framework for district program reviews (process, cycle, timeline) is completed.	A framework for district program reviews (process, cycle, timeline) is completed = 100%; not completed = 0%.	5%		Traci
42. The annual Community Report is published in January.	The annual Community Report is published in January = 100%; not published = 0%.	5%		Robyn
43. A new Educational Programs & Operations Levy plan is developed and informational campaign is implemented.	A new Educational Programs & Operations Levy plan is developed and informational campaign is implemented = 100%; not implemented = 0%.	5%		Traci/Vic/Robyn



## 2022-2023 Superintendent Performance Goals

September 2022 – June 2023

<div style="background-color: #4a86e8; color: white; padding: 10px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <h3 style="margin: 0;">All students are safe, known and valued</h3>  <ul style="list-style-type: none"> <li>&gt; Physically, social-emotionally, and intellectually safe.</li> <li>&gt; Known well by their teachers, staff and each other.</li> <li>&gt; Valued for their diverse strengths and backgrounds.</li> </ul> </div> </div> </div>		
Superintendent Performance Goals	Actions/Anticipated Plan	Progress
1. Organize and facilitate the District Safety Team to move the safety-focused agenda forward, ensure continuous improvement efforts are underway, and hold the team accountable for key actions.	Convene the whole team on a quarterly basis to assess needs and develop and implement plans. Ensure that the Comprehensive Emergency Management Plan (CEMP), including the Incident Command Structure is updated and roles/responsibilities are understood. Ensure that the district administration center holds safety drills and emergency protocols are in place.	
2. Meet monthly with Superintendent's Student Advisory Council to seek student voice on issues related to physical safety, belonging, and other areas of student interest.	Work with student members to establish plan for members to solicit input from peers and report back efforts to peers. Plan at least one Student Summit to be held in 2022-23 to expand opportunity for student voice. Continue to elevate awareness of the group, update presence on district website, and schedule topics for student input.	
3. Continue to work with building principals on continuous improvement efforts focused on "all students are safe, known, and valued."	Conduct formal visits to each school two times per year. Review "safe, known, and valued" student survey data, school improvement goals, and school-based efforts/strategies.	
<div style="background-color: #f1c40f; color: #2e86c1; padding: 10px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <h3 style="margin: 0;">All students are engaged learners</h3>  <ul style="list-style-type: none"> <li>&gt; Provided relevant, rigorous and engaging instruction.</li> <li>&gt; Receiving individualized, equitable and inclusive supports.</li> <li>&gt; Accessing diverse course offerings, activities and athletics.</li> <li>&gt; Making progress, annual growth, and meeting grade level standards.</li> </ul> </div> </div> </div>		
Superintendent Performance Goals	Actions/Anticipated Plan	Progress
4. Coordinate team to develop and implement professional development and support structures for building principals, focused on improving teaching and learning (PLCs, Danielson Framework).	Work with K-12 and Teaching & Learning teams to develop plan, coordinate roles and responsibilities, secure PLC facilitators/trainers, and determine Learning Walk scheduled and protocol for calibrating understanding of updated Danielson Framework.	
5. Ensure the new Instructional Materials Committee is established and supported and meets throughout the year.	Meet regularly with Alyssa to provide resources, guidance, and support in forming and implementing the Instructional Materials Committee processes.	
6. Oversee and support the implementation of Unified Insights to support data analysis, disaggregation, and data-informed planning.	Convene regularly with the team to coordinate data specification, report development and plans for principal training.	
7. Continue to work with building principals on continuous improvement efforts focused on "all students are engaged learners."	Conduct formal visits to each school two times per year. Review student academic growth and proficiency targets and data, school improvement goals, and school-based efforts/strategies.	

## 2022-2023 Superintendent Performance Goals

September 2022 – June 2023

<div style="background-color: #76b82a; color: white; padding: 10px; text-align: center;"> <b>All students are ready for their future</b>   <ul style="list-style-type: none"> <li>➤ Learning digital citizenship, social, life and employment skills</li> <li>➤ Provided the opportunity to become bilingual and biliterate</li> <li>➤ Graduating with a personalized plan for their post-secondary pathway</li> </ul> </div>		
Superintendent Performance Goals	Actions/Anticipated Plan	Progress
8. Help ensure the KSD Learner Profile is introduced, amplified, scaled, and used to assess and ensure students are learning these skills in our schools.	Work in conjunction with K-12 and Teaching & Learning to determine strategies and opportunities, including connections with the High School and Beyond Plan, social-emotional learning standards, and MTSS efforts.	
9. Expansion of workplace learning opportunities, pre-apprenticeship programs for high school students, and awarding elective credit for paid work, are studied for implementation.	Closely follow state-level efforts, and once action has been taken by the State Board, ensure policies are updated and communication plan for schools, families, and students are developed and implemented. Work with K-12, Teaching & Learning/CTE regarding vision for workplace learning.	
10. Continue to work with high school principals on continuous improvement efforts focused on “all students are ready for their future,” particularly toward our 100% graduation rate target.	Conduct formal visits to each school two times per year. Review graduation data, High School and Beyond efforts, and school-based improvement efforts/strategies.	
<div style="background-color: #f4a460; color: white; padding: 10px; text-align: center;"> <b>All families are key partners</b>   <ul style="list-style-type: none"> <li>➤ Respected and appreciated for their diverse strengths and backgrounds.</li> <li>➤ Welcomed and invited to provide ideas, input and feedback.</li> <li>➤ Engaged in helping their students be successful.</li> </ul> </div>		
Superintendent Performance Goals	Actions/Anticipated Plan	Progress
11. Ensure the Parent Square system is implemented to unify school-home communications, streamline volunteering, and simplify forms and messaging.	Monitor and support initial implementation efforts, focused on messaging and notifications, of Communications and IT. Work with team to determine plan for implementation of additional capabilities.	
12. Continue to work with promote volunteer opportunities for families and community.	Form a cabinet work team to assess current data and efforts and identify strategies for additional communication, promotion, and potential for matching volunteers with school needs.	
13. Oversee, support, and monitor the elementary boundary process.	Form a cabinet work team to assess current and projected enrollment and identify impacted schools. Develop process to ensure appropriate communication and family engagement strategies, timelines, and approach.	

## 2022-2023 Superintendent Performance Goals

September 2022 – June 2023

### All staff members are safe, respected and valued professionals





- > Working in safe and positive environments.
- > Valued for their diversity and recognized for their unique contributions as educators, support staff and administrators.
- > Members of high-functioning collaborative teams who use data to plan, improve, and innovate.
- > Provided opportunities to learn and grow and held to high standards for professionalism and performance.

Superintendent Performance Goals	Actions/Anticipated Plan	Progress
14. Ensure all district leaders are held to high standards for professionalism and performance and model best practice for professional growth and evaluation for school leaders.	Form a cabinet work team to develop a new professional growth and evaluation system (using the WASA model framework) for central office leaders is implemented, focused on high quality leadership, support for schools, and improved student learning.	
15. Ensure support for new Teaching & Learning and K-12 department structures and administrators in new roles.	Meet regularly with Matt and Alyssa both formally and informally to help provide vision, guidance, and support for new departmental organization.	
16. Continue to lead and oversee processes and strategies to improve and refine systems for administrator support and capacity building.	Work with K-12 and Teaching and Learning to update and refine system, which specifies universal supports for all administrators, those new to their role, those with schools qualifying for comprehensive state support, as well as for administrative interns and for experienced administrators.	
17. Continue to motivate and recognize schools for their positive school culture efforts and for their student academic growth.	Formally recognize schools, based on the school recognition framework and established criteria, aligned with our District Performance Indicators and Targets, at the Welcome Back Assembly. Review school data during formal school visits and provide guidance and support for schools.	
18. Strive to intentionally infuse positivity into the workplace and continue to build/re-build district culture following the COVID impacts/difficult of the past two years.	Engage district and building leaders in The Happiness Advantage Orange Frog Workshop™, which provides a blueprint for increasing employee engagement, tapping into people's intrinsic motivations, and maximizing potential in the workplace and our personal lives. Based on the works of positive psychology researcher, Shawn Achor and taught in Harvard's famed happiness course and to companies worldwide, this experiential workshop teaches the science of peak performance based on the seven actionable principles from <i>The Happiness Advantage</i> . and provides a sustainable approach to enhancing Convene a "Spark" team to help sustain efforts throughout the year.	



## 2022-2023 Superintendent Performance Goals

September 2022 – June 2023

<div> <div>  <p><b>All community members are important collaborators</b></p> <ul style="list-style-type: none"> <li>➤ Supportive in their partnership to help students be successful.</li> <li>➤ Engaged as key stakeholders.</li> <li>➤ Valued for their support in providing needed resources for student learning, technology and school facilities.</li> </ul> </div> </div>		
Superintendent Performance Goals	Actions/Anticipated Plan	Progress
19. Continue to expand and enhance community connections.	Continue to regularly attend community events and continue to serve on the Board of Directors for the United Way. Join the Columbia Center Rotary and attend as much as possible.	
20. Continue to enhance community communications.	Host an brand new annual Community Partners breakfast for our community partners each year, beginning in fall 2022. Coordinate the event as part of American Education Week in November. Support Communications in the launch of a new monthly community e-newsletter for families and community.	
<div> <div>  <p><b>The Kennewick School District is innovative, proactive and accountable</b></p> <ul style="list-style-type: none"> <li>➤ Innovative in our strategic future planning and engaged in continuous improvement.</li> <li>➤ Regular, timely and transparent with our communications.</li> <li>➤ Effective and efficient in our operations.</li> <li>➤ Responsible stewards of public resources.</li> </ul> </div> </div>		
Superintendent Performance Goals	Actions/Anticipated Plan	Progress
21. Place Board policies and procedures on a regular review cycle, ensuring that policies remain up-to-date and consistent with practice and law.	Work with Bronson to develop an ongoing review cycle for all policies series 1000 to 9000. Review and update the 1000 and 2000 series of Board policy and procedure in 2022-23.	
22. Implement new cabinet work process cabinet planning and accountability processes.	Develop and implement new cabinet work team structure and system to support intentional planning, implementation, cross-department coordination, and evaluation processes for strategic objectives and high priority work.	
23. Lead levy development and informational campaign.	Use the information gathered through the S360 polling and analysis, together with budget information from Vic, to develop potential scenarios and timelines for Board discussion and decision. Work with Robyn to develop key messaging and strategy for community engagement/informational campaign/community presentations.	

## **Kennewick School District No. 17**

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### **Curriculum and Instruction Department**

**1000 W 4<sup>th</sup> Ave**

**Kennewick, WA 99336**

**Phone: (509) 222-6423**

**FAX: (509) 585-3046**

TO: Dr. Traci Pierce, Superintendent  
Kennewick School District Board of Directions

FROM: Alyssa St. Hilaire  
Assistant Superintendent

SUBJECT: Curriculum Adoption

DATE: September 5, 2022

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In compliance with Kennewick School District Policy #2311, the following Curriculum material has gone through the approval process for the district and is now presented to the Kennewick School District Board of Directors for final approval and adoption. The materials have completed the review process involving faculty, parent/community members, and district level curriculum advisory committee. The material has been approved by the Assistant Superintendent of Secondary Education and the Assistant Superintendent of Curriculum.

**Curriculum: El Chico Global, book.** Author, Leslie Davidson, published by Wayside Publishing. This material will be used in grades 9-12, Spanish 5-6, at Kamiakin High School. This material was recommended without reservation by all staff members and parent/community members.

#### **Staff Comments:**

- It looks like a book that students will enjoy reading

#### **Parent/Community Member Comments:**

- I like the pictures and messaging format

AS:jlw



## Trade Book Adoption Cover Page

This form is to be completed by the staff requesting the Trade Book (novel, non-fiction text, picture book) Adoption. Once done, please download, print or email a copy of the Background Information for Teacher and Parent Reviewers. This should be given to reviewers that will be completing the Novel Adoption Recommendation Form.

### Cover Page:

**Trade Book Title**  
(novel, non-fiction  
text, picture book): \*

El Chico Global

**Author: \***

Leslie Davidson

**Publisher: \***

Wayside Publishing

**Trade Book (novel,  
non-fiction text,  
picture book)**

novel

**Copyright Date: \***

**Genre: \***

Contemporary Realistic Fiction

**Is this available in an  
alternative  
language? \***

No

**Instruction: \***

Please list 3-5 activities/assessments that will be used when instructing this trade book (i.e. formative assessments, discussion groups, writing assignments).

1. Weekly reading 2. Class discussion 3. Group discussion 4. Writing - answering questions. 5. Quizzes / exams both based on comprehension of chapters.

## Background Information for Teacher and Parent Reviewers:

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This page is meant to help reviewers understand how the novel will be used.

**Teacher Name: \*** Jennifer Wright

**Building: \*** Kamiakin High School

**Trade Book Title  
(novel, non-fiction  
text, picture book): \***

**Department: \*** Spanish

**Which grade levels  
will this trade book  
be used for? \***

☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

**Which courses will  
this trade book be  
used for? \***

Spanish 5-6

**How does the trade  
book meet the WSLs  
(Washington State  
Learning Standards)?  
What standards will  
be covered? \***

ACTFL national standards of reading comprehension.

## Community Standards Information:

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Has this trade book (novel, non-fiction text, picture book) been screened in view of the age, grade, experience + maturity level of the students for who it is intended? \*

Yes

If the Book contains any of these themes, a detailed instructional justification must follow. \*

- ☐ Profane/Obscene Language
- ☐ Graphic Sexual Incidents
- ☐ Moral Issues
- ☐ Value Judgements
- ☐ Controversial Ideology or Philosophy
- ☐ Other
- ☒ None

## **Kennewick School District No. 17**

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### **Curriculum and Instruction Department**

**1000 W 4<sup>th</sup> Ave**

**Kennewick, WA 99336**

**Phone: (509) 222-6423**

**FAX: (509) 585-3046**

TO: Dr. Traci Pierce, Superintendent  
Kennewick School District Board of Directors

FROM: Alyssa St. Hilaire  
Assistant Superintendent

SUBJECT: Curriculum Adoption

DATE: September 5, 2022

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In compliance with Kennewick School District Policy #2311, the following Curriculum material has gone through the approval process for the district and is now presented to the Kennewick School District Board of Directors for final approval and adoption. The materials have completed the review process involving faculty, parent/community members, and district level curriculum advisory committee. The material has been approved by the Assistant Superintendent of Secondary Education and the Assistant Superintendent of Curriculum.

**Curriculum: El Nuevo Houdini, book.** Author, Carol Gaab, published by TPRS Publishing. This material will be used in grades 9-12, Spanish 3-4, at Kamiakin High School. This material was recommended without reservation by all staff members and parent/community members.

#### **Staff Comments:**

- A fun novel
- Fun book!

#### **Parent/Community Member Comments:**

- It looks like a fun book that high school students would enjoy
- Good book

AS:jlw



## Trade Book Adoption Cover Page

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### Cover Page:

**Trade Book Title**  
(novel, non-fiction  
text, picture book): \*

El Nuevo Houdini

**Author: \***

Carol Gaab

**Publisher: \***

TPRS Publishing

**Trade Book (novel,  
non-fiction text,  
picture book)**

2010

**Copyright Date: \***

**Genre: \***

Contemporary Realistic Fiction

**Is this available in an  
alternative  
language? \***

Yes

**If Yes, which?**

French

**Instruction: \***

Please list 3-5 activities/assessments that will be used when instructing this trade book (i.e. formative assessments, discussion groups, writing assignments).

reading, class discussion, small group discussion, quizzes and exams based on comprehension of the chapter

## Background Information for Teacher and Parent Reviewers:

---

This page is meant to help reviewers understand how the novel will be used.

**Teacher Name: \*** Sarah Robinson

**Building: \*** Kamiakin High School

**Trade Book Title  
(novel, non-fiction  
text, picture book): \*** El Nuevo Houdini

**Department: \*** World Language

**Which grade levels  
will this trade book  
be used for? \*** ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

**Which courses will  
this trade book be  
used for? \*** Spanish 3/4

**How does the trade  
book meet the WSLS  
(Washington State  
Learning Standards)?  
What standards will  
be covered? \*** ACTFL national standards of reading comprehension



## Community Standards Information:

---

Has this trade book (novel, non-fiction text, picture book) been screened in view of the age, grade, experience + maturity level of the students for who it is intended? \*

Yes

If the Book contains any of these themes, a detailed instructional justification must follow. \*

- ☐ Profane/Obscene Language
- ☐ Graphic Sexual Incidents
- ☐ Moral Issues
- ☐ Value Judgements
- ☐ Controversial Ideology or Philosophy
- ☐ Other
- ☒ None

## **Kennewick School District No. 17**

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### **Curriculum and Instruction Department**

**1000 W 4<sup>th</sup> Ave**

**Kennewick, WA 99336**

**Phone: (509) 222-6423**

**FAX: (509) 585-3046**

TO: Dr. Traci Pierce, Superintendent  
Kennewick School District Board of Directors

FROM: Alyssa St. Hilaire  
Assistant Superintendent

SUBJECT: Curriculum Adoption

DATE: September 5, 2022

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In compliance with Kennewick School District Policy #2311, the following Curriculum material has gone through the approval process for the district and is now presented to the Kennewick School District Board of Directors for final approval and adoption. The materials have completed the review process involving faculty, parent/community members, and district level curriculum advisory committee. The material has been approved by the Assistant Superintendent of Secondary Education and the Assistant Superintendent of Curriculum.

**Curriculum: Fiesta Fatal, book.** Author, Mira Canion, published by Wayside Publishing. This material will be used in grades 9-12, Spanish 3-4, at Kamiakin High School. This material was recommended without reservation by all staff members and parent/community members.

#### **Staff Comments:**

- Good book
- Engaging

#### **Parent/Community Member Comments:**

- I think students will like reading this book

AS:jlw



## Trade Book Adoption Cover Page

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### Cover Page:

**Trade Book Title**  
(novel, non-fiction  
text, picture book): \*

Fiesta Fatal

**Author: \***

Mira Canion

**Publisher: \***

Wayside Publishing

**Trade Book (novel,  
non-fiction text,  
picture book)**

2014

**Copyright Date: \***

**Genre: \***

Contemporary Realistic Fiction

**Is this available in an  
alternative  
language? \***

No

**Instruction: \***

Please list 3-5 activities/assessments that will be used when instructing this trade book (i.e. formative assessments, discussion groups, writing assignments).

reading, class discussion, small group discussion, quizzes and exams based on comprehension of the chapter

## Background Information for Teacher and Parent Reviewers:

---

This page is meant to help reviewers understand how the novel will be used.

**Teacher Name: \*** Sarah Robinson

**Building: \*** Kamiakin High School

**Trade Book Title  
(novel, non-fiction  
text, picture book): \*** Fiesta Fatal

**Department: \*** World Language

**Which grade levels  
will this trade book  
be used for? \*** ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

**Which courses will  
this trade book be  
used for? \*** Spanish 3/4

**How does the trade  
book meet the WSLS  
(Washington State  
Learning Standards)?  
What standards will  
be covered? \*** It meets the ACTFL National Standards for reading comprehension.

## Community Standards Information:

---

Has this trade book (novel, non-fiction text, picture book) been screened in view of the age, grade, experience + maturity level of the students for who it is intended? \*

Yes

If the Book contains any of these themes, a detailed instructional justification must follow. \*

- ☐ Profane/Obscene Language
- ☐ Graphic Sexual Incidents
- ☐ Moral Issues
- ☐ Value Judgements
- ☐ Controversial Ideology or Philosophy
- ☐ Other
- ☒ None

## **Kennewick School District No. 17**

---

### **Curriculum and Instruction Department**

**1000 W 4<sup>th</sup> Ave**

**Kennewick, WA 99336**

**Phone: (509) 222-6423**

**FAX: (509) 585-3046**

TO: Dr. Traci Pierce, Superintendent  
Kennewick School District Board of Directors

FROM: Alyssa St. Hilaire  
Assistant Superintendent

SUBJECT: Curriculum Adoption

DATE: September 5, 2022

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In compliance with Kennewick School District Policy #2311, the following Curriculum material has gone through the approval process for the district and is now presented to the Kennewick School District Board of Directors for final approval and adoption. The materials have completed the review process involving faculty, parent/community members, and district level curriculum advisory committee. The material has been approved by the Assistant Superintendent of Secondary Education and the Assistant Superintendent of Curriculum.

**Curriculum: La Guerra Sucia, book.** Author, Nathaniel Kirby, published by Wayside Publishing. This material will be used in grades 10-12, AP Spanish, at Kamiakin High School. This material was recommended without reservation by all staff members and parent/community members.

#### **Staff Comments:**

- Good book
- Engaging

#### **Parent/Community Member Comments:**

- It looks interesting

AS:jlw



## Trade Book Adoption Cover Page

This form is to be completed by the staff requesting the Trade Book (novel, non-fiction text, picture book) Adoption. Once done, please download, print or email a copy of the Background Information for Teacher and Parent Reviewers. This should be given to reviewers that will be completing the Novel Adoption Recommendation Form.

### Cover Page:

**Trade Book Title**  
(novel, non-fiction  
text, picture book): \*

La Guerra Sucia

**Author: \***

Nathaniel Kirby

**Publisher: \***

Wayside

**Trade Book (novel,  
non-fiction text,  
picture book)**

novel

**Copyright Date: \***

**Genre: \***

Historical Fiction

**Is this available in an  
alternative  
language? \***

Yes

**If Yes, which?**

French

**Instruction: \***

Please list 3-5 activities/assessments that will be used when instructing this trade book (i.e. formative assessments, discussion groups, writing assignments).

1. Cultural study of the Dirty War in Argentina.
2. Weekly reading assignments.
3. Class discussions.
4. Group projects.
5. Quizzes and exams over comprehension of reading.

## Background Information for Teacher and Parent Reviewers:

---

This page is meant to help reviewers understand how the novel will be used.

**Teacher Name: \*** Jen Wright

**Building: \*** Kamiakin High School

**Trade Book Title  
(novel, non-fiction  
text, picture book): \*** La Guerra Sucia

**Department: \*** Spanish

**Which grade levels  
will this trade book  
be used for? \*** ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☒ 10 ☒ 11 ☒ 12

**Which courses will  
this trade book be  
used for? \*** AP Spanish

**How does the trade  
book meet the WSLs  
(Washington State  
Learning Standards)?  
What standards will  
be covered? \*** ACTFL guidelines of reading comprehension.



## Community Standards Information:

---

Has this trade book (novel, non-fiction text, picture book) been screened in view of the age, grade, experience + maturity level of the students for who it is intended? \*

Yes

If the Book contains any of these themes, a detailed instructional justification must follow. \*

- ☐ Profane/Obscene Language
- ☐ Graphic Sexual Incidents
- ☐ Moral Issues
- ☐ Value Judgements
- ☐ Controversial Ideology or Philosophy
- ☐ Other
- ☒ None

## **Kennewick School District No. 17**

---

### **Curriculum and Instruction Department**

**1000 W 4<sup>th</sup> Ave**

**Kennewick, WA 99336**

**Phone: (509) 222-6423**

**FAX: (509) 585-3046**

TO: Dr. Traci Pierce, Superintendent  
Kennewick School District Board of Directors

FROM: Alyssa St. Hilaire  
Assistant Superintendent

SUBJECT: Curriculum Adoption

DATE: September 5, 2022

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In compliance with Kennewick School District Policy #2311, the following Curriculum material has gone through the approval process for the district and is now presented to the Kennewick School District Board of Directors for final approval and adoption. The materials have completed the review process involving faculty, parent/community members, and district level curriculum advisory committee. The material has been approved by the Assistant Superintendent of Secondary Education and the Assistant Superintendent of Curriculum.

**Curriculum: La Llorona de Mazatlan, book.** Author, Katie A. Baker, published by Wayside Publishing. This material will be used in grades 10-12, Spanish 7/8, at Kamiakin High School. This material was recommended without reservation by all staff members and parent/community members.

#### **Staff Comments:**

- It will hold the students' interest
- Great book!

#### **Parent/Community Member Comments:**

- Looks interesting
- Soccer book

AS:jlw



## Trade Book Adoption Cover Page

This form is to be completed by the staff requesting the Trade Book (novel, non-fiction text, picture book) Adoption. Once done, please download, print or email a copy of the Background Information for Teacher and Parent Reviewers. This should be given to reviewers that will be completing the Novel Adoption Recommendation Form.

### Cover Page:

**Trade Book Title**  
(novel, non-fiction  
text, picture book): \*

La Ilorona de Mazatlan

**Author: \***

Katie A. Baker

**Publisher: \***

Wayside Publishing

**Trade Book (novel,  
non-fiction text,  
picture book)**

fiction

**Copyright Date: \***

**Genre: \***

Historical Fiction

**Is this available in an  
alternative  
language? \***

No

**Instruction: \***

Please list 3-5 activities/assessments that will be used when instructing this trade book (i.e. formative assessments, discussion groups, writing assignments).

Weekly chapter reading. Small group discussions. Predictions. Free writes.  
Comprehension quizzes. Reader's Theater.

## Background Information for Teacher and Parent Reviewers:

---

This page is meant to help reviewers understand how the novel will be used.

**Teacher Name: \*** Jennifer Wright

**Building: \*** Kamiakin High School

**Trade Book Title  
(novel, non-fiction  
text, picture book): \*** La Ilorona de Mazatlan

**Department: \*** World Language

**Which grade levels  
will this trade book  
be used for? \*** ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☒ 10 ☒ 11 ☒ 12

**Which courses will  
this trade book be  
used for? \*** Spanish 7/8

**How does the trade  
book meet the WSLs  
(Washington State  
Learning Standards)?  
What standards will  
be covered? \*** Reading Comprehension. Culture and Comparisons.

## Community Standards Information:

---

Has this trade book (novel, non-fiction text, picture book) been screened in view of the age, grade, experience + maturity level of the students for who it is intended? \*

Yes

If the Book contains any of these themes, a detailed instructional justification must follow. \*

- ☐ Profane/Obscene Language
- ☐ Graphic Sexual Incidents
- ☐ Moral Issues
- ☐ Value Judgements
- ☐ Controversial Ideology or Philosophy
- ☐ Other
- ☒ None

## **Kennewick School District No. 17**

---

### **Curriculum and Instruction Department**

**1000 W 4<sup>th</sup> Ave**

**Kennewick, WA 99336**

**Phone: (509) 222-6423**

**FAX: (509) 585-3046**

TO: Dr. Traci Pierce, Superintendent  
Kennewick School District Board of Directors

FROM: Alyssa St. Hilaire  
Assistant Superintendent

SUBJECT: Curriculum Adoption

DATE: September 5, 2022

---

In compliance with Kennewick School District Policy #2311, the following Curriculum material has gone through the approval process for the district and is now presented to the Kennewick School District Board of Directors for final approval and adoption. The materials have completed the review process involving faculty, parent/community members, and district level curriculum advisory committee. The material has been approved by the Assistant Superintendent of Secondary Education and the Assistant Superintendent of Curriculum.

**Curriculum: Llama Elizette Lima, book.** Author, Katie A. Baker, published by Fluency Matters. This material will be used in grades 8-12, Spanish 1/2, at Kamiakin High School. This material was recommended without reservation by all staff members and parent/community members.

#### **Staff Comments:**

- Creative
- Good first year Spanish book

#### **Parent/Community Member Comments:**

- It looks like a fun novel
- First year Spanish book

AS:jlw



## Trade Book Adoption Cover Page

This form is to be completed by the staff requesting the Trade Book (novel, non-fiction text, picture book) Adoption. Once done, please download, print or email a copy of the Background Information for Teacher and Parent Reviewers. This should be given to reviewers that will be completing the Novel Adoption Recommendation Form.

### Cover Page:

**Trade Book Title**  
(novel, non-fiction  
text, picture book): \*

Llama en Lima

**Author: \***

Katie A Baker

**Publisher: \***

Fluency Matters

**Trade Book (novel,  
non-fiction text,  
picture book)**

2019

**Copyright Date: \***

**Genre: \***

Contemporary Realistic Fiction

**Is this available in an  
alternative  
language? \***

No

**Instruction: \***

Please list 3-5 activities/assessments that will be used when instructing this trade book (i.e. formative assessments, discussion groups, writing assignments).

reading, class discussion, small group discussion, quizzes and exams based on comprehension of the chapter

## Background Information for Teacher and Parent Reviewers:

---

This page is meant to help reviewers understand how the novel will be used.

**Teacher Name: \*** Sarah Robinson

**Building: \*** Kamiakin High School

**Trade Book Title  
(novel, non-fiction  
text, picture book): \*** Llama en Lima

**Department: \*** World Language

**Which grade levels  
will this trade book  
be used for? \*** ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

**Which courses will  
this trade book be  
used for? \*** Spanish 1/2

**How does the trade  
book meet the WSLs  
(Washington State  
Learning Standards)?  
What standards will  
be covered? \*** ACFTL national standards for reading comprehension



## Community Standards Information:

---

Has this trade book (novel, non-fiction text, picture book) been screened in view of the age, grade, experience + maturity level of the students for who it is intended? \*

Yes

If the Book contains any of these themes, a detailed instructional justification must follow. \*

- ☐ Profane/Obscene Language
- ☐ Graphic Sexual Incidents
- ☐ Moral Issues
- ☐ Value Judgements
- ☐ Controversial Ideology or Philosophy
- ☐ Other
- ☒ None



# **Technology Operations**

**Annual Report**





# Information Technology (IT) Department

- Executive Director of Information Technology
- IT Building Systems and Help Desk Supervisor and Seven Supporting Staff
- Lead Computer / Application Support and Five Supporting Staff
- Network Engineer and Network Administrator
- PowerSchool Team with 4 Staff
- Web Application / Developer

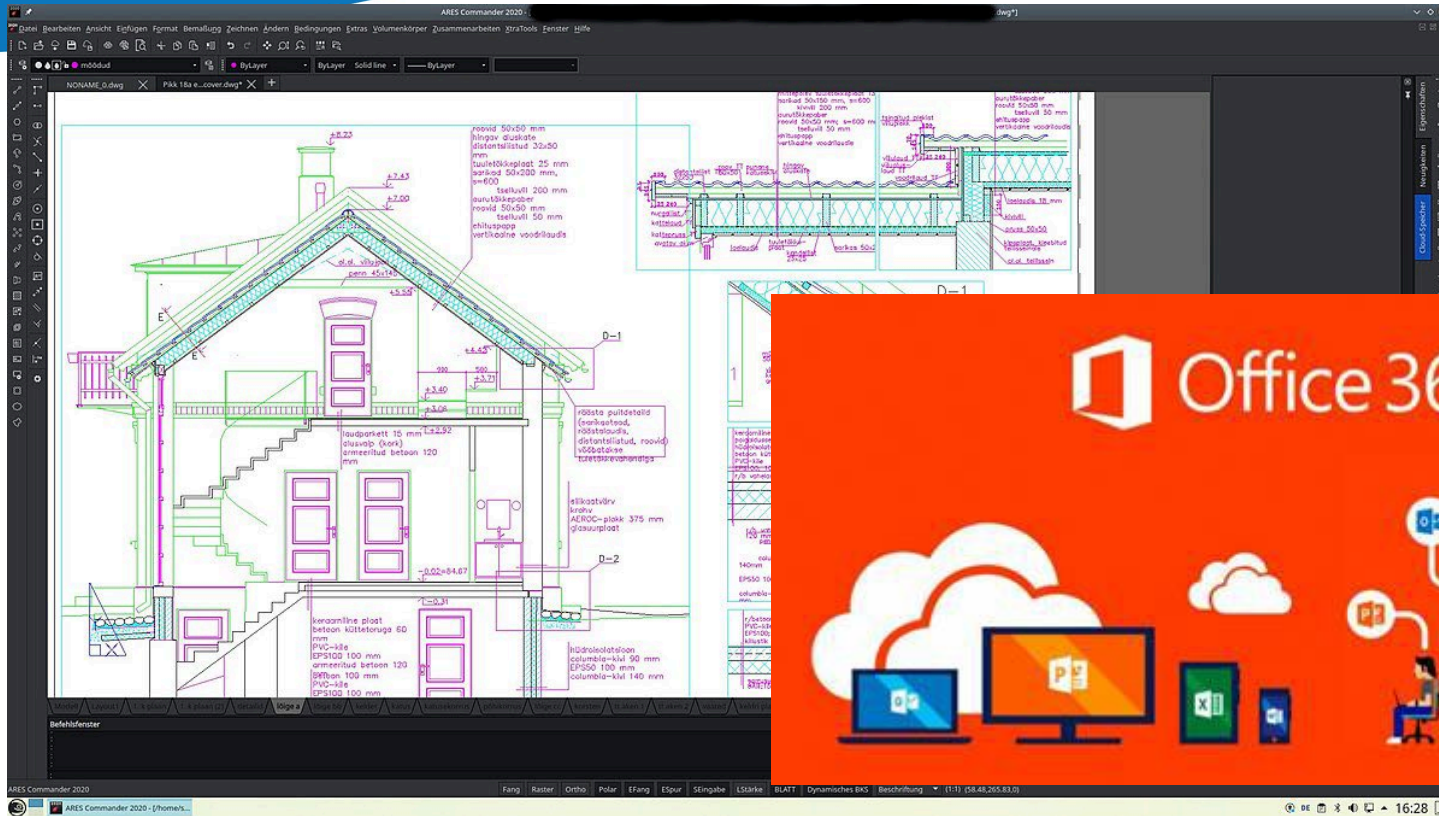


# Tech - Cloud

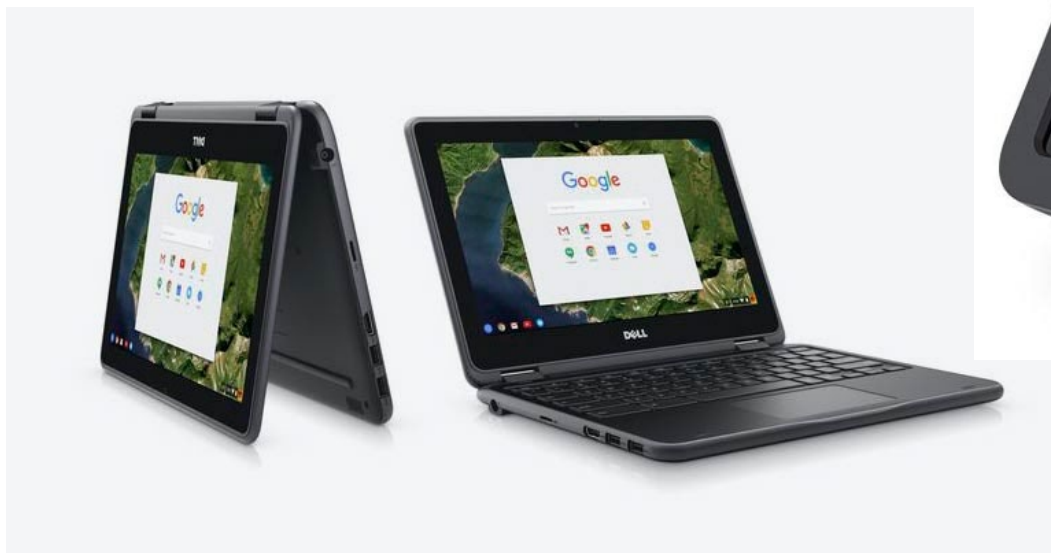
KSD Strategy



# Virtual Apps/Desktop



# Lower Cost Devices

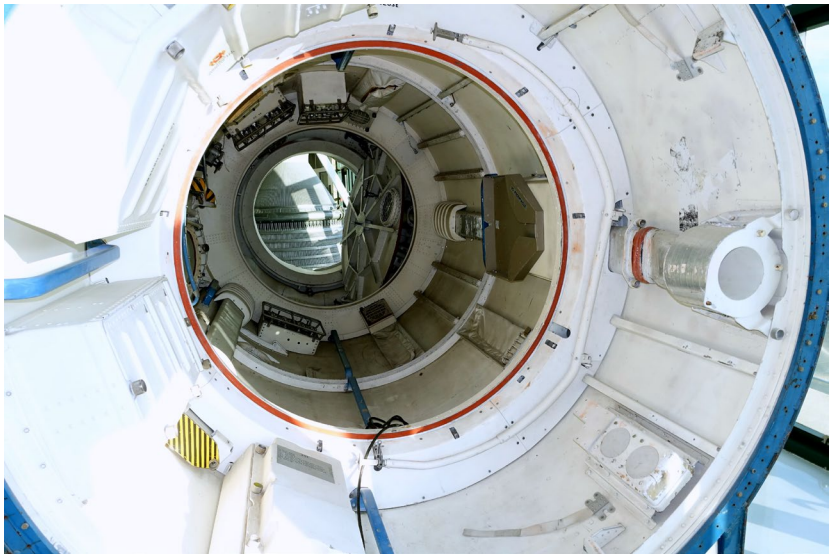




# Increased Support for Staff and Students



# Backups – Air Gap





**REPORT**

Auto by... Bart sim... David

Today 7 Days 14 Days 30 Days

**Top Categories**

Category	Hits	Bytes
Computing/IT	247,...	18.9 GB
Web 2.0 Global	145,...	1.9 GB

8:27  
◀ Search

REPORT

? ⓘ

👤 "auto\_by..." 👤 "bart sim..." 👤 "david"

🔑

Today 7 Days 14 Days 90 Days

Most Visited Websites

Website	Hits	Bytes
www.google.com	26,544	139.6 ...
www.youtube.com	17,588	47.4 MB

The screenshot shows a mobile application interface. At the top, the status bar displays the time 8:47, signal strength, LTE, and battery level. Below the status bar is a search bar with the text "Search". Under the search bar is a "DASHBOARD" button and an "Internet" button. To the right of these buttons are a question mark icon, a plus icon, and a hamburger menu icon. Below the buttons are four circular icons representing different categories: a person, a person with a speech bubble, a person with a speech bubble, and a person with a speech bubble. Below the icons are four search terms: "bart%20...", "bart simp...", "david...", and "markleley". Below the search terms are four buttons: "Today", "7 Days", "14 Days", and "30 Days". Below the buttons is a section titled "Top Search Terms". Below this section is a table with three columns: "Search Term", "Hits", and "Bytes". The table contains five rows of data.

Search Term	Hits	Bytes
porn	358	0 B
xxx	140	0 B
dogs	76	0 B
north carolina pier fishing	37	344.2 KB
cats	30	0 B
kill bill	13	1.7 MB

The screenshot shows the 'REPORT' app interface. At the top, the status bar displays the time 8:28, LTE signal, and battery level. Below the status bar is a search bar with the text 'Search'. The main header is 'REPORT' in orange, with a back arrow on the left and a help icon (?) and share icon (➦) on the right. Below the header are three user avatars with labels: 'auto\_by...', 'bart sim...', and 'david'. A hamburger menu icon is on the right. Below the avatars are five time filters: 'Today', '7 Days', '14 Days', and '30 Days' (which is highlighted in blue). The main content area is titled 'Top Search Terms' and features a bar chart. The chart has ten bars of different colors, each with a numerical value above it. The values are: 358 (purple), 140 (orange), 76 (green), 37 (red), 30 (grey), 13 (teal), 10 (blue), 9 (light blue), 9 (pink), and 9 (brown). Below the chart are three labels: 'Search Term', 'Hits', and 'Bytes'.

Search Term	Hits	Bytes
	358	
	140	
	76	
	37	
	30	
	13	
	10	
	9	
	9	
	9	

[illegible]

# Safety and Security

Firewall  
Content Filter  
Cloud Firewall

Virus  
Malware  
Ransomware





# 1:1 Program

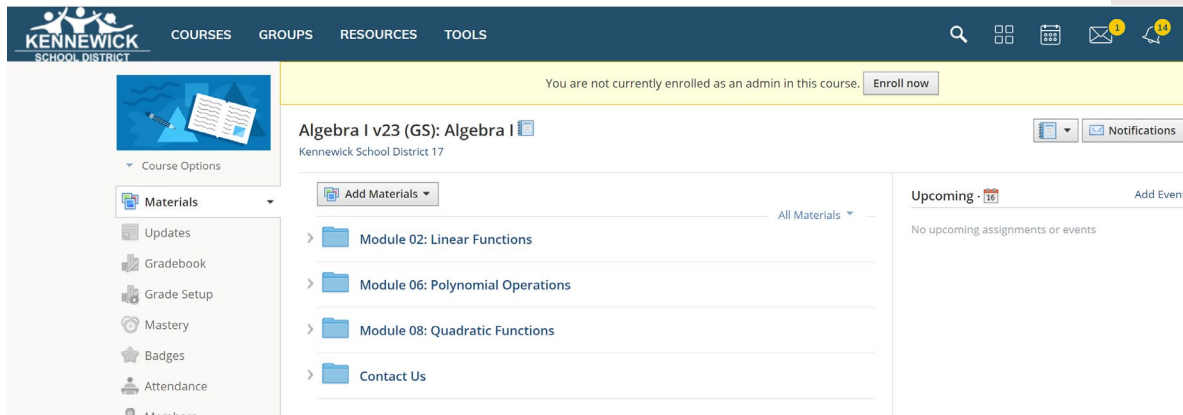
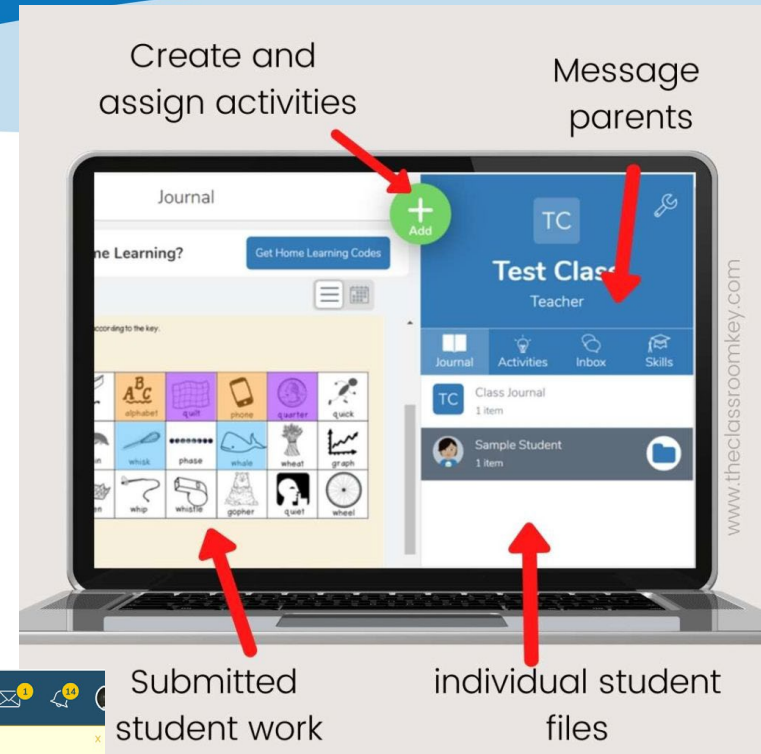
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- Total Chromebooks: 20,000
- Total iPads: 4800



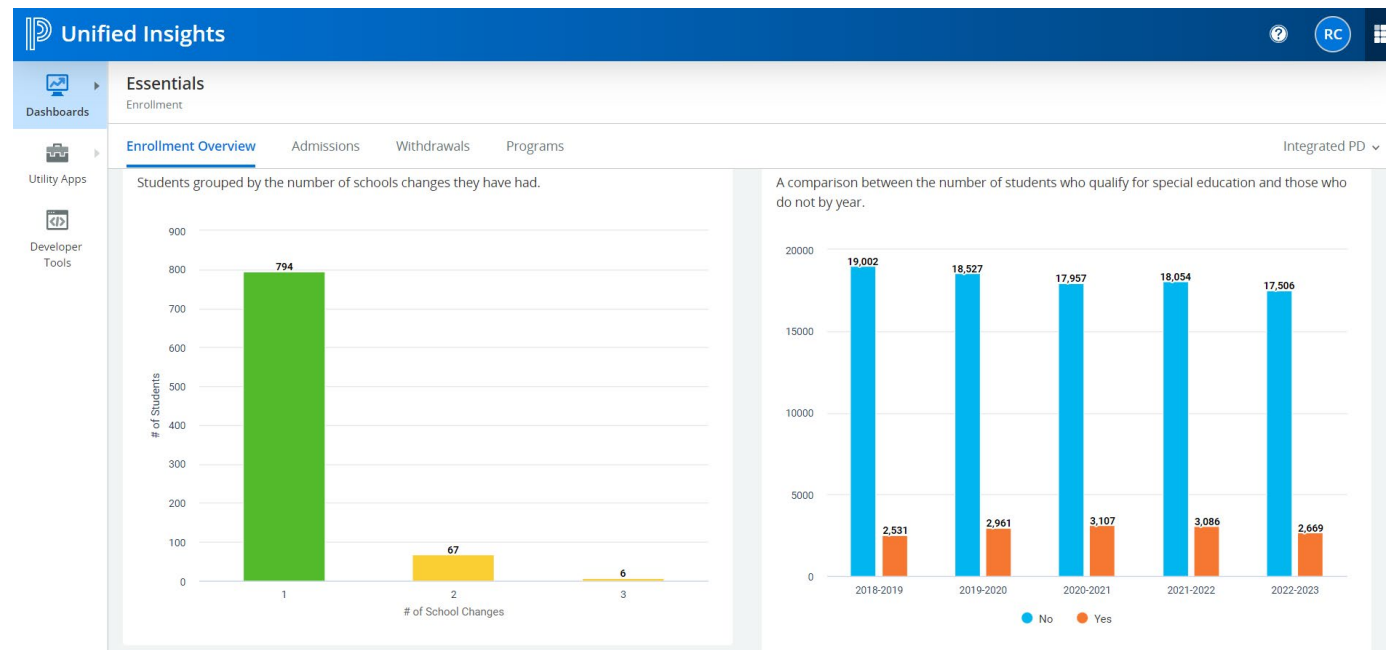
# Learning Management System (LMS)

- Seesaw K-2
- Schoology 3-12
- Special Education Classes



# Unified Insights

- Data Visualization
- Graphing Info on Students Performance
- Configurable Dashboards



# Thank You! *Technology Levy Passed*

- Student Devices
- Vivi
- Projectors
- Support staff
- Training



The background of the slide is composed of several overlapping, wavy bands of blue. The colors range from a deep, dark blue to a very light, almost white blue. The waves flow from the left side towards the right, creating a sense of movement and depth. The overall effect is a modern, minimalist design.

**Questions?**



## District Performance Indicators and Targets: Annual Report

<b>Strategic Goal: All Students are Safe, Known and Valued</b>						
Focus	Target	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<i>Student safety and belonging</i>	≥90% of students report that they feel safe, included and welcomed at school	89%	86%			
<i>Student attendance</i>	≥90% of students regularly attend school (< 2 absences per month) <i>(data reflects attendance rates from prior school year)</i>	87%	82.5%			
<i>Student discipline</i>	The discipline rate is ≤4.0% <i>(data reflects attendance rates from prior school year)</i>	2.7%	1.0%			
<b>Strategic Goal: All Students are Engaged Learners</b>						
Focus	Target	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<i>Student inclusion: special education</i>	The inclusion rate is ≥58%	49%	49%			
<i>Student access to course offerings and programs</i>	≥85% of students report having access to diverse course offerings, activities, and athletics	n/a	86%			
<i>Student extracurricular participation</i>	≥65% of middle and high school students participate in at least one athletic or activity	74%				
<i>Student academic growth and proficiency</i>	≥85% of students are meeting KSD Student Growth and Proficiency Targets	n/a	55%			
<b>Strategic Goal: All Students are Ready for Their Future</b>						
Focus	Target	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<i>Student skills: digital citizenship, social, life and employment skills</i>	≥85% of students, families and staff report that students have opportunities to learn the digital citizenship, social, life and employment skills within the KSD Learner Profile	n/a	81%			
<i>Student access to dual language</i>	100% of students and parents interested in dual language have access to the program	60%	80%			
<i>Student completion of dual credit/college level courses</i>	≥75% of high school students (grades 10-12) complete at least one dual credit, college level course	62%	70.6%			
<i>Student graduation</i>	100% of students graduate in five years	81% Class of 2019	82% Class of 2020			
<i>Student readiness for post-secondary education or work</i>	100% of graduates leave high school with a plan for post-secondary education or work	100% Class of 2019	100% Class of 2020			



## District Performance Indicators and Targets: Annual Report

### Grade Level Specific Student Growth and Proficiency Targets

Early Literacy	Reading/ELA	English Language Acquisition	Math	Science	On Track for Graduation: Credit Acquisition and Passing Grades	Dual Credit and preparation for post-secondary	Graduation and preparation for post-secondary or work				
Grade Level	Focus	Growth Targets			Proficiency Targets		2020- 2021*	2021- 2022	2022- 2023	2023- 2024	2024- 2025
Kindergarten	Early Literacy	≥50% of all students are progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS					27%	55%			
	English Language Acquisition	≥50% of EL students are growing two levels on the Speaking Domain from fall ELPA screener to spring summative WIDA					40%				
Grade 1	Early Literacy	≥50% of all students are progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS					45%	42%			
	English Language Acquisition	≥50% of EL students are growing two levels on the Speaking Domain from spring to spring summative ELPA					6%				
Grade 2	Early Literacy	≥50% of all students are progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS					15%	23%			
	Reading/ELA				≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment		41%	41%			
	Math				≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment		20%	28%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA					44%				
					≥50% of 3rd year EL students score at the proficient level on the ELPA		10%				

## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 3</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		36%	54%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	36%	41%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		46%	63%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	19%	26%			
	<i>English Language Acquisition</i>	≥50% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		27%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
<b>Grade 4</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		44%	59%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	42%	43%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		45%	60%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	18%	23%			
	<i>English Language Acquisition</i>	≥50% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		39%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	16%				

## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 5</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		48%	53%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	43%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	42%	49%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		43%	58%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the math SBA		n/a	24%			
			≥65% of all students are meeting state standards in Math (Level 3 or 4 on SBA)	29%	33%			
	<i>Science</i>		≥65% of all students are meeting state standards in Science (Level 3 or 4 on WCAS)	49%	45%			
	<i>English Language Acquisition</i>	≥50% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		25%				
			≥75% of 5 <sup>th</sup> year EL students score at the proficient level on the ELPA	0%				

## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 6	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		54%	56%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	35%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	43%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		56%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	32%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	22%	29%			
	English Language Acquisition	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		16%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	6%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 7</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		53%	51%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	41%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	41%	49%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		53%	55%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	25%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	25%	28%			
	<i>English Language Acquisition</i>	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		15%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 8</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		50%	48%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	39%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	45%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		54%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	14%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	32%	26%			
			≥60% of all students earned high school Algebra credit (or higher)	31%	42%			
	<i>Science</i>		≥65% of all students are meeting state standards in science (Level 3 or 4 on WCAS)	41%	34%			
	<i>English Language Acquisition</i>	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		20%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 9</b>	<i>On Track for Graduation: Credit Acquisition and Passing Grades</i>	Increase the number of all students passing all classes by <b>2%</b> from semester 1 to semester 2		-0.44%	2.01%			
			≥80% of all students earn six credits	65%	71%			
	<i>English Language Acquisition</i>	≥35% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		22%				
			≥25% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 10</b>	<i>Reading/ELA</i>	≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a				
			≥75% of all students are meeting state standards in ELA (Level 2.5 or higher on SBA)	42%	63%			
	<i>Math</i>	≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the math SBA		n/a	n/a			
			≥75% of all students are meeting state standards in math (Level 2.5 or higher on SBA)	21%	26%			
	<i>On Track for Graduation: Credit Acquisition and Passing Grades</i>	Increase the number of all students passing all classes by 2% from semester 1 to semester 2.		-0.08%	3.51%			
			≥85% of all students have accumulated 12 credits	53%	64%			
	<i>English Language Acquisition</i>	≥35% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		32%				
			≥25% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥50% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 11</b>	<i>On Track for Graduation: Credit Acquisition and Passing Grades</i>	Increase the number of all students passing all classes by <b>2%</b> from semester 1 to semester 2.		-0.21%	4.18%			
			≥90% of all students have accumulated 18 credits	57%	59%			
	<i>Dual Credit and preparation for post-secondary</i>		≥75% of all students have completed at least one dual credit college level course	73%				
	<i>English Language Acquisition</i>	≥35% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		25%				
			≥25% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	14%				
			≥50% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 12</b>  <b>Benchmark Year</b>	<i>On Track for Graduation: Credit Acquisition and Passing Grades</i>	Increase the number of all students passing all classes by <b>2%</b> from semester 1 to semester 2.		<b>-0.58%</b>	<b>5.76%</b>			
	<i>Graduation and preparation for post-secondary or work</i>		<b>100%</b> of all students have accumulated the credits required to graduate and graduate in five years	<b>82%</b> Class of 2019	<b>85.3%</b> Class of 2020			
			<b>100%</b> of all students graduate with a plan for post-secondary education or work	<b>100%</b> Class of 2019	<b>100%</b> Class of 2020			
	<i>English Language Acquisition</i>	≥ <b>35%</b> of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		<b>33%</b>				
			≥ <b>25%</b> of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	<b>0%</b>				
			≥ <b>50%</b> of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	<b>9%</b>				

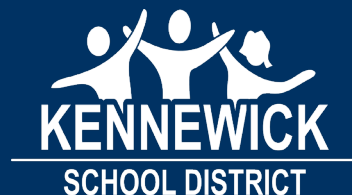
## District Performance Indicators and Targets: Annual Report

<b>Strategic Goal: All Families are Key Partners</b>						
<b>Focus</b>	<b>Target</b>	<b>2020-2021*</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<i>Families respected and welcomed</i>	≥95% of families report feeling respected and welcomed in their children's schools	86%	88%			
<i>Family engagement with schools</i>	≥95% of families report having opportunities to engage with schools to help their children succeed	81%	82%			
<i>Family learning and input</i>	≥95% of families report having opportunities to learn about and provide input on district and school programs	79%	79%			
<b>Strategic Goal: All Staff Members are Safe, Respected and Valued Professionals</b>						
<b>Focus</b>	<b>Target</b>	<b>2020-2021*</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<i>Staff safety training</i>	≥95% of staff complete safety training each year	97%	96%			
<i>Staff injuries</i>	The three-year rolling average for OSHA recordable injuries is <40	34.66	38.33			
<i>Staff claims</i>	The three-year rolling average for OSHA accepted claims is <60	70	82.33			
<i>Staff health/wellness</i>	10 flu clinics are held each year	31	25			
<i>Staff safety, collaboration and value</i>	≥95% of staff indicate they work in safe and positive environments, collaborate with colleagues, and feel valued on the annual all staff survey	89%	82%			
<i>Staff diversity</i>	Overall staff diversity is increasing by ≥2% annually	3.0% <small>18-19 19-20</small>	3.1% <small>18-19 19-20</small>			
<i>Staff retention</i>	Overall district staff retention rate is ≥90% over a five-year average	93%	92.5%			
<b>Strategic Goal: All Community Members are Important Collaborators</b>						
<b>Focus</b>	<b>Target</b>	<b>2020-2021*</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<i>Volunteerism</i>	≥2500 community members approved to volunteer in our schools/district each year	n/a	2,335			
<i>Community Education</i>	The district's Community Education program grows each year	n/a	✓			
<i>Community Collaboration</i>	The superintendent and cabinet members volunteer in the community board	✓	✓			
<b>Strategic Goal: The Kennewick School District is Innovative, Proactive and Accountable</b>						
<b>Focus</b>	<b>Target</b>	<b>2020-2021*</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>
<i>Financial Stability</i>	The unassigned, minimum fund balance is 3-5% of the total district budget	3.5%	3.6%			
<i>Transparent Communications</i>	The Annual Community Report is published every January, providing key information	✓	✓			
<i>Community Resources</i>	The district receives community support for levies or bonds	n/a	X			

# **K-12 Annual Student Goal Report:**

*All Students are Engaged Learners*

**September 14, 2022**



## Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



# STRATEGIC GOALS



## Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

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## All students are engaged learners



- Provided relevant, rigorous and engaging instruction.
- Receiving individualized, equitable and inclusive supports.
- Accessing diverse course offerings, activities and athletics.
- Making progress, annual growth, and meeting grade level standards.

### 2021-22 Annual Objectives

1. Implement districtwide high dosage tutoring strategy.
2. Implement new 6-12 English Language Arts curriculum.
3. Adopt new World Language curriculum.
4. Adopt 4-12 comprehensive health/sex education curriculum.
5. Convene mathematics committee to evaluate math pathways committee.
6. Provide training and support for multi-tiered systems of academic support and positive academic intervention systems.
7. Provide inclusionary practices professional development and implement specific strategies to increase student inclusion rates.
8. Continue to expand summer school offerings.
9. Implement Hoonuit data system to support student data analysis and aide schools in identifying students in need of additional supports.

### Performance Indicators & Targets

- The districtwide inclusion rate is **≥58%**.
- Building SIPs identifying strategies to close achievement and opportunity gaps and are presented to the Board in January 2021.
- **≥85%** of students report having access to diverse course offerings, activities and athletics.
- **≥65%** of middle and high school students participate in at least one athletic or activity.
- **≥85%** of students are meeting Kennewick School District's Student Growth and Proficiency Targets.

# Presentation Outline

- **Annual Reporting Calendar**
- **Performance Indicators, Growth and Proficiency Targets, and Data**
  - District Level Elementary Data
  - District Level Middle School Data
  - Continuous Improvement Efforts
- **Multilingual Learner Updates & Data**
- **Appendix A: School Level Data**



# Annual Reporting Calendar

# Performance Indicator Reporting Calendar

Month	Focus
September	<b>District assessments:</b> Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  <b>State assessments:</b> Smarter Balance Assessment (SBA) and WIDA
October	<b>8<sup>th</sup> grade Algebra</b> <b>Credit accumulation</b> <b>Dual credit</b> <b>Graduation rates</b>
May	<b>District assessments:</b> MAP reading and math





# **Performance Indicators & Growth and Proficiency Targets**

# Academic Growth and Proficiency Targets

Growth Targets	Proficiency Targets
Are students making academic growth and progress?	Are students meeting grade level standards and expectations?

# Assessments

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Smarter Balanced Assessment (SBA)	WIDA
Early Literacy Skills	English Language Arts (ELA)	Math
<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Alphabetic principle</li> <li>Accuracy</li> <li>Fluency</li> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Literary and informational text: key ideas and details</li> <li>Literary text: language, craft and structure</li> <li>Vocabulary acquisition and use</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Organization/Purpose</li> <li>Evidence/Elaboration</li> <li>Conventions</li> </ul> </li> <li><b>Speaking/ Listening</b></li> <li><b>Research</b></li> </ul>	<ul style="list-style-type: none"> <li>Concepts &amp; Procedures</li> <li>Problem Solving</li> <li>Communicating Reasoning</li> <li>Modeling and Data Analysis</li> </ul> <p><b>Grades 2-5:</b></p> <ul style="list-style-type: none"> <li>Operations and Algebraic Thinking</li> <li>Number and Operations</li> <li>Measurement and Data</li> <li>Geometry</li> </ul> <p><b>Grades 6+:</b></p> <ul style="list-style-type: none"> <li>Operations and Algebraic Thinking</li> <li>The Real and Complex Number Systems</li> <li>Geometry</li> <li>Statistics and Probability</li> </ul>
		English Language Development
		<ul style="list-style-type: none"> <li>Communicating for social and instructional purposes</li> <li>Communicating information, ideas, and concepts necessary for academic success in Language Arts, Mathematics, Science, and Social Studies</li> </ul>



# Elementary Early Literacy Growth

*DIBELS Data*

# District Level Growth Data: Early Literacy



## District Performance Indicators and Targets: Annual Report

### Grade Level Specific Student Growth and Proficiency Targets

Early Literacy	Reading/ELA	English Language Acquisition	Math	Science	On Track for Graduation: Credit Acquisition and Passing Grades	Dual Credit and preparation for post-secondary	Graduation and preparation for post-secondary or work				
Grade Level	Focus	Growth Targets			Proficiency Targets		2020- 2021*	2021- 2022	2022- 2023	2023- 2024	2024- 2025
Kindergarten	Early Literacy	≥50% of all students are progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS					27%	55%			
	English Language Acquisition	≥50% of EL students are growing two levels on the Speaking Domain from fall ELPA screener to spring summative WIDA					100%				
Grade 1	Early Literacy	≥50% of all students are progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS					45%	42%			
	English Language Acquisition	≥50% of EL students are growing two levels on the Speaking Domain from spring to spring summative ELPA					50%				
Grade 2	Early Literacy	≥50% of all students are progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS					15%	23%			
	Reading/ELA				≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment		41%	42%			
	Math				≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment		20%	28%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from <u>spring to</u> <u>spring</u> summative ELPA					44%				
					≥50% of 3rd year EL students score at the proficient level on the ELPA		10%				



# **Elementary Reading Growth & Proficiency**

*MAP and SBA Data*

# District Level Growth Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Grade 3	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		36%	54%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	36%	42%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		46%	63%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	19%	26%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		27%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	27%				
Grade 4	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		44%	59%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	42%	43%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		45%	60%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	18%	23%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from <u>spring to</u> spring summative ELPA		39%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	16%				

# District Level Growth Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 5</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		48%	53%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	43%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	42%	49%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		43%	58%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the math SBA		n/a	24%			
			≥65% of all students are meeting state standards in Math (Level 3 or 4 on SBA)	29%	33%			
	<i>Science</i>		≥65% of all students are meeting state standards in Science (Level 3 or 4 on WCAS)	49%	45%			
	<i>English Language Acquisition</i>	≥50% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		25%				
			≥75% of 5 <sup>th</sup> year EL students score at the proficient level on the ELPA	0%				



# District Level Proficiency Data: Reading



## District Performance Indicators and Targets: Annual Report

### Grade Level Specific Student Growth and Proficiency Targets

Early Literacy	Reading/ELA	English Language Acquisition	Math	Science	On Track for Graduation: Credit Acquisition and Passing Grades	Dual Credit and preparation for post-secondary	Graduation and preparation for post-secondary or work				
Grade Level	Focus	Growth Targets			Proficiency Targets		2020- 2021*	2021- 2022	2022- 2023	2023- 2024	2024- 2025
Kindergarten	Early Literacy	≥50% of all students are progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS					27%	55%			
	English Language Acquisition	≥50% of EL students are growing two levels on the Speaking Domain from fall ELPA screener to spring summative WIDA					40%				
Grade 1	Early Literacy	≥50% of all students are progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS					45%	42%			
	English Language Acquisition	≥50% of EL students are growing two levels on the Speaking Domain from spring to spring summative ELPA					6%				
Grade 2	Early Literacy	≥50% of all students are progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS					15%	23%			
	Reading/ELA				≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment		41%	41%			
	Math				≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment		28%	28%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from <u>spring to spring</u> summative ELPA					44%				
					≥50% of 3rd year EL students score at the proficient level on the ELPA		10%				

# District Level Proficiency Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 3	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		36%	54%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	36%	41%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		46%	63%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	19%	26%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		27%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
Grade 4	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		44%	59%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	42%	43%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		53%	68%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	18%	23%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from <u>spring to spring</u> summative ELPA		39%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	16%				

# District Level Proficiency Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 5</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		48%	53%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	43%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	42%	49%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment						
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the math SBA		n/a	24%			
			≥65% of all students are meeting state standards in Math (Level 3 or 4 on SBA)	29%	33%			
	<i>Science</i>		≥65% of all students are meeting state standards in Science (Level 3 or 4 on WCAS)	49%	45%			
	<i>English Language Acquisition</i>	≥50% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		25%				
			≥75% of 5 <sup>th</sup> year EL students score at the proficient level on the ELPA	0%				



# Elementary Math Growth & Proficiency

*MAP and SBA Data*

# District Level Growth Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 3	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		36%	54%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	36%	41%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		46%	63%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	19%	26%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		27%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
Grade 4	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		44%	59%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	43%	43%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		45%	60%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	18%	23%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from <u>spring to spring</u> summative ELPA		39%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	16%				

# District Level Growth Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 5</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		48%	53%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	43%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	42%	49%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		43%	58%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the math SBA		n/a	24%			
			≥65% of all students are meeting state standards in Math (Level 3 or 4 on SBA)	29%	33%			
	<i>Science</i>		≥65% of all students are meeting state standards in Science (Level 3 or 4 on WCAS)	49%	45%			
	<i>English Language Acquisition</i>	≥50% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		25%				
			≥75% of 5 <sup>th</sup> year EL students score at the proficient level on the ELPA	0%				

# District Level Proficiency Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 3	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		36%	54%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	36%	41%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		46%	63%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	19%	26%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		37%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
Grade 4	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		44%	59%			
			≥65% of all students are at/above the 60 <sup>th</sup> percentile on the MAP reading assessment	42%	43%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		45%	60%			
			≥65% of all students are at/above the 70 <sup>th</sup> percentile on the MAP math assessment	18%	23%			
	English Language Acquisition	≥50% of EL students are growing one level on the Writing Domain from <u>spring to spring</u> summative ELPA		39%				
			≥50% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	16%				

# District Level Proficiency Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 5</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		48%	53%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	43%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	42%	49%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		43%	58%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the math SBA		n/a	24%			
			≥65% of all students are meeting state standards in Math (Level 3 or 4 on SBA)	29%	33%			
	<i>Science</i>		≥65% of all students are meeting state standards in Science (Level 3 or 4 on WCAS)	49%	45%			
	<i>English Language Acquisition</i>	≥50% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		25%				
			≥75% of 5 <sup>th</sup> year EL students score at the proficient level on the ELPA	0%				





# Middle School Reading Growth & Proficiency

*MAP and SBA Data*

# District Level Growth Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 6	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		54%	56%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	35%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	43%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		56%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	32%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	22%	29%			
	English Language Acquisition	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		16%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	6%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Growth Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 7	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		53%	51%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	41%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	41%	49%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		53%	55%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	25%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	25%	28%			
	English Language Acquisition	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		15%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Growth Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 8</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		50%	48%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	39%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	45%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		54%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	14%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	32%	26%			
			≥60% of all students earned high school Algebra credit (or higher)	31%	42%			
	<i>Science</i>		≥65% of all students are meeting state standards in science (Level 3 or 4 on WCAS)	41%	34%			
	<i>English Language Acquisition</i>	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		20%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Proficiency Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 6	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		54%	56%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	35%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	43%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		36%	34%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	32%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	22%	29%			
	English Language Acquisition	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		16%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	6%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Proficiency Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 7	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		53%	51%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	41%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	41%	49%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		53%	53%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	25%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	25%	28%			
	English Language Acquisition	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		15%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Proficiency Data: Reading



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 8</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		50%	48%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	39%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	45%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		54%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	14%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	32%	26%			
			≥60% of all students earned high school Algebra credit (or higher)	31%	42%			
	<i>Science</i>		≥65% of all students are meeting state standards in science (Level 3 or 4 on WCAS)	41%	34%			
	<i>English Language Acquisition</i>	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		20%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				



# Middle School Math Growth & Proficiency

*MAP and SBA Data*



# District Level Growth Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 6	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		54%	56%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	35%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	43%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		56%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	32%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	22%	29%			
	English Language Acquisition	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		16%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	6%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Growth Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 7	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		53%	51%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	41%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	41%	48%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		53%	55%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	25%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	25%	28%			
	English Language Acquisition	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		15%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Growth Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 8</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		50%	48%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	39%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	45%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		54%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	14%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	32%	28%			
			≥60% of all students earned high school Algebra credit (or higher)	31%	42%			
	<i>Science</i>		≥65% of all students are meeting state standards in science (Level 3 or 4 on WCAS)	41%	34%			
	<i>English Language Acquisition</i>	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		20%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Proficiency Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 6	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		54%	56%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	35%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	43%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		56%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	32%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	22%	29%			
	English Language Acquisition	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		16%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	6%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Proficiency Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 7	Reading/ELA	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		53%	51%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	41%			
			≥65% of students are meeting state standards in ELA (Level 3 or 4 on SBA)	41%	49%			
	Math	≥90% of all students are making expected spring to spring growth on the MAP math assessment		53%	55%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	25%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	25%	28%			
	English Language Acquisition	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		15%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# District Level Proficiency Data: Math



## District Performance Indicators and Targets: Annual Report

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
<b>Grade 8</b>  <b>Benchmark Year</b>	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		50%	48%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	39%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	45%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		54%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	14%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	32%	26%			
			≥60% of all students earned high school Algebra credit (or higher)	31%	42%			
	<i>Science</i>		≥65% of all students are meeting state standards in science (Level 3 or 4 on WCAS)	41%	34%			
	<i>English Language Acquisition</i>	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		20%				
			≥35% of 3 <sup>rd</sup> year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 <sup>th</sup> year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

# Learning Loss & Learning Recovery Data

## COVID Learning Loss and Learning Recovery Analysis

*Based on State ELA, Math, and Science Assessment Data*

	Pre-COVID	COVID	Post-COVID		COVID Dip	Learning Recovered	Remaining recovery needed for full Recovery to Pre-Covid
	Spring 2019 Assessment	Spring 2020 Assessment	Fall 2021 Assessment	Spring 2022 Assessment	Fall 2019 to Fall 2021	Fall 2021 to Spring 2022	
ELA	56.8%	n/a	42.1%	48.4%	-14.7%	+6.3%	8.4%
Math	42.2%	n/a	25.2%	31.8%	-17%	+6.6%	10.4%
Science	33.4%	n/a	35.4%	37.2%	+2%	+1.8%	n/a  <i>already +3.8% over pre-covid</i>



# **Continuous Improvement Efforts**



## All students are engaged learners



- *Provided relevant, rigorous and engaging instruction.*
- *Receiving individualized, equitable and inclusive supports.*
- *Accessing diverse course offerings, activities and athletics.*
- *Making progress, annual growth, and meeting grade level standards.*

### 2022-23 Annual Objectives

#### **Support for Student Learning**

- We will continue to provide high dosage online tutoring services for students through Varsity Tutors and expand to provide 24/7 on demand homework help for high school students.
- We will convene elementary and secondary task forces to review resource room responsibilities, scheduling, and implications of inclusionary practices for students receiving special education services.
- We will continue to provide support for schools in developing multi-tiered systems of support (MTSS) to meet the learning needs of all students.
- We will continue to provide Transitional Kindergarten for identified students who will benefit from additional preparation to be successful in kindergarten the following year.

#### **Curriculum and Instruction**

- We will establish an Instructional Materials Committee to review new learning materials and determine if materials should be recommended for Board approval.
- We will implement newly updated, Board-approved instructional materials for Health classes and World Language classes and continue with second-year implementation of Board-approved English Language Arts (ELA) instructional materials for students in grades 6 -12.
- We will continue to provide professional development for engaging rigorous instruction.

#### **Student Academic Progress and Growth**

- We will continue to monitor our District Performance Indicators and Student Growth and Proficiency Targets for students grades K -12. Targets vary by grade and include Early literacy; Reading/ELA; English Language Acquisition; Math; Science; Credit Acquisition; Dual Credit; and Graduation.
- We will implement the Unified Insights data system to help schools more easily access, disaggregate, and analyze student achievement data.
- Schools will continue to analyze student performance data, set improvement goals, and identify strategies to improve student learning and close achievement and opportunity gaps.
- We will formally recognize schools for making progress toward meeting student goals.



# **Multilingual Learner Updates & Data**



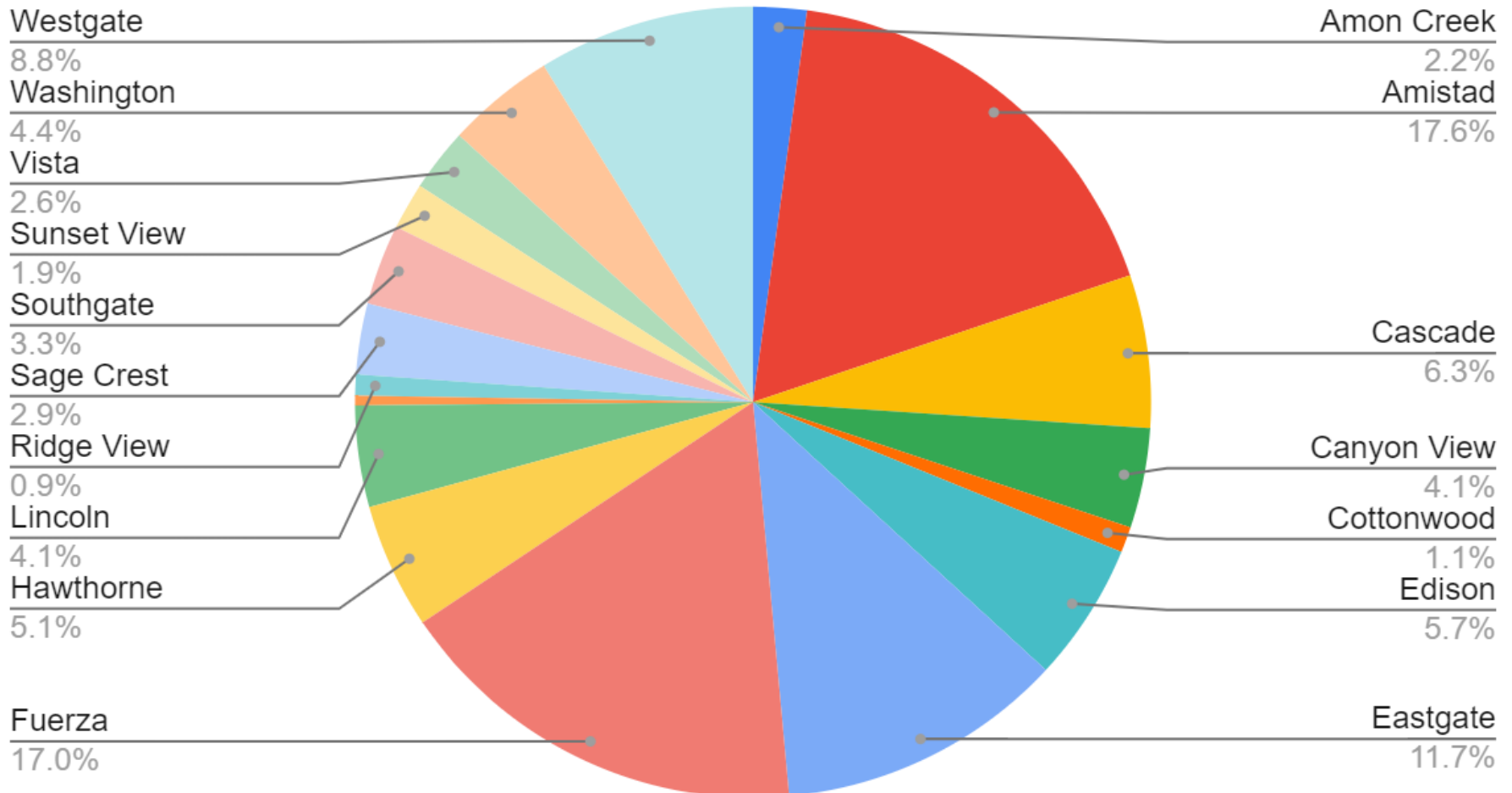
# ***Multilingual Learners in our District***

- Multilingual Learners refers to all children and youth who are, or have been, consistently exposed to multiple languages
- More than 45 languages are spoken in homes in our district
- KSD Multilingual Learners
  - Elementary: 1,810
  - Middle School: 639
  - High School: 707

**Total: 3,156**

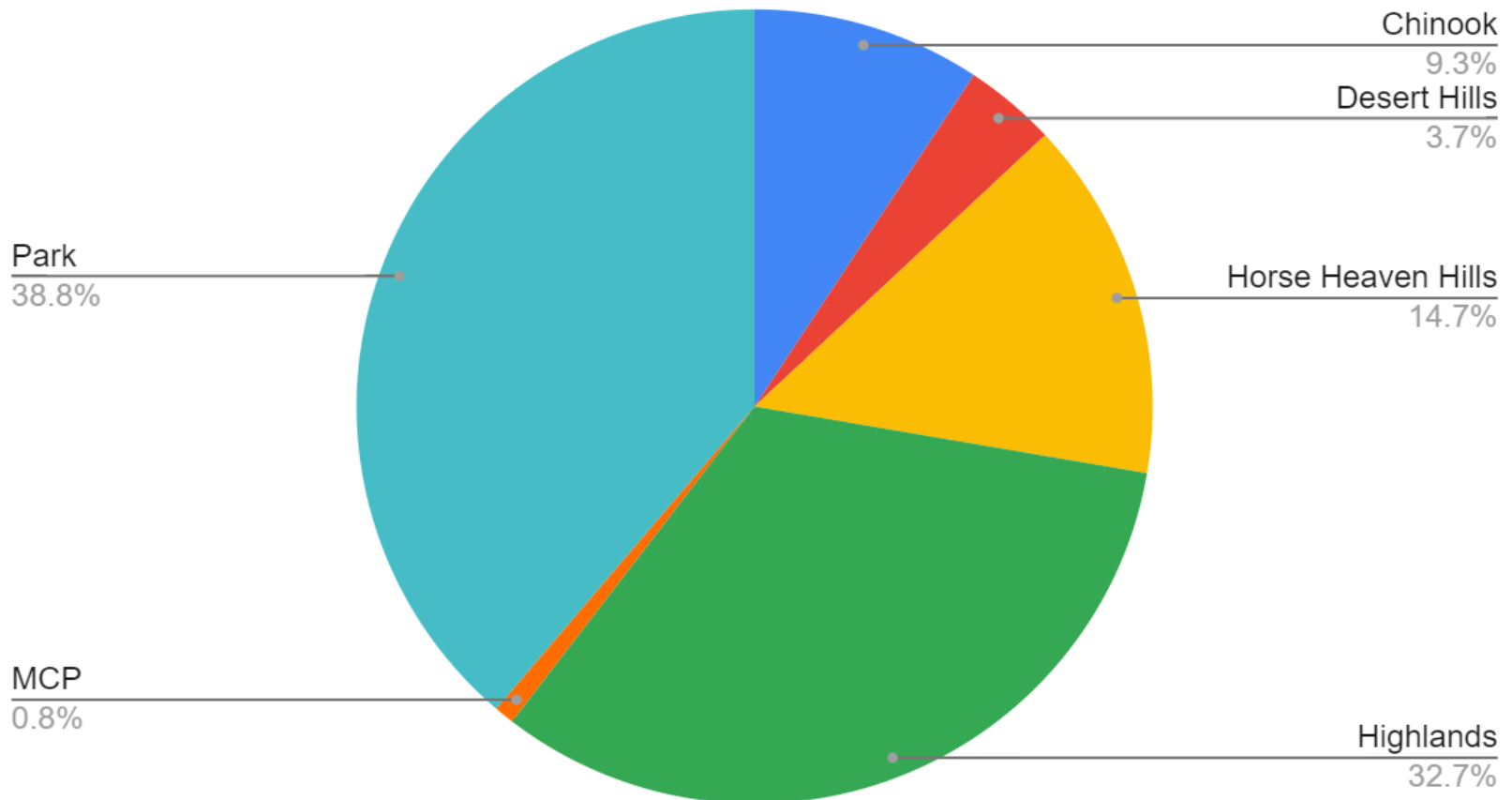
# Elementary Data: Multilingual Learners

## Percentage of MLs-Elementary



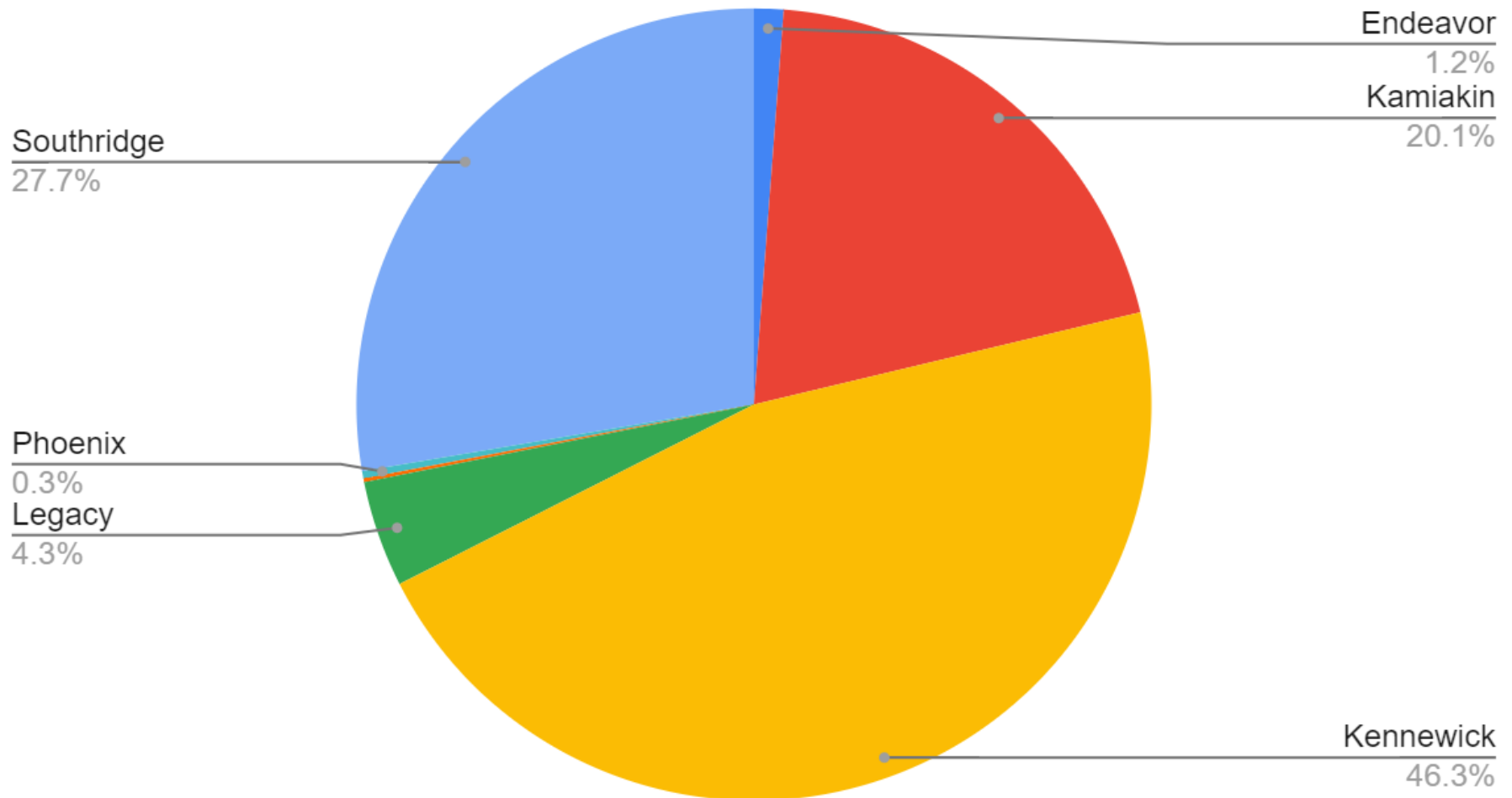
# Middle School Data: Multilingual Learners

Percentage of MLs-Middle School



# High School Data: Multilingual Learners

Percentage of MLs-High School





# Transition from ELPA to WIDA Assessment

ELPA	WIDA
10 standards	5 standards
Standards are focused on English Language Arts-related literacy	4 Standards are focused on the language of each content area: ELA, Math, Science, and Social Studies 1 Standard for social and instructional purposes
<b>One Standard</b> (Standard 7): Adapt language choices to purpose, task, and audience	<b>All standards</b> require English language learners to communicate information, ideas, and concepts necessary for <b>academic success</b> in the content areas

# English Learner Program Exit Rates

	2017-18	2018 -19	2019-20	2020-21	2021-22
<b>District</b>	11.3%	12.1%	n/a	n/a	2.4%
<b>State</b>	13.9%	14.2%	n/a	n/a	<i>Not yet released</i>

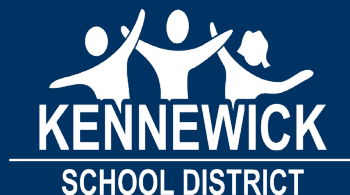




**Questions?**

# **Appendix A:**

## ***School Level Data***



# Elementary School Growth Data: Early Literacy

% of students progressing from “intensive” to “strategic” or from “strategic” to “benchmark” from fall to spring on DIBELS

Early Literacy	Grade K 18-19	Grade K 20-21	Grade K 21-22	Grade 1 18-19	Grade 1 20-21	Grade 1 21-22	Grade 2 18-19	Grade 2 20-21	Grade 2 21-22
Amistad Elementary School	50%	11%	39%	41%	11%	30%	27%	0%	38%
Amon Creek Elementary	80%	37%	83%	85%	63%	76%	46%	17%	75%
Canyon View Elementary School	60%	11%	45%	44%	33%	29%	0%	5%	57%
Cascade Elementary School	0%	14%	65%	56%	43%	33%	32%	23%	46%
Cottonwood Elementary	67%	50%	86%	85%	81%	87%	80%	14%	87%
Eastgate Elementary School	67%	14%	50%	64%	23%	34%	18%	18%	38%
Edison Elementary School - Kennewick	45%	4%	28%	31%	22%	26%	15%	13%	30%
Fuerza Elementary									
Hawthorne Elementary School - Kennewick	51%	40%	45%	63%	36%	57%	18%	8%	48%
Lincoln Elementary School	85%	30%	70%	70%	38%	55%	4%	23%	69%
Ridge View Elementary School	94%	26%	72%	65%	70%	65%	22%	32%	74%
Sage Crest Elementary	80%	38%	79%	91%	68%	86%	36%	19%	68%
Southgate Elementary School		31%	43%	73%	33%	50%	31%	0%	48%
Sunset View Elementary School	85%	36%	95%	63%	52%	71%	58%	21%	65%
Vista Elementary School	6%	28%	53%	29%	27%	76%	6%	13%	29%
Washington Elementary School	73%	23%	49%	54%	40%	38%	26%	8%	48%
Westgate Elementary School	80%	45%	75%	45%	30%	50%	15%	11%	36%

# Elementary School Level Growth Data: Reading

*% of students are making expected spring to spring growth on the MAP reading assessment*

	Grade 3 18-19	Grade 3 20-21	Grade 3 21-22	Grade 4 18-19	Grade 4 20-21	Grade 4 21-22	Grade 5 18-19	Grade 5 20-21	Grade 5 21-22
Amistad	57%	25%	32%	30%	34%	54%	37%	40%	44%
Amon Creek	67%	51%	65%	56%	59%	69%	70%	49%	62%
Canyon View	60%	31%	36%	41%	49%	70%	53%	57%	54%
Cascade	52%	46%	56%	30%	43%	47%	42%	51%	47%
Cottonwood	82%	55%	82%	61%	48%	58%	63%	43%	52%
Eastgate	68%	26%	55%	57%	37%	75%	36%	36%	42%
Edison	58%	18%	44%	29%	24%	54%	50%	38%	45%
Fuerza	72%		40%	28%		65%	51%		49%
Hawthorne	88%	31%	41%	40%	33%	52%	56%	49%	76%
Lincoln	77%	35%	75%	29%	39%	58%	62%	63%	72%
Ridgeview	64%	47%	66%	56%	41%	67%	50%	59%	60%
Sage Crest	60%	38%	52%	32%	40%	57%	54%	43%	59%
Southgate	69%	38%	60%	37%	54%	46%	43%	36%	33%
Sunset View	81%	43%	45%	41%	47%	63%	52%	42%	63%
Vista	72%	31%	44%	46%	57%	72%	52%	48%	46%
Washington	89%	29%	64%	15%	42%	47%	36%	38%	28%
Westgate	85%	31%	53%	36%	37%	57%	74%	68%	72%

# Elementary School Growth Data: Reading

% of students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA

ELA Growth SBA	Grade 5 18-19	Grade 5 20-21	Grade 5 21-22
Amistad Elementary School	12%		25%
Amon Creek Elementary			83%
Canyon View Elementary School	35%		47%
Cascade Elementary School	44%		41%
Cottonwood Elementary	45%		56%
Eastgate Elementary School	22%		32%
Edison Elementary School - Kennewick	31%		26%
Fuerza Elementary			32%
Hawthorne Elementary School - Kennewick	28%		35%
Lincoln Elementary School	23%		57%
Ridge View Elementary School	67%		57%
Sage Crest Elementary	29%		63%
Southgate Elementary School	41%		48%
Sunset View Elementary School	31%		45%
Vista Elementary School	50%		24%
Washington Elementary School	18%		30%
Westgate Elementary School	49%		60%

# Elementary School Proficiency Data: Reading

% of students are at or above the 60<sup>th</sup> percentile on the MAP reading assessment

	Grade 2 2019	Grade 2 2021	Grade 2 2022	Grade 3 2019	Grade 3 2021	Grade 3 2022	Grade 4 2019	Grade 4 2021	Grade 4 2022
<b>AM</b>	15%	12%	9%	14%	9%	7%	12%	14%	14%
<b>AC</b>	82%	60%	60%	82%	65%	68%	75%	69%	72%
<b>CV</b>	38%	36%	45%	56%	28%	29%	46%	48%	49%
<b>CA</b>	53%	29%	39%	64%	30%	33%	49%	47%	41%
<b>CW</b>	84%	59%	61%	86%	63%	75%	83%	75%	70%
<b>EG</b>	28%	34%	42%	37%	16%	30%	27%	19%	21%
<b>ED</b>	21%	17%	20%	32%	12%	19%	29%	16%	16%
<b>FZ</b>	25%		34%	47%	25%	42%	31%	36%	33%
<b>HA</b>	46%	36%	31%	54%	38%	27%	37%	26%	40%
<b>LI</b>	47%	47%	44%	76%	39%	54%	49%	39%	51%
<b>RV</b>	50%	56%	60%	70%	47%	57%	68%	41%	62%
<b>SC</b>	76%	59%	68%	73%	38%	51%	63%	40%	53%
<b>SG</b>	45%	45%	41%	47%	38%	38%	46%	54%	33%
<b>SV</b>	56%	58%	50%	70%	43%	46%	56%	47%	55%
<b>VI</b>	28%	24%	20%	60%	31%	35%	64%	57%	41%
<b>WA</b>	30%	36%	24%	72%	29%	42%	42%	42%	20%
<b>WG</b>	28%	17%	28%	48%	31%	26%	34%	37%	31%

# Elementary School Proficiency Data: Reading

*% of students meeting state standards in ELA (Level 3 or 4 on SBA)*

ELA Proficiency SBA	Grade 3 18-19	Grade 3 20-21	Grade 3 21-22	Grade 4 18-19	Grade 4 20-21	Grade 4 21-22	Grade 5 18-19	Grade 5 20-21	Grade 5 21-22
Amistad Elementary School	12%		10%	11%	17%	15%	20%	20%	19%
Amon Creek Elementary	79%		74%	82%	67%	81%	86%	70%	82%
Canyon View Elementary School	52%		29%	58%	51%	56%	57%	51%	50%
Cascade Elementary School	59%		35%	57%	38%	54%	56%	51%	48%
Cottonwood Elementary	76%		77%	85%	62%	78%	85%	74%	77%
Eastgate Elementary School	34%		32%	29%	23%	21%	39%	25%	30%
Edison Elementary School - Kennewick	25%		17%	31%	15%	18%	22%	10%	16%
Fuerza Elementary	44%		39%	38%	43%	39%	45%	33%	40%
Hawthorne Elementary School - Kennewick	47%		39%	42%	33%	48%	66%	31%	42%
Lincoln Elementary School	71%		64%	55%	48%	47%	73%	35%	44%
Ridge View Elementary School	63%		66%	70%	45%	67%	81%	60%	74%
Sage Crest Elementary	70%		62%	70%	52%	53%	73%	50%	64%
Southgate Elementary School	43%		38%	52%	37%	42%	55%	40%	43%
Sunset View Elementary School	63%		42%	60%	48%	52%	65%	52%	65%
Vista Elementary School	46%		33%	65%	53%	47%	56%	39%	40%
Washington Elementary School	44%		51%	54%	27%	40%	49%	33%	34%
Westgate Elementary School	35%		32%	42%	27%	34%	48%	27%	48%

# Elementary School Growth Data: Math

*% of students making expected spring to spring growth on the MAP math assessment*

	Grade 3 18-19	Grade 3 20-21	Grade 3 21-22	Grade 4 18-19	Grade 4 20-21	Grade 4 21-22	Grade 5 18-19	Grade 5 20-21	Grade 5 21-22
<b>AM</b>	37%	23%	34%	34%	33%	52%	33%	33%	31%
<b>AC</b>	84%	77%	83%	60%	66%	61%	64%	54%	66%
<b>CV</b>	32%	30%	51%	44%	43%	64%	59%	54%	59%
<b>CA</b>	57%	63%	65%	34%	50%	60%	29%	25%	39%
<b>CW</b>	75%	69%	72%	62%	66%	72%	51%	33%	61%
<b>EG</b>	52%	26%	53%	36%	32%	56%	10%	34%	40%
<b>ED</b>	49%	28%	39%	29%		48%	48%	34%	45%
<b>FZ</b>	58%	43%	61%	35%	37%	65%	44%	36%	63%
<b>HA</b>	81%	47%	62%	51%	42%	64%	60%	46%	79%
<b>LI</b>	74%	52%	92%	25%	42%	57%	46%	53%	69%
<b>RV</b>	67%	39%	75%	51%	61%	82%	38%	65%	60%
<b>SC</b>	59%	56%	73%	66%	37%	63%	46%	35%	81%
<b>SG</b>	44%	48%	53%	30%	40%	39%	46%	42%	71%
<b>SV</b>	61%	64%	54%	31%	54%	34%	33%	54%	57%
<b>VI</b>	49%	40%	55%	57%	48%	76%	56%	53%	54%
<b>WA</b>	65%	41%	61%	26%	23%	46%	36%	36%	26%
<b>WG</b>	48%	35%	78%	54%	47%	81%	72%	72%	88%



# Elementary School Growth Data: Math

*% of students progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the math SBA*

Math Growth SBA	Grade 5 18-19	Grade 5 20-21	Grade 5 21-22
Amistad Elementary School	4%		6%
Amon Creek Elementary			33%
Canyon View Elementary School	9%		16%
Cascade Elementary School	12%		11%
Cottonwood Elementary	14%		31%
Eastgate Elementary School	2%		10%
Edison Elementary School - Kennewick	12%		13%
Fuerza Elementary			25%
Hawthorne Elementary School - Kennewick	16%		50%
Lincoln Elementary School	8%		45%
Ridge View Elementary School	0%		41%
Sage Crest Elementary	10%		37%
Southgate Elementary School	15%		19%
Sunset View Elementary School	18%		18%
Vista Elementary School	27%		20%
Washington Elementary School	17%		9%
Westgate Elementary School	15%		44%

# Elementary School Proficiency Data: Math

% of students are at/above the 70<sup>th</sup> percentile on the MAP math assessment

	Grade 2 2019	Grade 2 2021	Grade 2 2022	Grade 3 2019	Grade 3 2021	Grade 3 2022	Grade 4 2019	Grade 4 2021	Grade 4 2022
<b>AM</b>	8%	3%	2%	4%	1%	4%	3%	2%	5%
<b>AC</b>	65%	43%	48%	68%	51%	59%	53%	41%	43%
<b>CV</b>	22%	23%	25%	24%	7%	11%	19%	18%	19%
<b>CA</b>	28%	13%	30%	45%	21%	16%	23%	17%	22%
<b>CW</b>	47%	39%	53%	68%	49%	51%	57%	46%	50%
<b>EG</b>	3%	10%	9%	16%	3%	4%	4%	0%	8%
<b>ED</b>	8%	2%	6%	11%	0%	3%	3%	5%	0%
<b>FZ</b>	6%	11%	10%	18%	13%	16%	10%	8%	21%
<b>HA</b>	30%	6%	29%	19%	12%	21%	12%	16%	17%
<b>LI</b>	40%	18%	35%	43%	21%	48%	23%	10%	31%
<b>RV</b>	30%	44%	54%	34%	30%	45%	43%	29%	45%
<b>SC</b>	59%	35%	52%	41%	27%	39%	33%	22%	31%
<b>SG</b>	35%	29%	25%	27%	29%	27%	15%	13%	20%
<b>SV</b>	39%	19%	39%	41%	25%	24%	27%	30%	18%
<b>VI</b>	20%	5%	12%	33%	18%	29%	37%	33%	32%
<b>WA</b>	8%	4%	4%	8%	10%	7%	8%	4%	10%
<b>WG</b>	9%	5%	21%	16%	9%	17%	18%	4%	16%

# Elementary School Proficiency Data: Math

*% of students are meeting state standards in Math (Level 3 or 4 on SBA)*

Math Proficiency SBA	Grade 3 18-19	Grade 3 20-21	Grade 3 21-22	Grade 4 18-19	Grade 4 20-21	Grade 4 21-22	Grade 5 18-19	Grade 5 20-21	Grade 5 21-22
Amistad Elementary School	14%		8%	8%	8%	12%	8%	9%	8%
Amon Creek Elementary	89%		73%	71%	53%	63%	68%	53%	53%
Canyon View Elementary School	46%		28%	44%	34%	40%	39%	35%	34%
Cascade Elementary School	61%		38%	44%	29%	40%	36%	30%	27%
Cottonwood Elementary	77%		67%	76%	59%	82%	67%	58%	60%
Eastgate Elementary School	48%		27%	19%	18%	22%	13%	8%	12%
Edison Elementary School - Kennewick	30%		19%	22%	6%	8%	9%	10%	9%
Fuerza Elementary	50%		37%	30%	35%	35%	30%	18%	24%
Hawthorne Elementary School - Kennewick	53%		45%	26%	25%	28%	56%	21%	37%
Lincoln Elementary School	73%		65%	38%	40%	44%	58%	22%	38%
Ridge View Elementary School	64%		68%	68%	46%	57%	64%	29%	47%
Sage Crest Elementary	73%		62%	64%	40%	48%	53%	36%	46%
Southgate Elementary School	47%		51%	32%	31%	35%	37%	23%	23%
Sunset View Elementary School	45%		44%	54%	28%	40%	40%	44%	39%
Vista Elementary School	47%		35%	53%	33%	46%	44%	38%	37%
Washington Elementary School	45%		27%	41%	23%	23%	34%	10%	14%
Westgate Elementary School	34%		39%	43%	15%	34%	33%	23%	45%

# Middle School Growth Data: Reading

*% of students are making expected spring to spring growth on the MAP reading assessment*

	Grade 6 18-19	Grade 6 20-21	Grade 6 21-22	Grade 7 18-19	Grade 7 20-21	Grade 7 21-22	Grade 8 18-19	Grade 8 20-21	Grade 8 21-22
Chinook	44%	61%	61%	51%	55%	49%	58%	54%	47%
Desert Hills	62%	60%	57%	57%	62%	48%	49%	51%	52%
Highlands	37%	56%	41%	54%	57%	45%	60%	55%	40%
Horse Heaven	50%	37%	56%	49%	42%	62%	53%	40%	53%
Park	60%	57%	61%	72%	47%	55%	53%	50%	46%

# Middle School Growth Data: Reading

% of students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA

ELA Growth	Grade 6 18-19	Grade 6 20-21	Grade 6 21-22	Grade 7 18-19	Grade 7 20-21	Grade 7 21-22	Grade 8 18-19	Grade 8 20-21	Grade 8 21-22
Chinook Middle School	29%		46%	38%		44%	37%		39%
Desert Hills Middle School	34%		48%	50%		60%	22%		45%
Highlands Middle School	26%		25%	27%		23%	23%		26%
Horse Heaven Hills Middle School	35%		34%	33%		39%	31%		45%
Park Middle School	52%		27%	32%		46%	20%		39%

# ***Middle School Proficiency Data: Reading***

***% of students are meeting state standards in ELA (Level 3 or 4 on SBA)***

ELA Proficiency	Grade 6 18-19	Grade 6 20-21	Grade 6 21-22	Grade 7 18-19	Grade 7 20-21	Grade 7 21-22	Grade 8 18-19	Grade 8 20-21	Grade 8 21-22
Chinook Middle School	59%	55%	60%	63%	56%	59%	63%	54%	55%
Desert Hills Middle School	68%	58%	60%	77%	59%	71%	65%	61%	61%
Highlands Middle School	37%	32%	27%	42%	27%	30%	42%	38%	32%
Horse Heaven Hills Middle School	61%	41%	42%	56%	41%	47%	58%	37%	41%
Park Middle School	45%	27%	23%	45%	25%	39%	36%	24%	30%

# Middle School Growth Data: Math

*% of students are making expected spring to spring growth on the MAP math assessment*

	Grade 6 18-19	Grade 6 20-21	Grade 6 21-22	Grade 7 18-19	Grade 7 20-21	Grade 7 21-22	Grade 8 18-19	Grade 8 20-21	Grade 8 21-22
Chinook	21%	47%	44%	48%	43%	50%	68%	56%	44%
Desert Hills	31%	58%	52%	68%	59%	47%	69%	49%	50%
Highlands	25%	53%	52%	59%	55%	49%	57%	57%	45%
Horse Heaven	29%	53%	55%	56%	46%	70%	63%	47%	65%
Park	50%	67%	67%	72%	63%	63%	59%	56%	55%

# Middle School Growth Data: Math

*% of students progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the math SBA*

Math Growth	Grade 6 18-19	Grade 6 20-21	Grade 6 21-22	Grade 7 18-19	Grade 7 20-21	Grade 7 21-22	Grade 8 18-19	Grade 8 20-21	Grade 8 21-22
Chinook Middle School	20%		39%	15%		24%	23%		17%
Desert Hills Middle School	25%		39%	33%		23%	16%		14%
Highlands Middle School	17%		20%	22%		21%	13%		4%
Horse Heaven Hills Middle School	30%		37%	30%		31%	13%		17%
Park Middle School	51%		26%	25%		25%	16%		18%



# ***Middle School Proficiency Data: Math***

*% of students are meeting state standards in Math (Level 3 or 4 on SBA)*

Math Proficiency	Grade 6 18-19	Grade 6 20-21	Grade 6 21-22	Grade 7 18-19	Grade 7 20-21	Grade 7 21-22	Grade 8 18-19	Grade 8 20-21	Grade 8 21-22
Chinook Middle School	43%	24%	36%	42%	32%	31%	50%	41%	37%
Desert Hills Middle School	56%	37%	44%	63%	45%	43%	44%	46%	36%
Highlands Middle School	25%	14%	18%	27%	15%	18%	27%	22%	14%
Horse Heaven Hills Middle School	46%	20%	28%	47%	21%	26%	40%	25%	24%
Park Middle School	37%	13%	15%	35%	12%	23%	33%	22%	18%

# Family/Parent Involvement and Engagement Efforts

September 14, 2022



## Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



# STRATEGIC GOALS



## Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

©2021 Kennewick School District

## All families are key partners



- Respected and appreciated for their diverse strengths and backgrounds.
- Welcomed and invited to provide ideas, input and feedback.
- Engaged in helping their students be successful.

### 2022-23 Annual Objectives

#### Family Input and Feedback

- We will continue to conduct an annual family survey in multiple languages to seek input from families and identify areas of strength and needed improvement.
- We will expand opportunities for families to participate in instructional materials review processes through the new Instructional Materials Committee and related processes.

#### Family Engagement and Communication

- We will continue to provide district and school communications in families' home language.
- Schools will continue to strengthen Action Team for Partnerships (ATPs), which are committees of educators, parents and community members who meet monthly to develop plans for school, family, and community partnerships.
- Schools will continue to host annual Open Houses and annual parent-teacher conferences.
- Schools will continue to provide opportunities for parents to volunteer in the school/classrooms and host a variety of annual family and student events.
- Our "Get to Know Kennewick Schools" series of in-person and online informational sessions will continue to be developed and presented for families each year.
- We will implement a new system, Parent Square, to unify school-home communications, streamline volunteering, and simplify forms and messaging.
- We continue to organize and refine our district and school websites to provide the most up-to-date information for families and community.

# Presentation Outline

- **Annual Family Survey**
  - Highlights: Spring 2022 Results
- **Family Engagement Efforts**
  - Volunteer Data
  - Opportunities for Families
- **2022-23 Plan for “Get to Know KSD”**

# Annual Family Survey

*Highlights: Spring 2022*

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# 2021 Annual Family Survey

## Kennewick School District Family Engagement Survey

Kennewick School District is seeking input on how to better engage families in their child's learning. We invite you to complete a survey so we can better understand how informed your school keeps you on how your child is doing in school, the content they are learning, providing resources to help your child, connecting your family to community resources, and other important areas of engagement.

- Designed to help us assess areas of strength and areas for improvement
- Survey provided in English, Spanish and Arabic
- **771 responses**

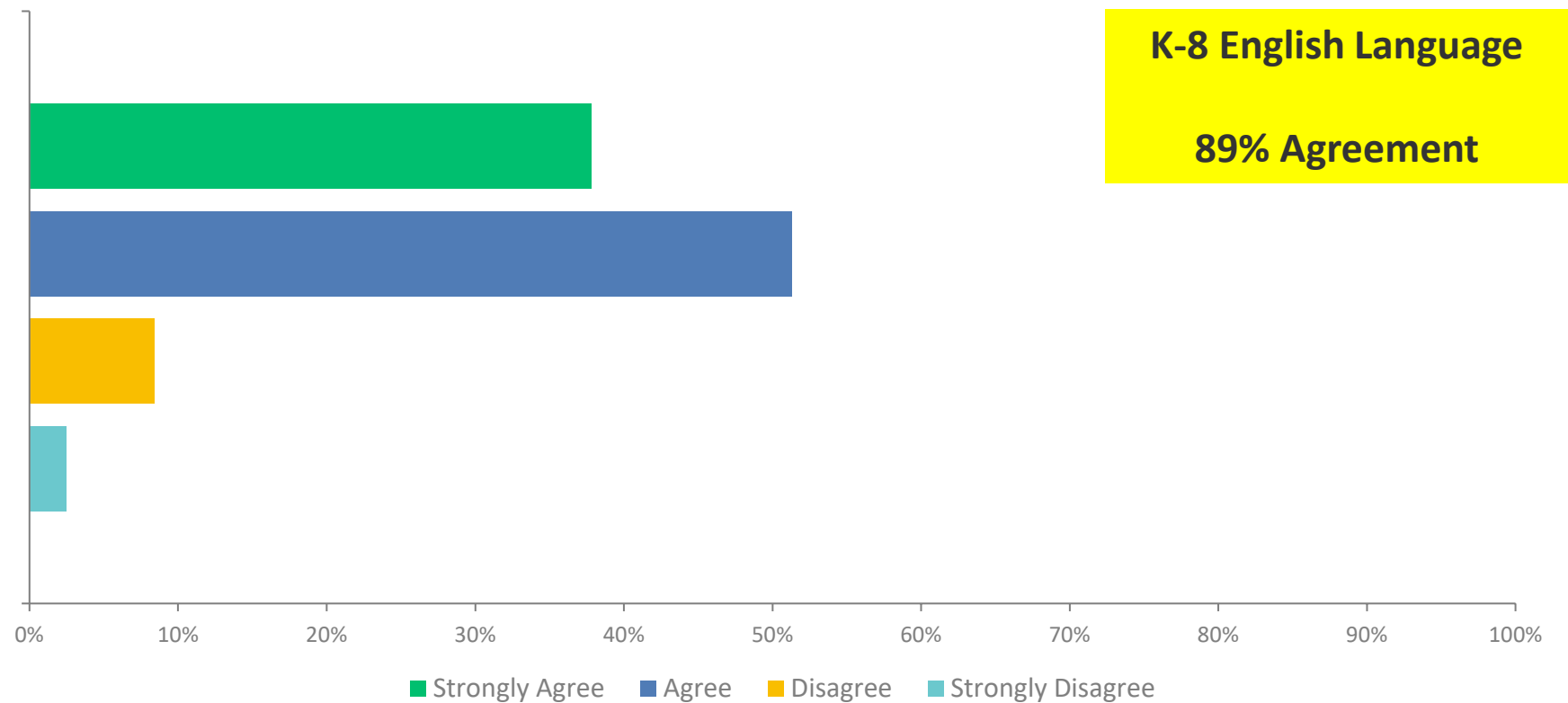
# 2022 Annual Family Survey

## Kennewick School District Family Engagement Survey

Kennewick School District is seeking input on how to better engage families in their child's learning. We invite you to complete a survey so we can better understand how informed your school keeps you on how your child is doing in school, the content they are learning, providing resources to help your child, connecting your family to community resources, and other important areas of engagement.

- Designed to help us assess areas of strength and areas for improvement
- Survey provided in English, Spanish, Burmese, Russian, Somali, Ukrainian, and Arabic
- **3,172 responses**
  - 2,563 English
  - 609 Other languages

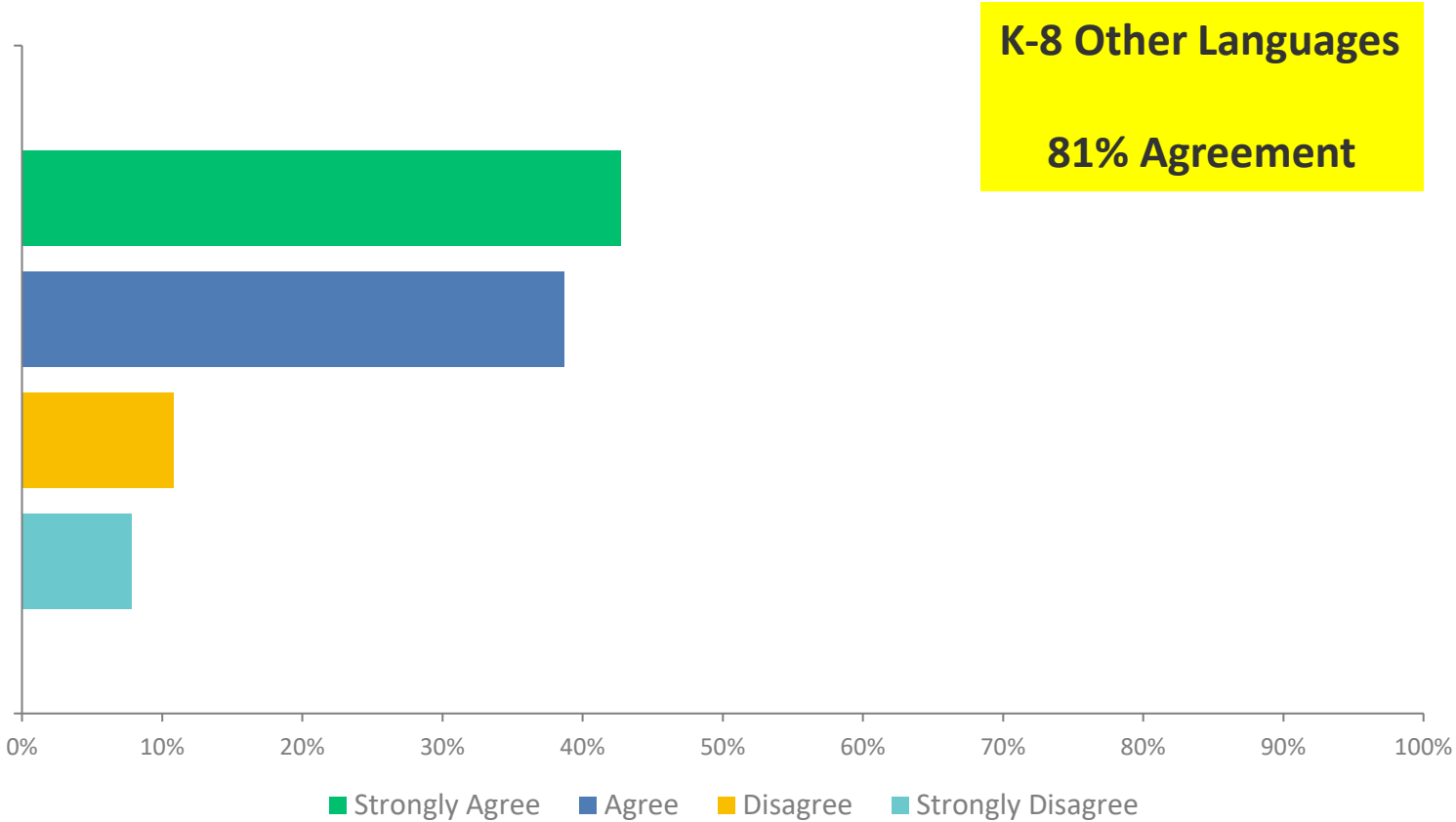
School staff (e.g., administrators, teachers, counselors) build positive relationships with families.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
37.80%	51.29%	8.41%	2.50%	1320	1.76
499	677	111	33		

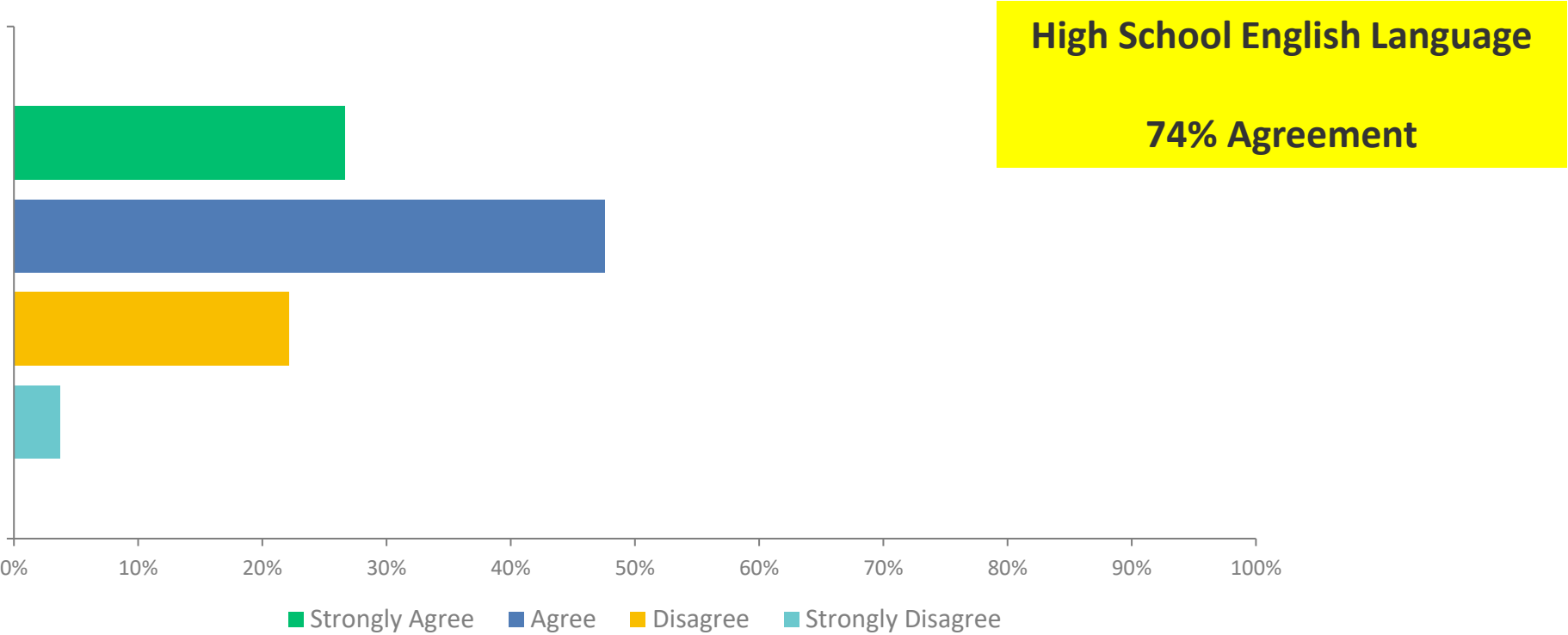


School staff (e.g., administrators, teachers, counselors) build positive relationships with families.



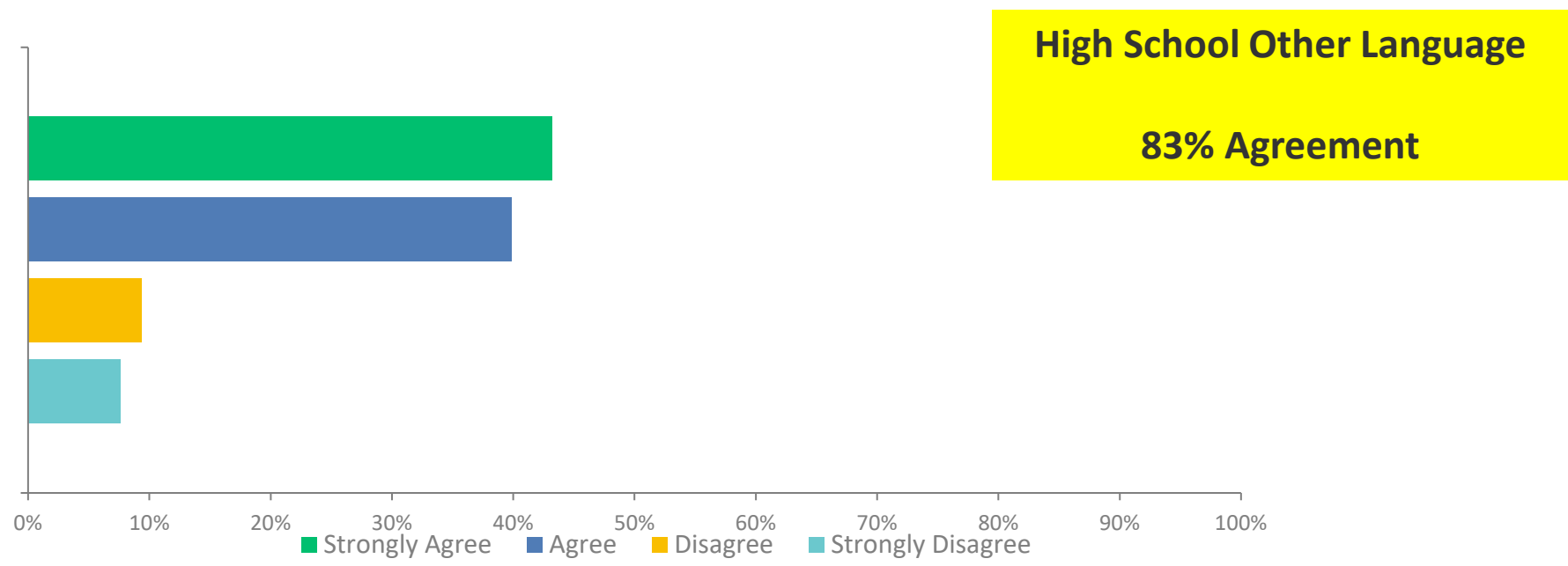
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
42.71%	38.69%	10.80%	7.79%	398	1.84
170	154	43	31		

School staff (e.g., administrators, teachers, counselors) build positive relationships with families.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
26.67%	47.54%	22.11%	3.68%	570	2.03
152	271	126	21		

School staff (e.g., administrators, teachers, counselors) build positive relationships with families.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
43.22%	39.83%	9.32%	7.63%	118	1.81
51	47	11	9		

# **Family/Parent Engagement Efforts**

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# 2021-22 Volunteer Data

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# Family Engagement Opportunities

## Volunteer In Your Student's Classroom



Our classrooms are lively places filled with learning. Join in the fun and support students by becoming a classroom volunteer.

## Join the Instructional Materials Committee



Join our new Instructional Materials Committee and help review instructional materials. The committee includes parents and guardians, staff, community members and high school students.

# Family Engagement Opportunities

## Help a Child To Read



Help a child improve their reading skills by volunteering as a Team Read tutor. Volunteers are trained and provide one-on-one tutoring to elementary students during school hours in 30-minute sessions.

[Learn more and apply today.](#)



## Join Your School's ATP or PTO

Contact your child's school to find out if there's an [Action Team for Partnerships](#) or a Parent-Teacher Organization. The groups support students and schools by putting on events, building connections and more.

# Family Engagement Opportunities

## Become a United Way Middle School Lunchtime Mentor



United Way's lunchtime mentor program is a great way to make a difference for a middle school student. The program is in place at Chinook and Park middle schools, with volunteer mentors meeting with their student once a week for 45 minutes on school grounds during the student's lunch period.

The program runs from October through May and United Way provides training. No prior mentoring experience is necessary.

[Learn more and apply today.](#)

## Support Student Activities by Becoming a Booster



Show your support and school spirit by becoming a booster. Many of our high schools have active booster groups for athletics and music. Check with individual high schools for available options.



# Get To Know KSD

*Plan for 2022-23*

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# Get To Know KSD

## 2021-22 Recap

- Transitioned to a video only series made available online and distributed through communication channels
- Topics included Curriculum, Graduation Requirements, Levy, Technology in Classrooms, Working for KSD

# Get To Know KSD

## **New for 2022-23**

- In-Person Events – Speakers with translation services
- Record sessions for those who cannot attend and distribute through communication channels



# **Get To Know KSD Sessions: 2022-23**

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**October 2022**

**Getting the Most out of School Technology Tools**

**November/December 2022**

**Family Engagement & Volunteering**

**December 2022- February 2023**

**State of the District – Goals , Progress, Highlights, Levy**



# Get To Know KSD Sessions: 2022-23

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February 2023

**Safety & Prevention**

March 2023

**Supporting the Whole Child**

April 2023

**Early Learning**

April 2023

**What it Means to be a Board Member**

The background features a series of overlapping, wavy bands in various shades of orange and brown, creating a sense of movement and depth. The colors range from a deep, dark brown at the top to a lighter, sandy beige at the bottom, with intermediate shades of burnt orange and terracotta in between.

**Questions?**

# Appendix A:

*Spring 2022 Family Survey Data*

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# Survey Results: English Language





# Table of Contents

## **English Language Results**

- Slides 25 – 48: K-8 Family Data
- Slides 49 – 72: High School Family Data
- Slides 73 – 79: 12<sup>th</sup> Grader Family Data

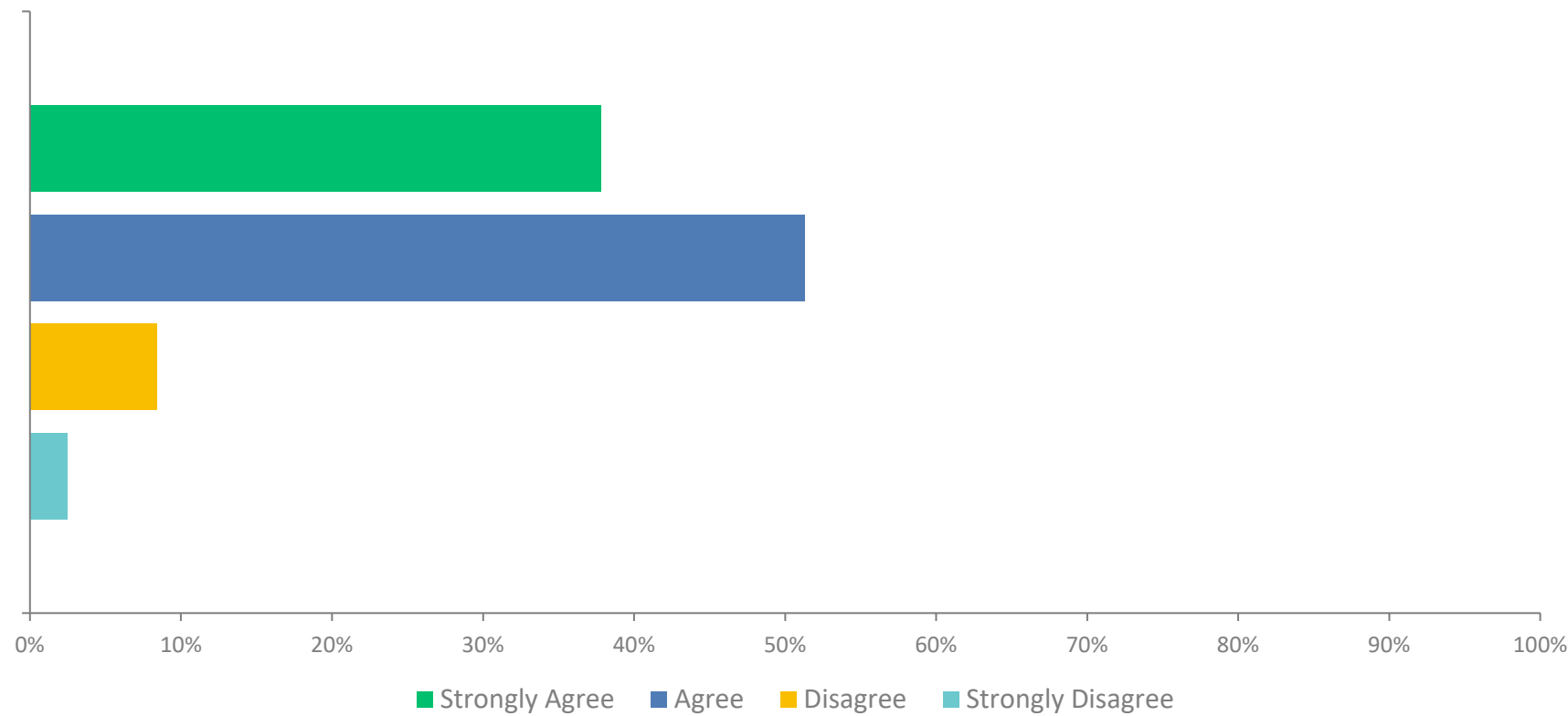
## **Other Language Results**

- Slides 80 – 103: K-8 Family Data
- Slides 104 – 127: High School Family Data
- Slides 128 – 134: 12<sup>th</sup> Grader Family Data

# K-8 Family Data

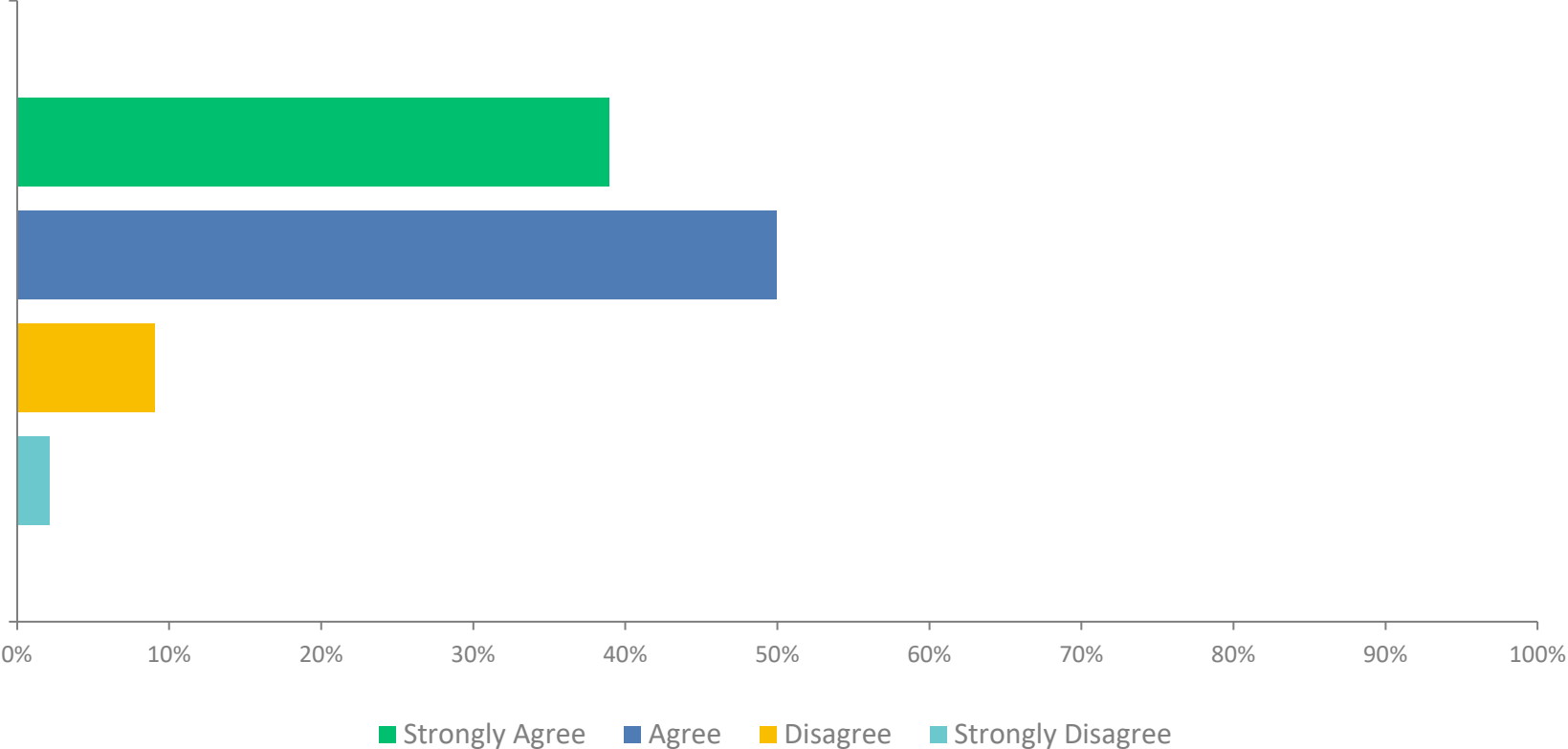


School staff (e.g., administrators, teachers, counselors) build positive relationships with families.



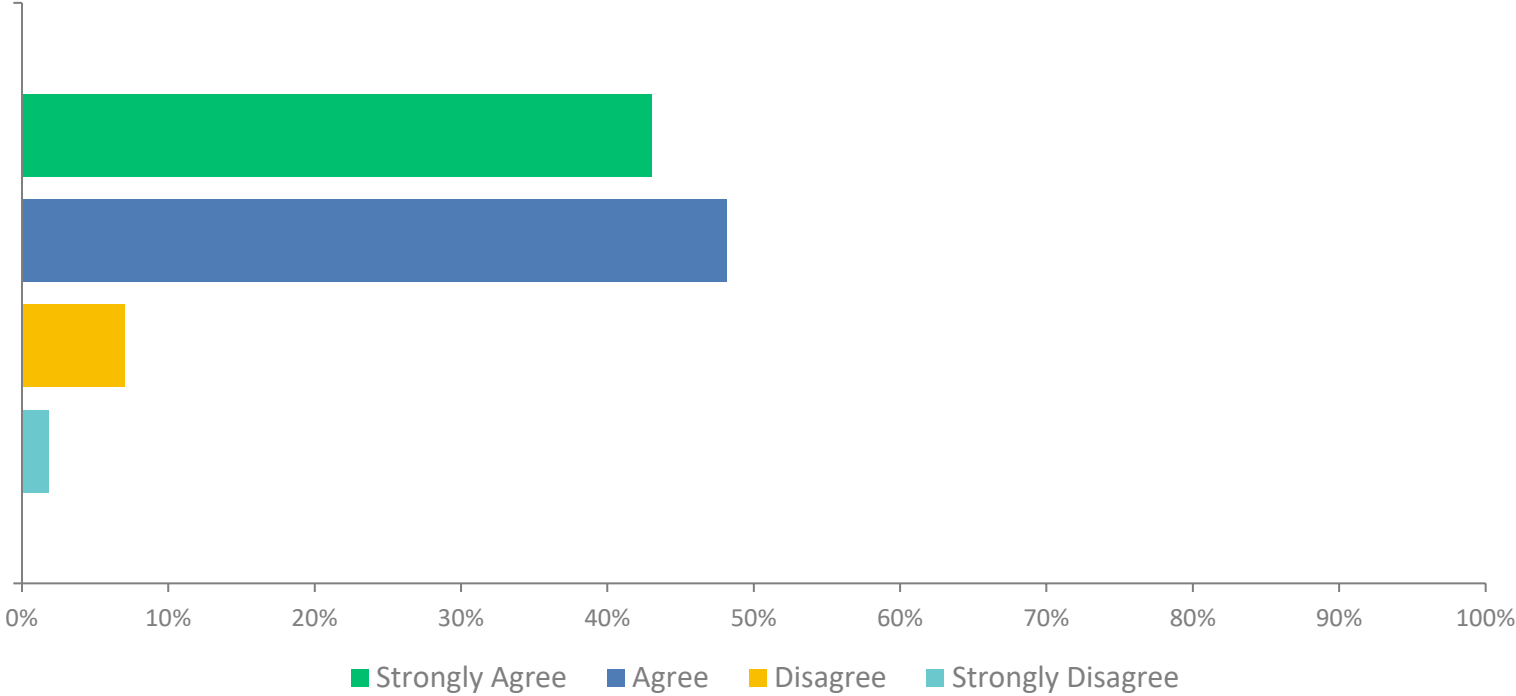
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
37.80% 499	51.29% 677	8.41% 111	2.50% 33	1320	1.76

# When I walk into my child's school, I feel welcome.



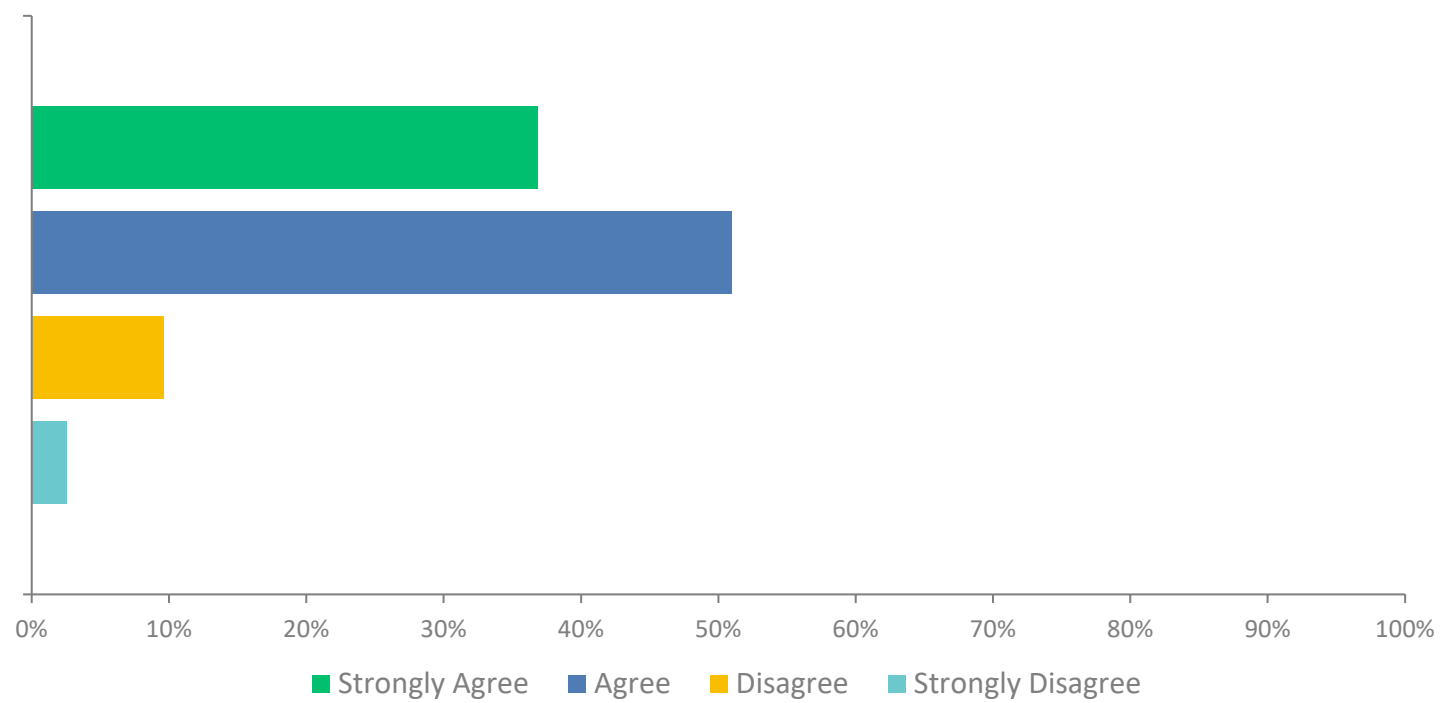
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
38.91%	49.96%	9.01%	2.12%	1321	1.74
514	660	119	28		

I am invited to participate in events (either virtual or in-person) about student learning (e.g., open house, new family orientation, back-to-school event, or literacy/math events).



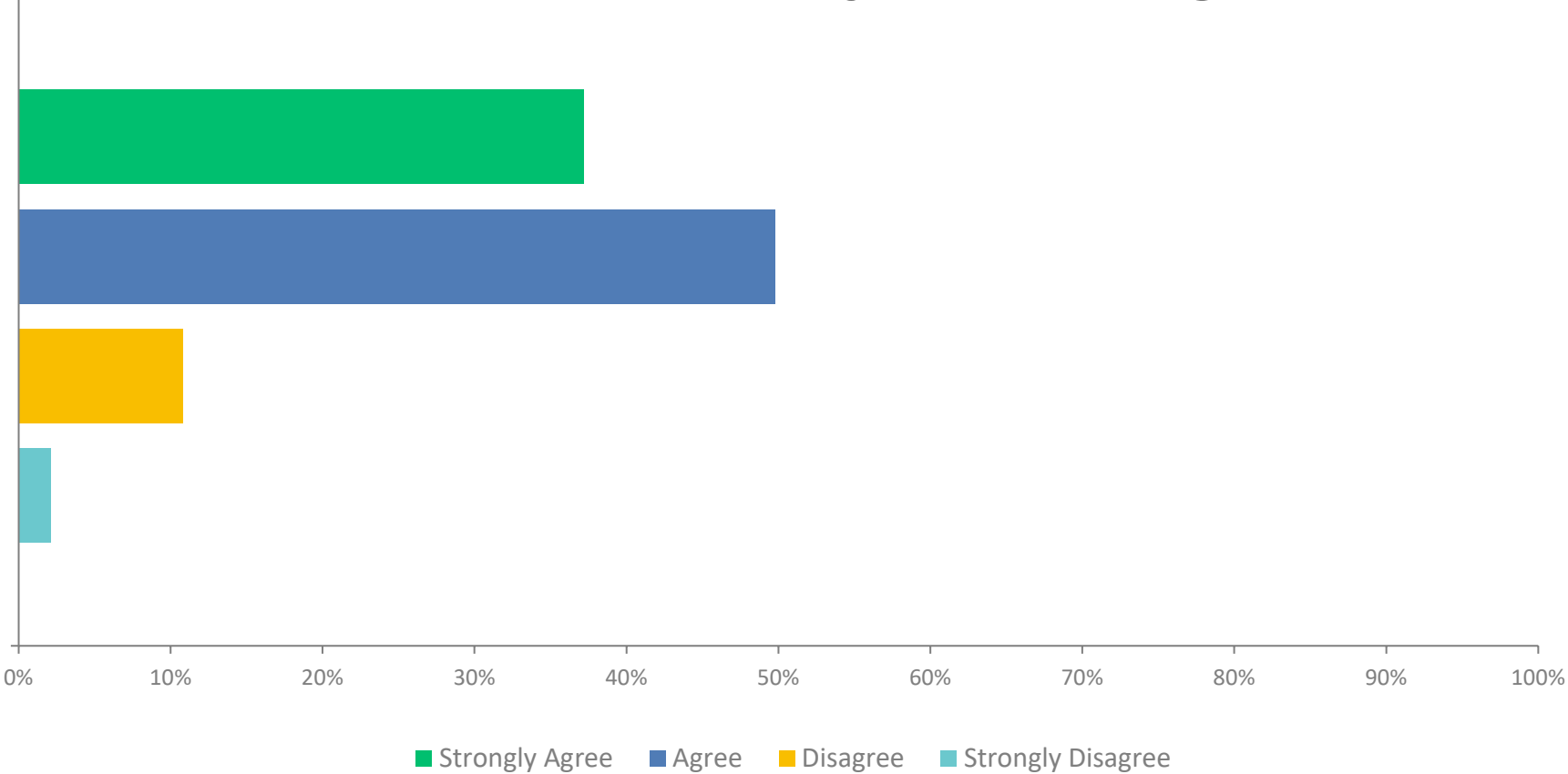
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
43.03%	48.18%	6.97%	1.82%	1320	1.68
568	636	92	24		

# School staff members listen to my concerns.



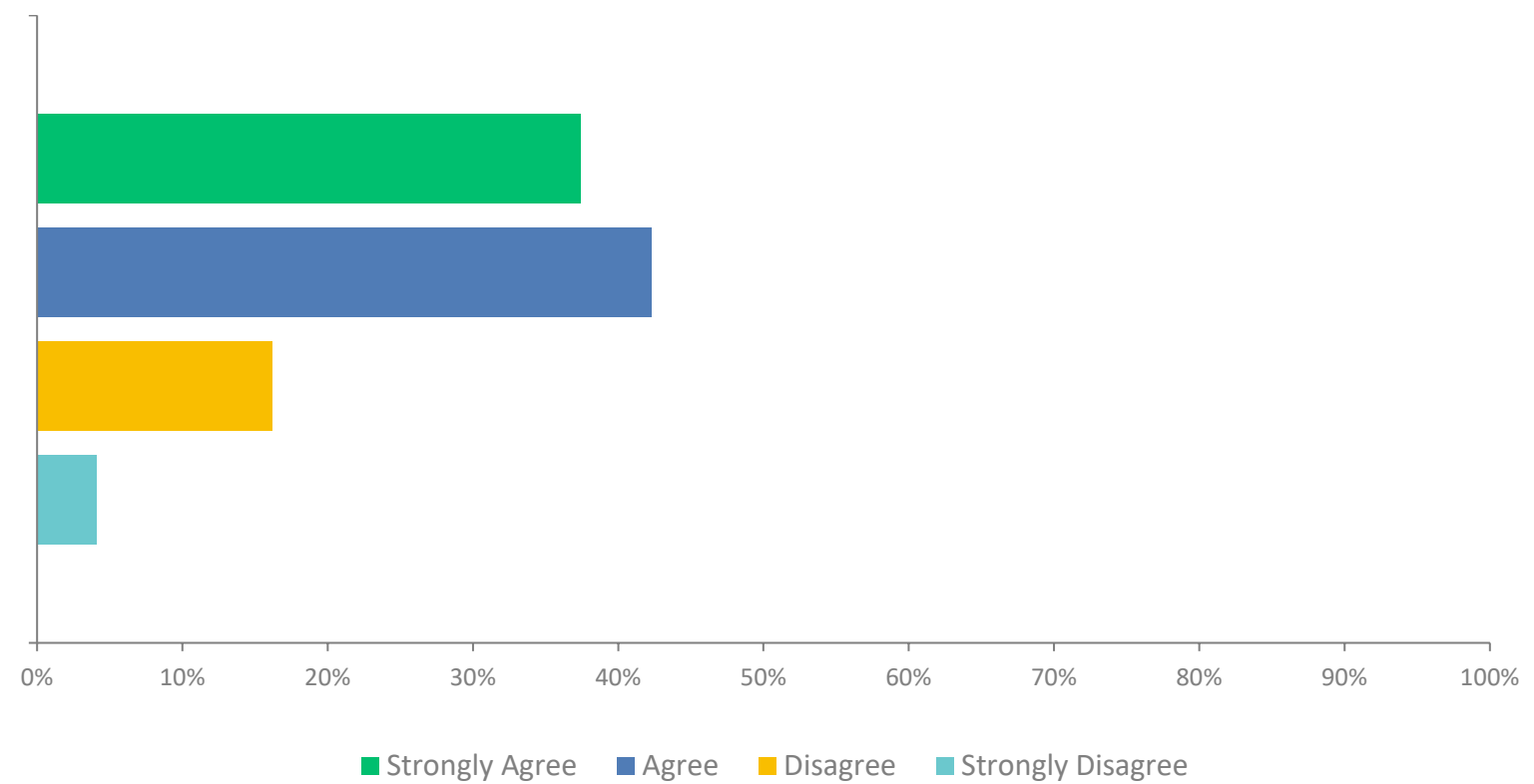
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
36.85% 482	50.99% 667	9.63% 126	2.52% 33	1308	1.78

# I'm provided understandable data on my child's progress.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
37.23%	49.81%	10.84%	2.12%	1319	1.78
491	657	143	28		

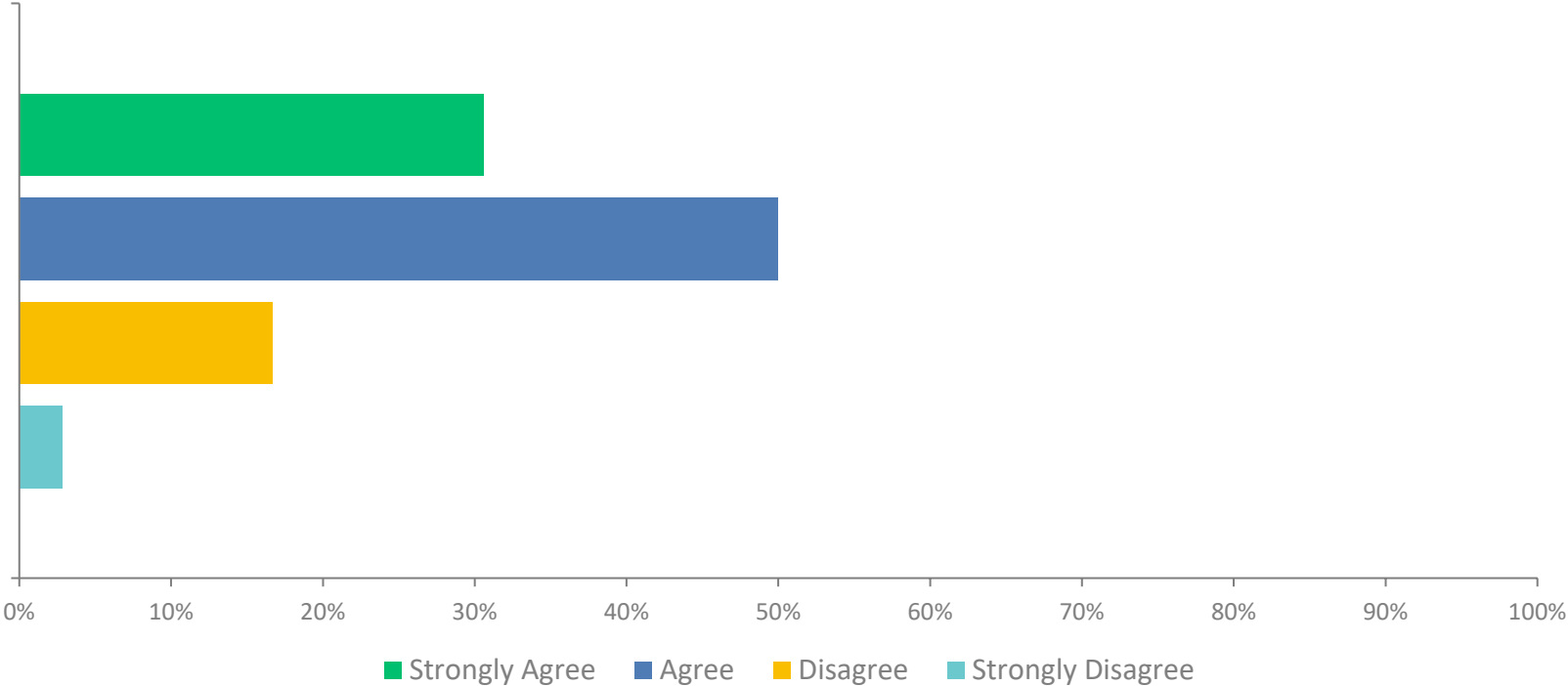
School staff members regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
37.43%	42.29%	16.17%	4.10%	1317	1.87
493	557	213	54		

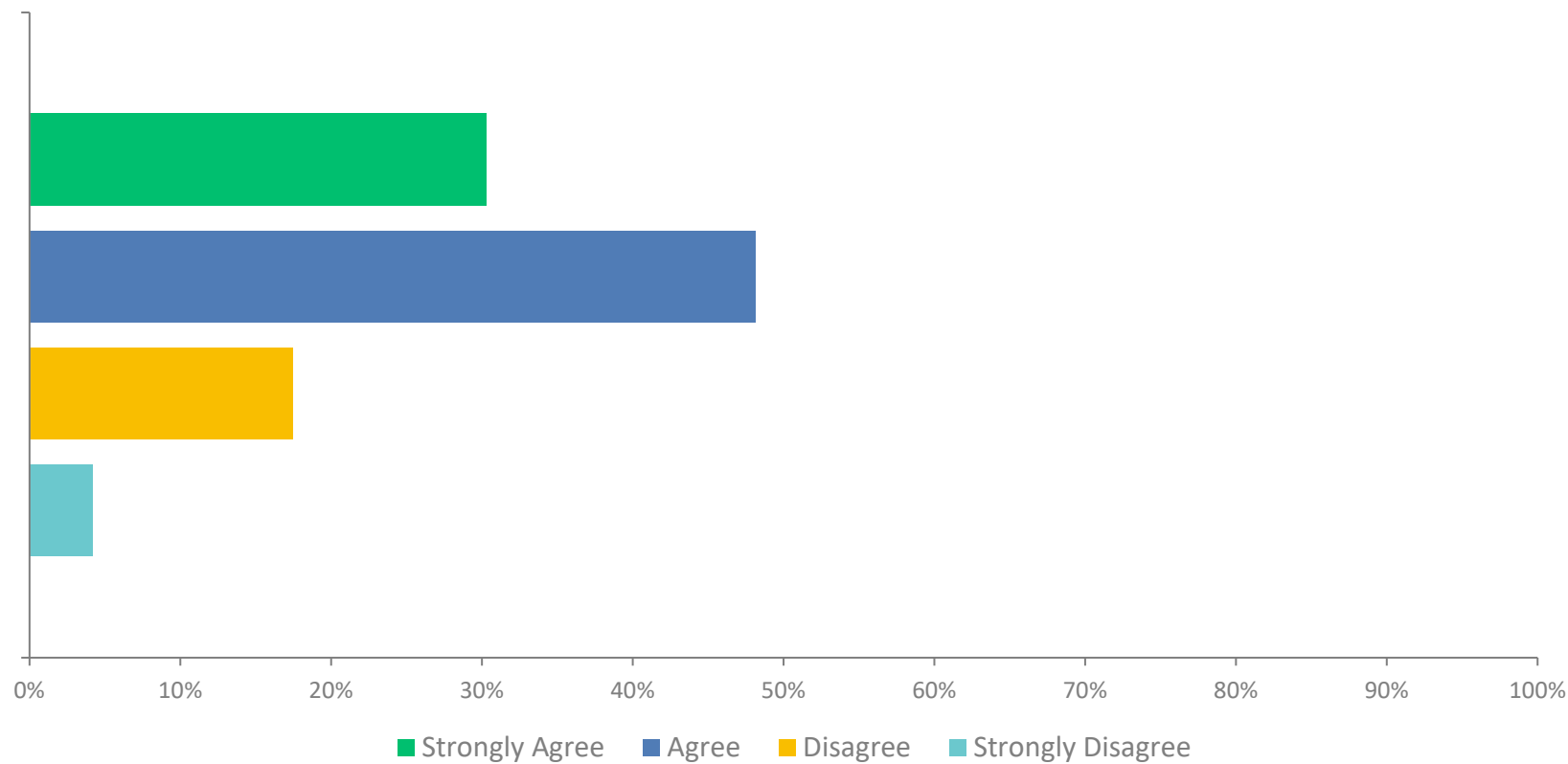


I'm provided clear information about school policies, programs and improvement efforts.



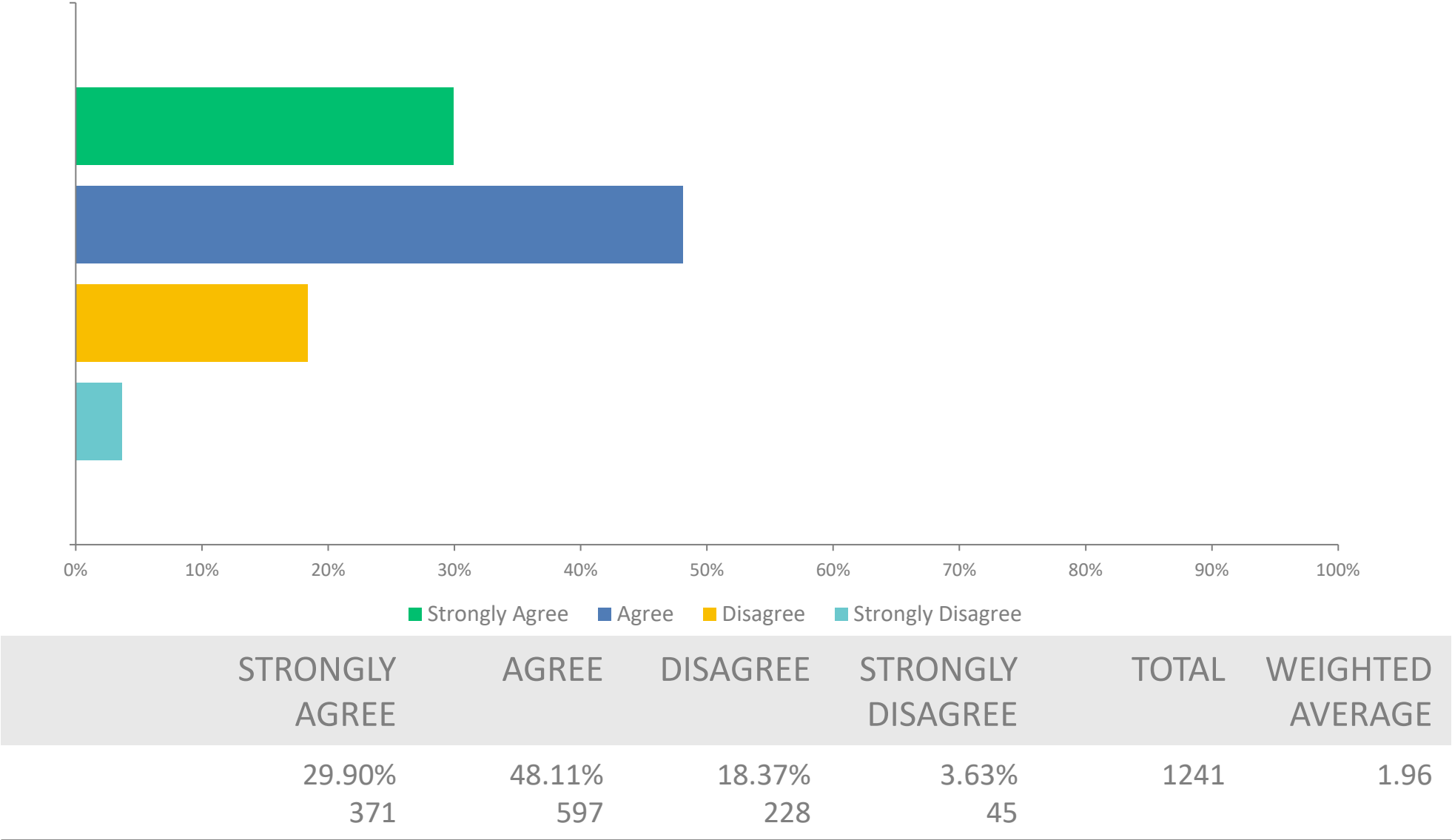
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
30.55%	50.0%	16.64%	2.81%	1316	1.92
402	658	219	37		

# School staff consult me before making important decisions about my child's education.

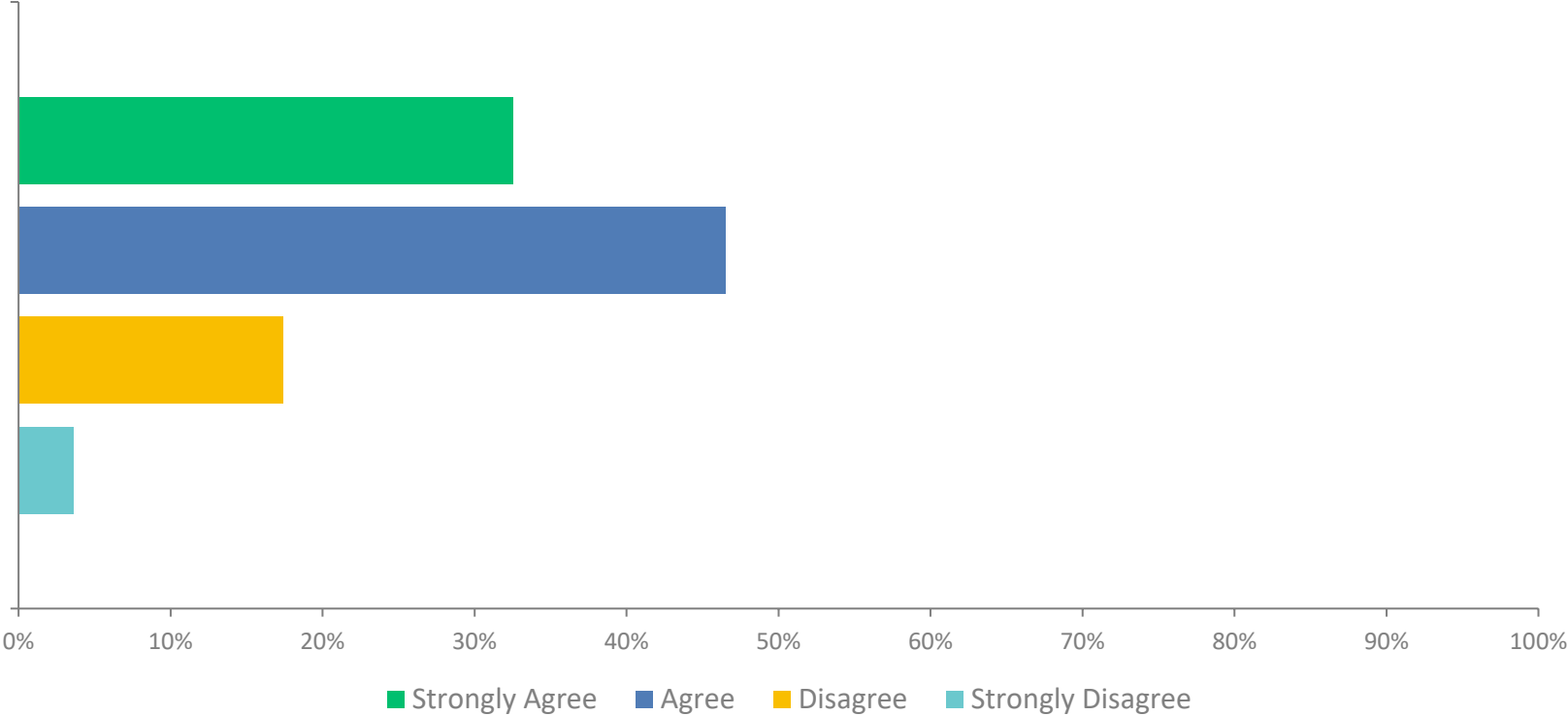


STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
30.27%	48.11%	17.45%	4.17%	1295	1.96
392	623	226	54		

# If my child receives additional classroom supports, I am provided with information about these supports

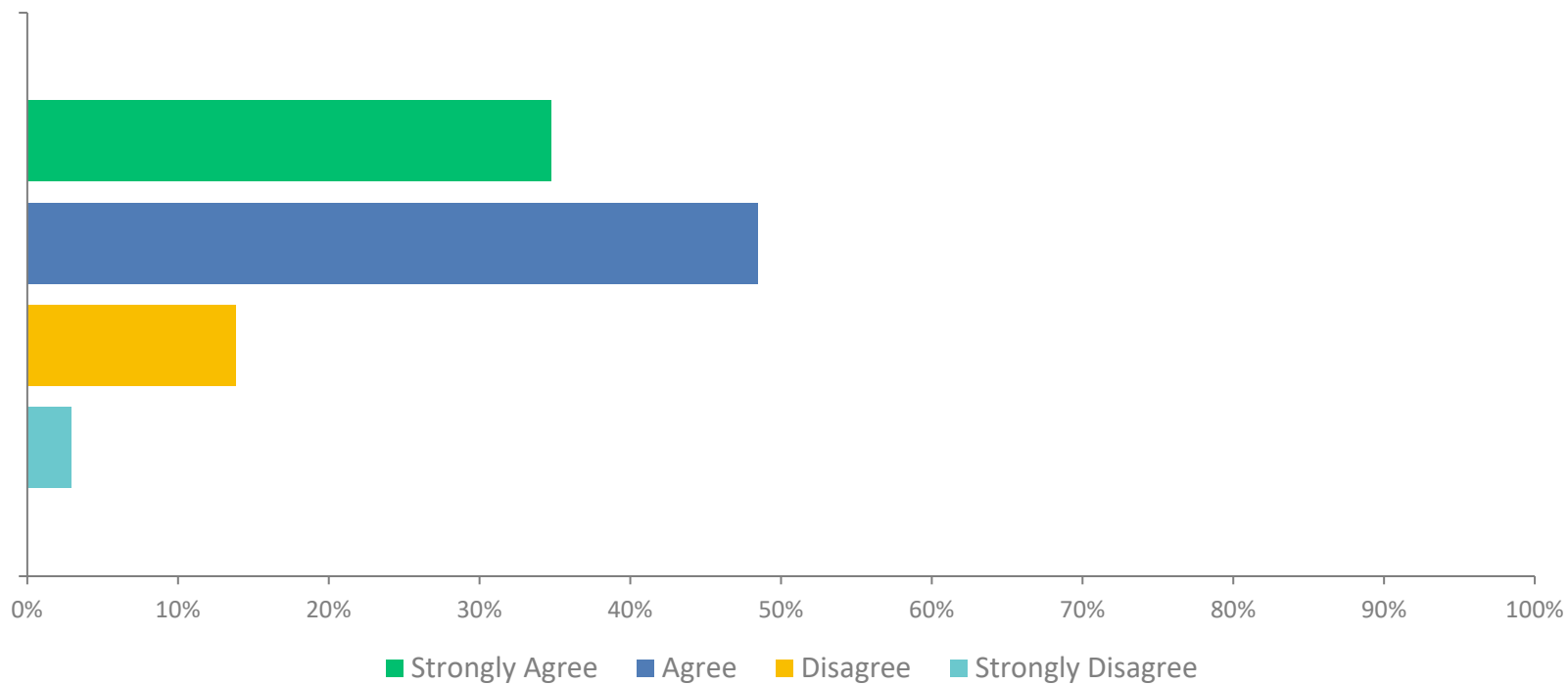


# School staff keep me well informed about how my child is doing in school.



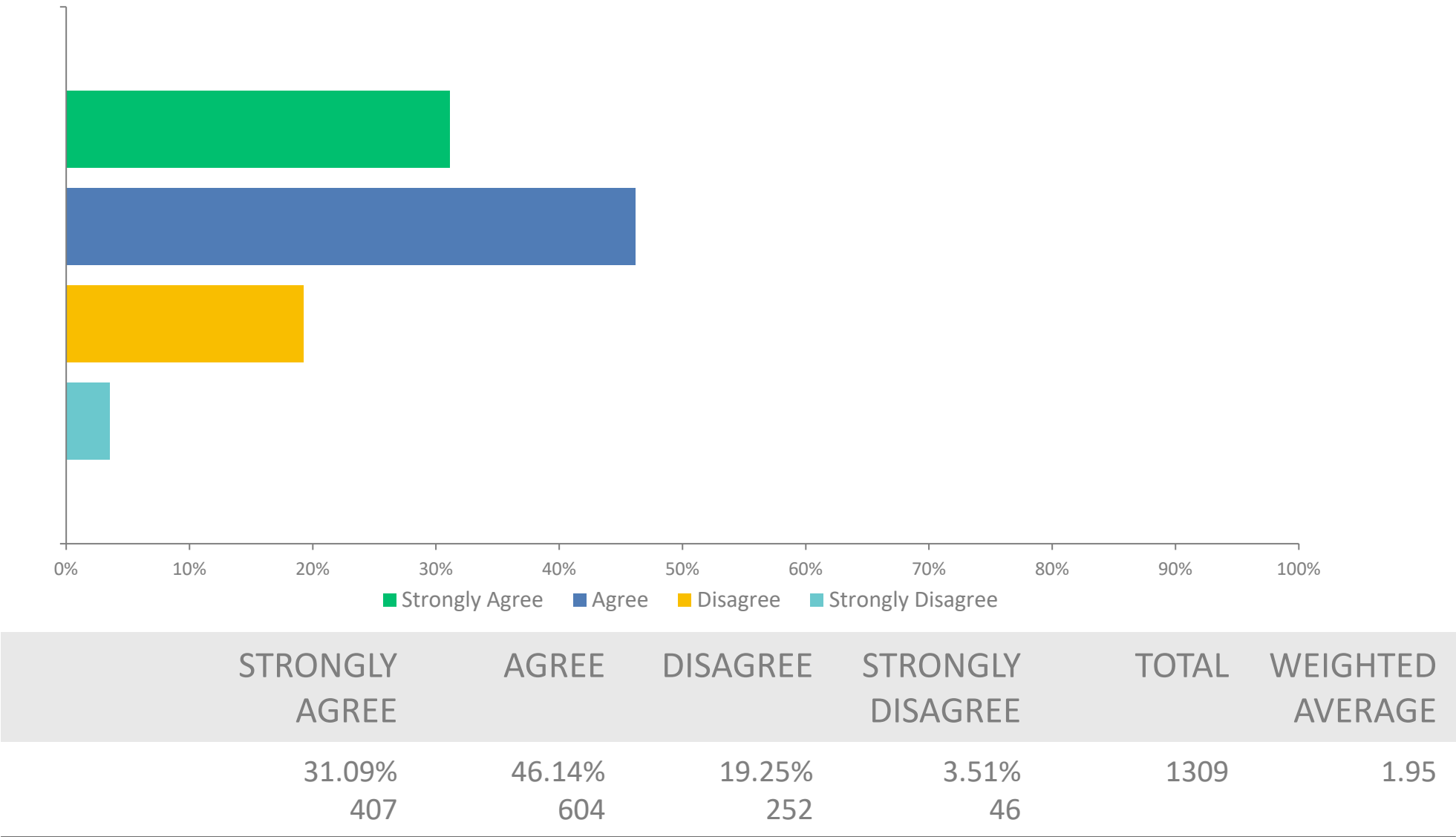
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
32.50%	46.50%	17.43%	3.58%	1314	1.92
427	611	229	47		

I have a good working relationship with school staff in which we solve problems together.

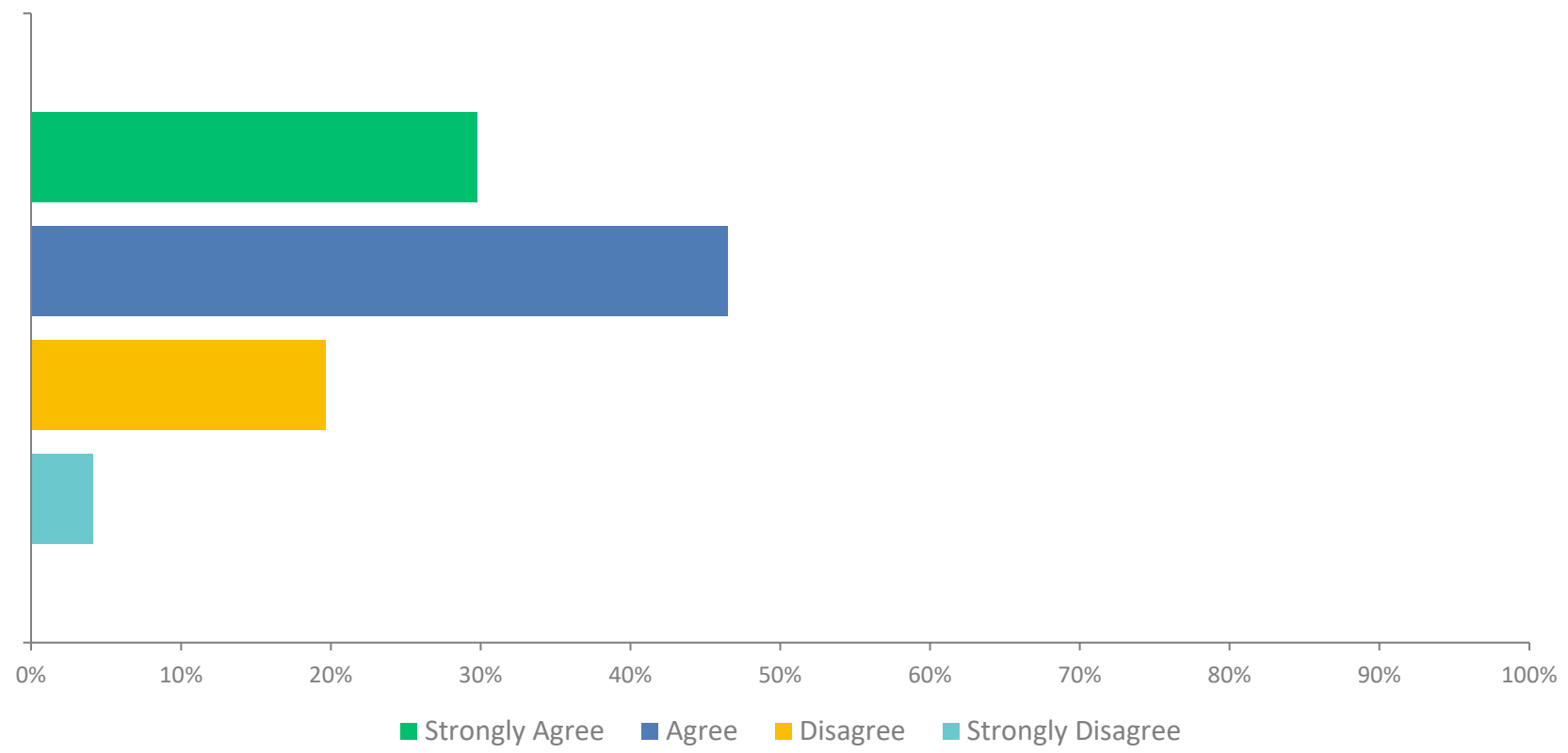


STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
34.75%	48.45%	13.85%	2.94%	1292	1.85
449	626	179	38		

# I'm provided useful information about how to support my child's learning.

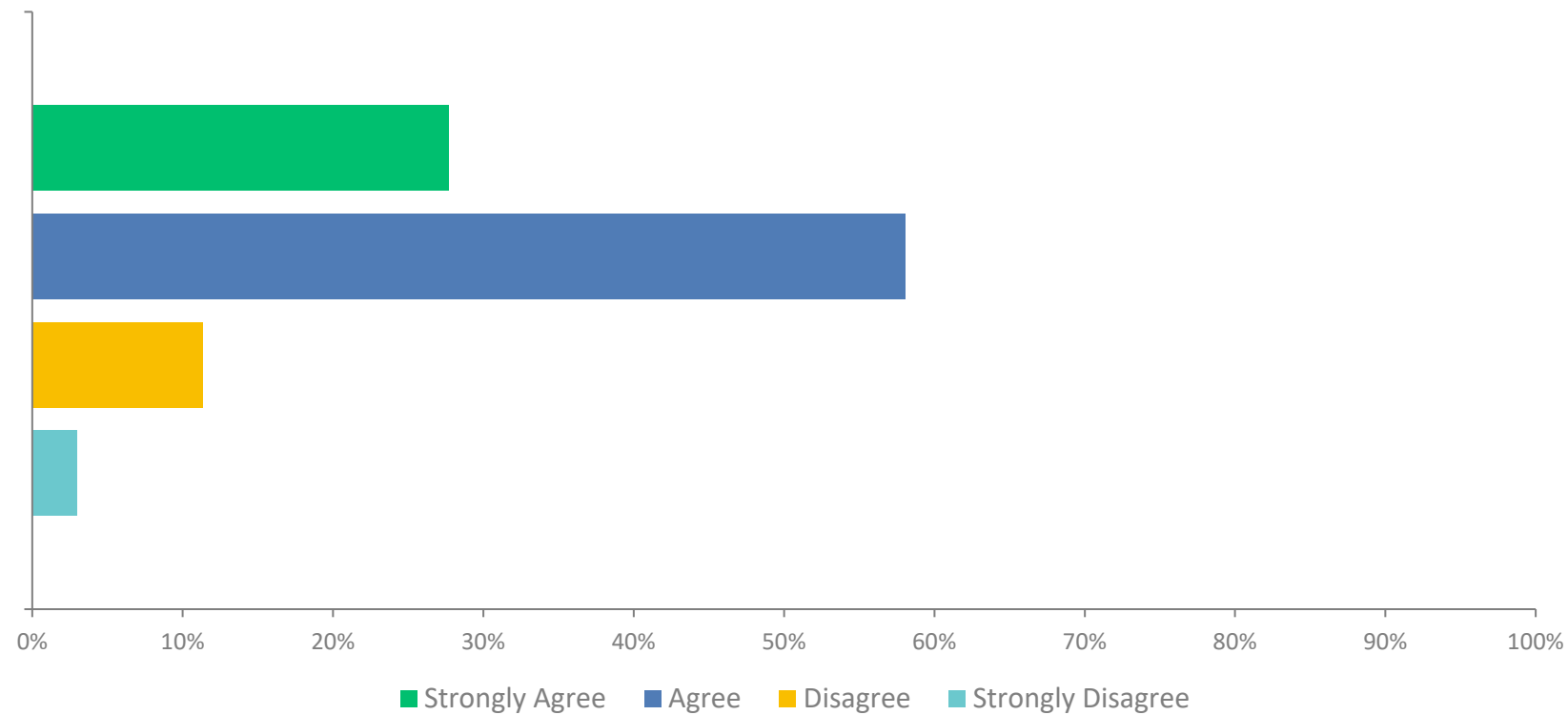


I have a good understanding of the academic content and skills my child is learning at school.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
29.76%	46.47%	19.67%	4.10%	1317	1.98
392	612	259	54		

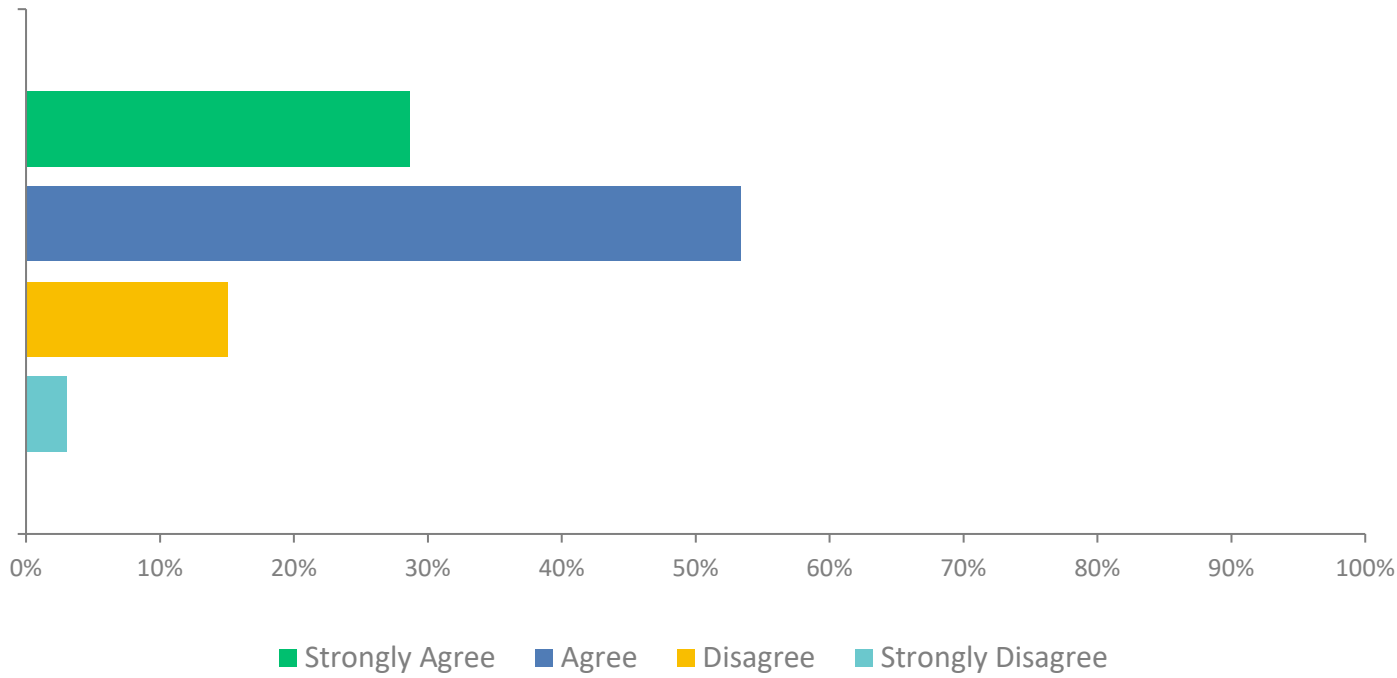
# My child is learning digital citizenship skills, including how to use technology safely, effectively, and responsibly.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
27.70%	58.03%	11.33%	2.95%	1289	1.90
357	748	146	38		

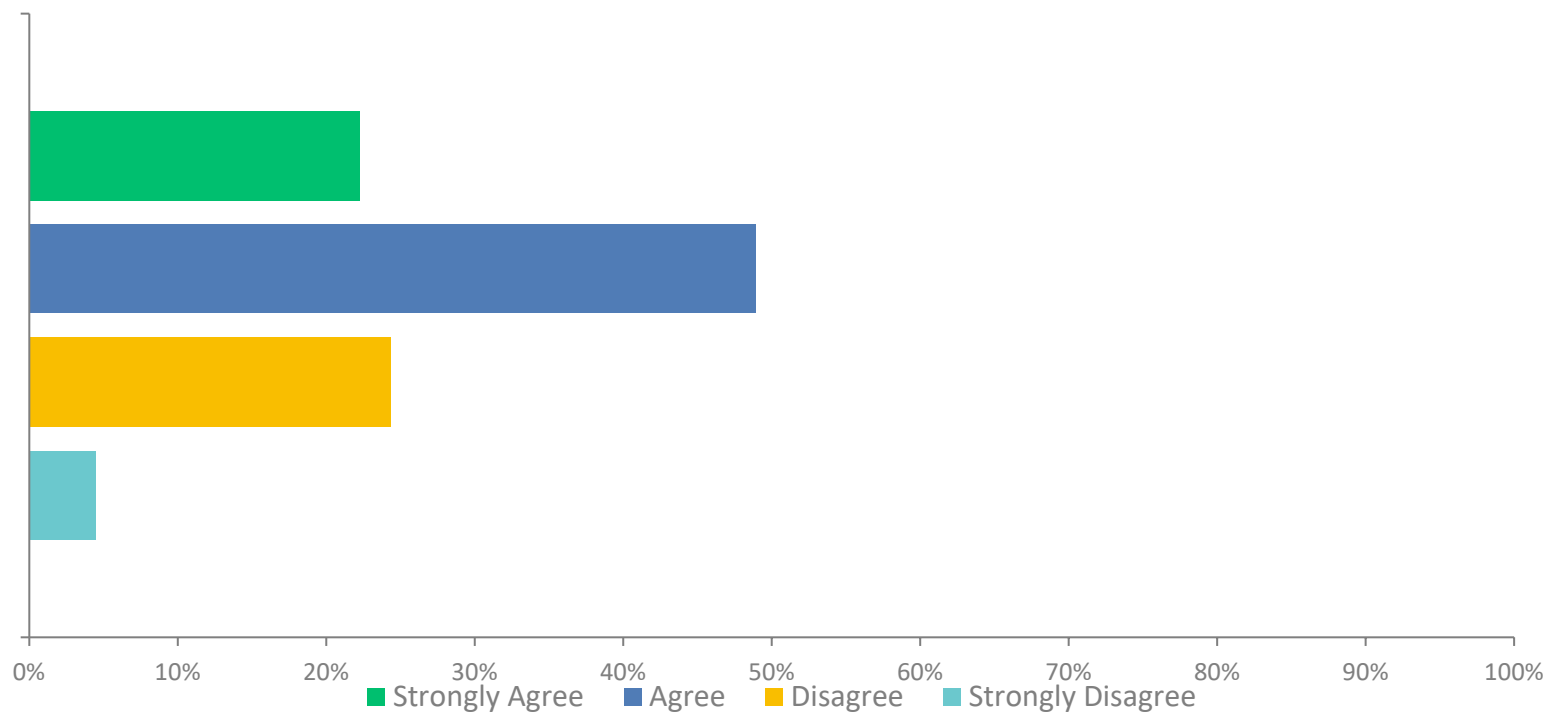


My child is learning social, life and employment skills such as critical thinking, effective communication, and conflict resolution.



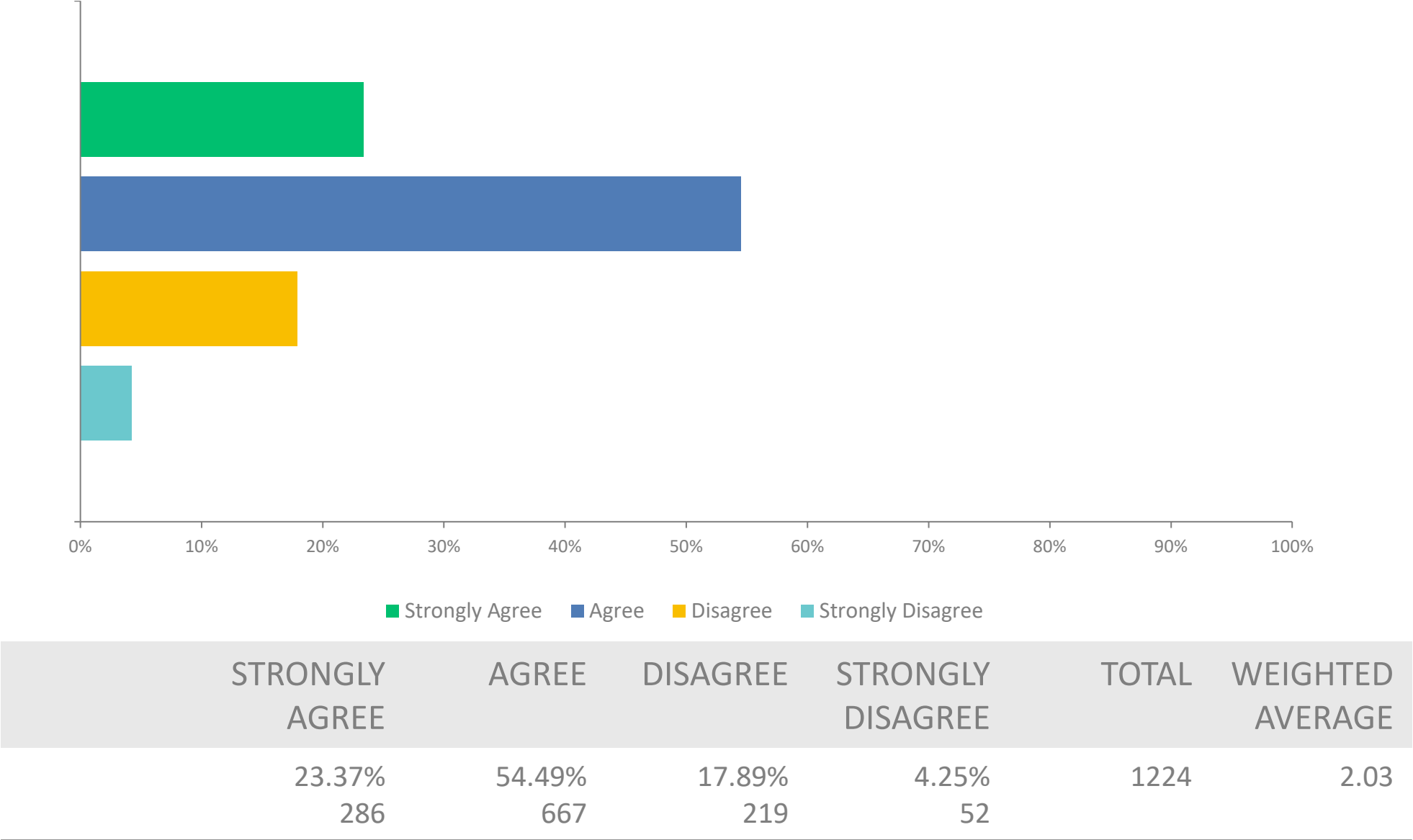
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
28.63%	53.32%	15.05%	3.01%	1296	1.92
371	691	195	39		

The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).

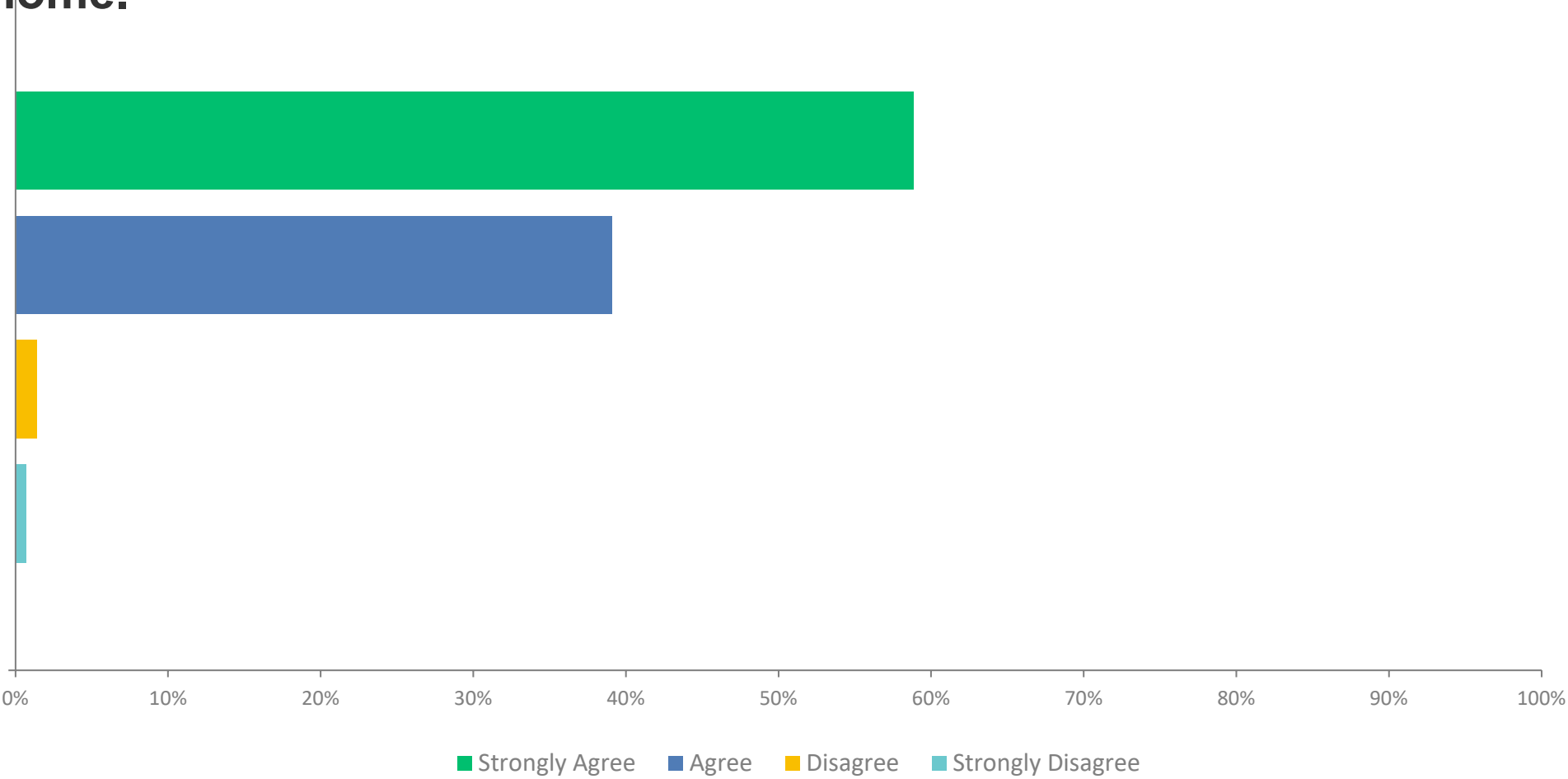


STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
22.30%	48.90%	24.33%	4.46%	1278	2.11
285	625	311	57		

# The school helps my family connect with community resources that we need.

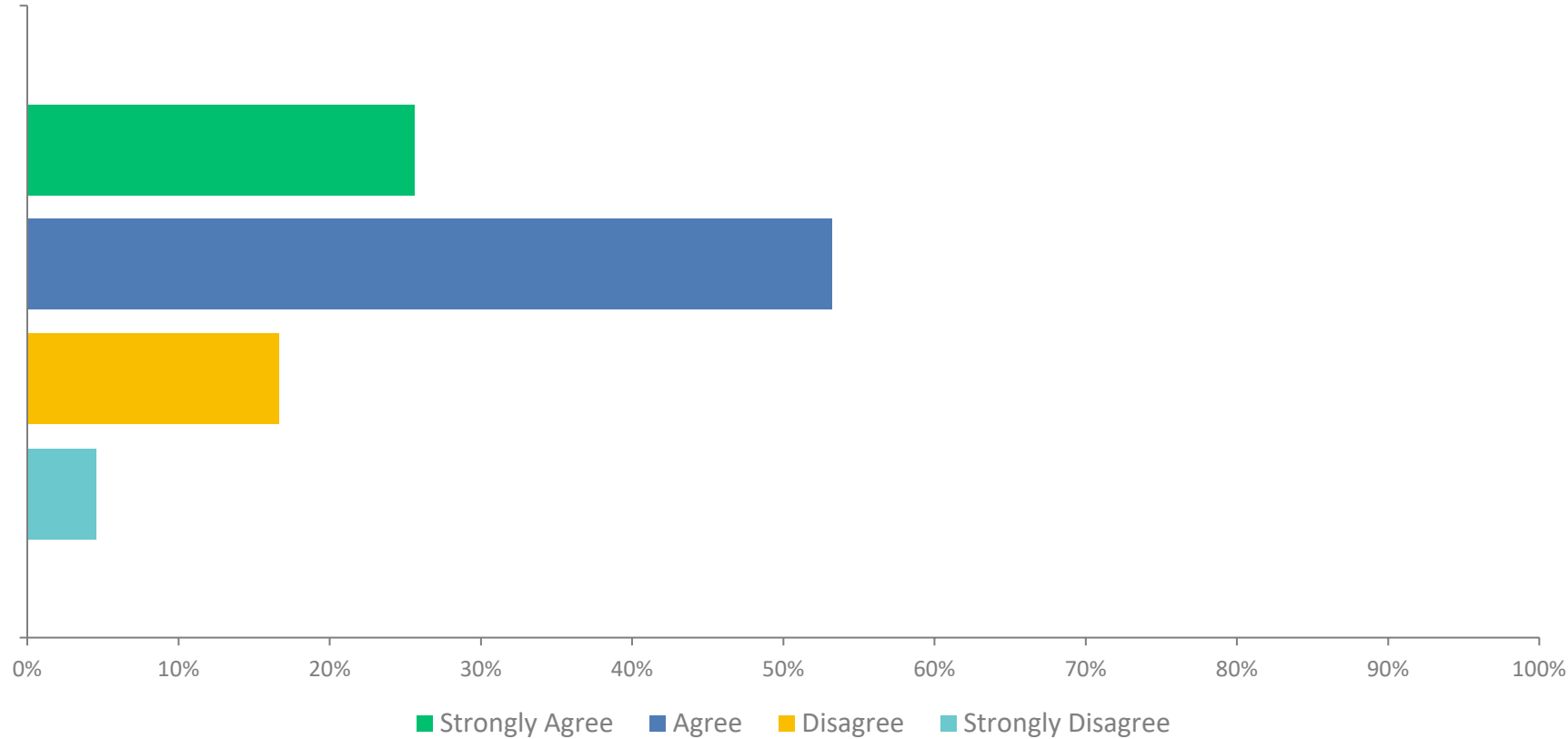


Information from my child's school is provided in the language that my family speaks at home.



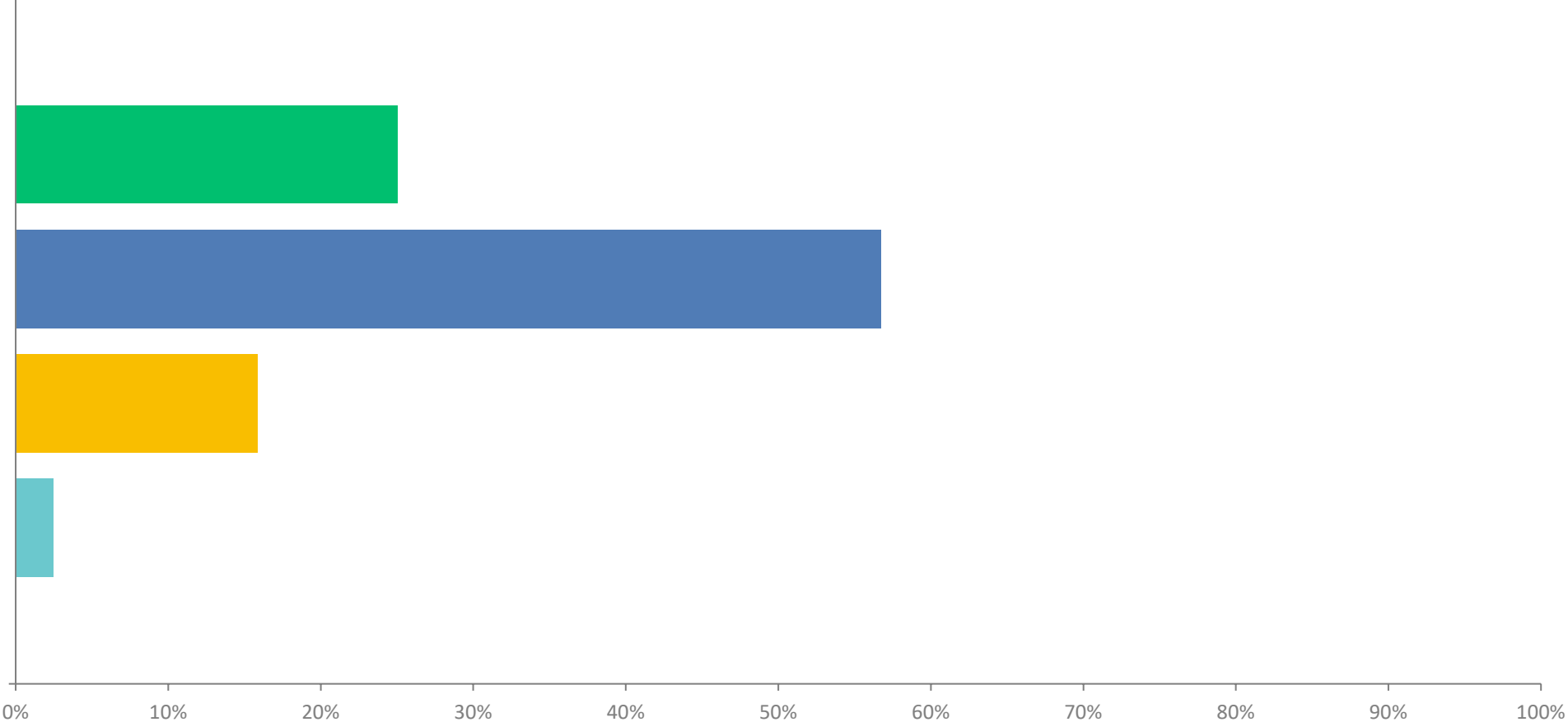
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
58.86%	39.09%	1.37%	0.68%	1315	1.44
774	514	18	9		

# I have opportunities to learn about and provide input on district and school programs.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
25.60%	53.20%	16.65%	4.55%	1297	2.00
332	690	216	59		

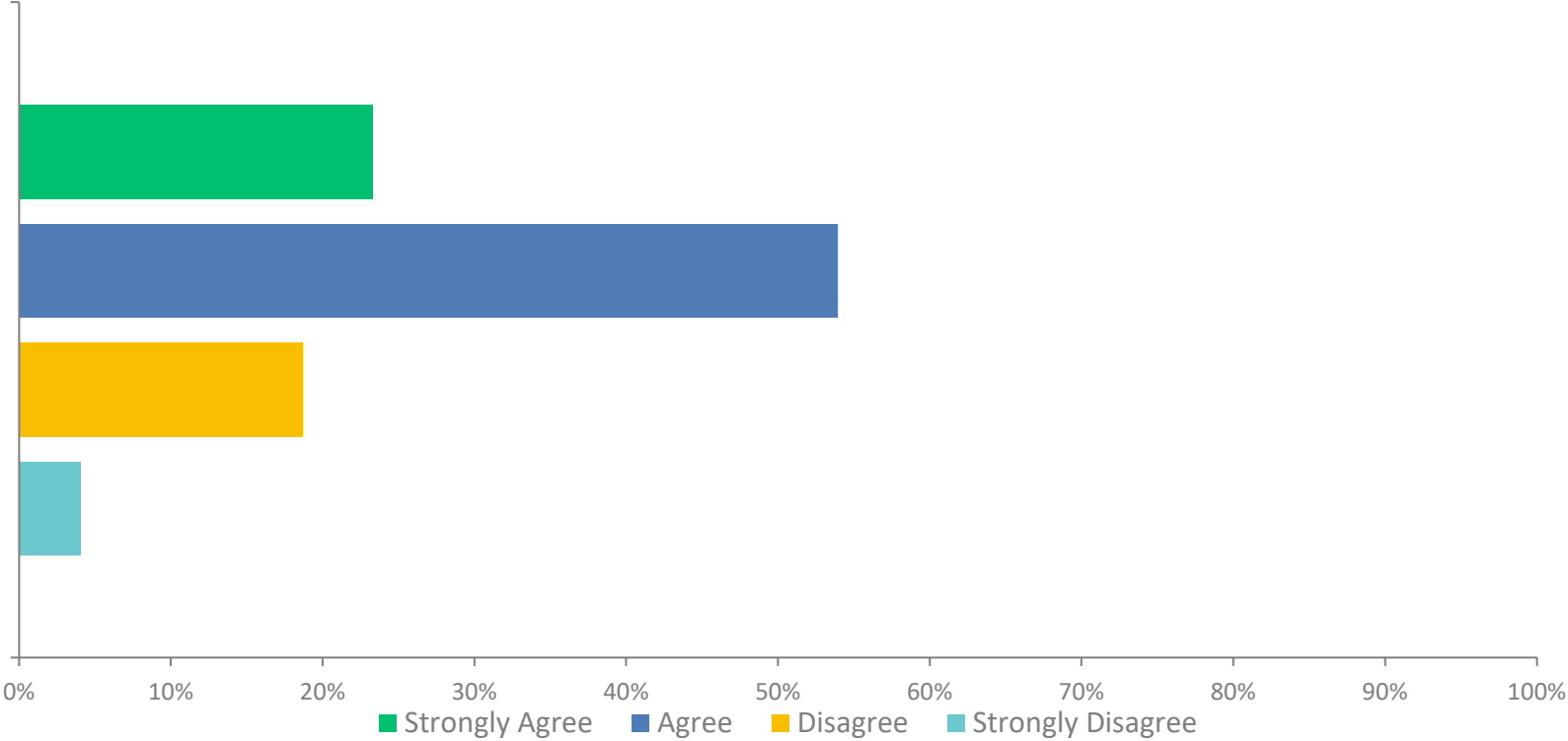
# My child has the opportunities to learn digital citizenship, social, life and employment skills.



Strongly Agree Agree Disagree Strongly Disagree

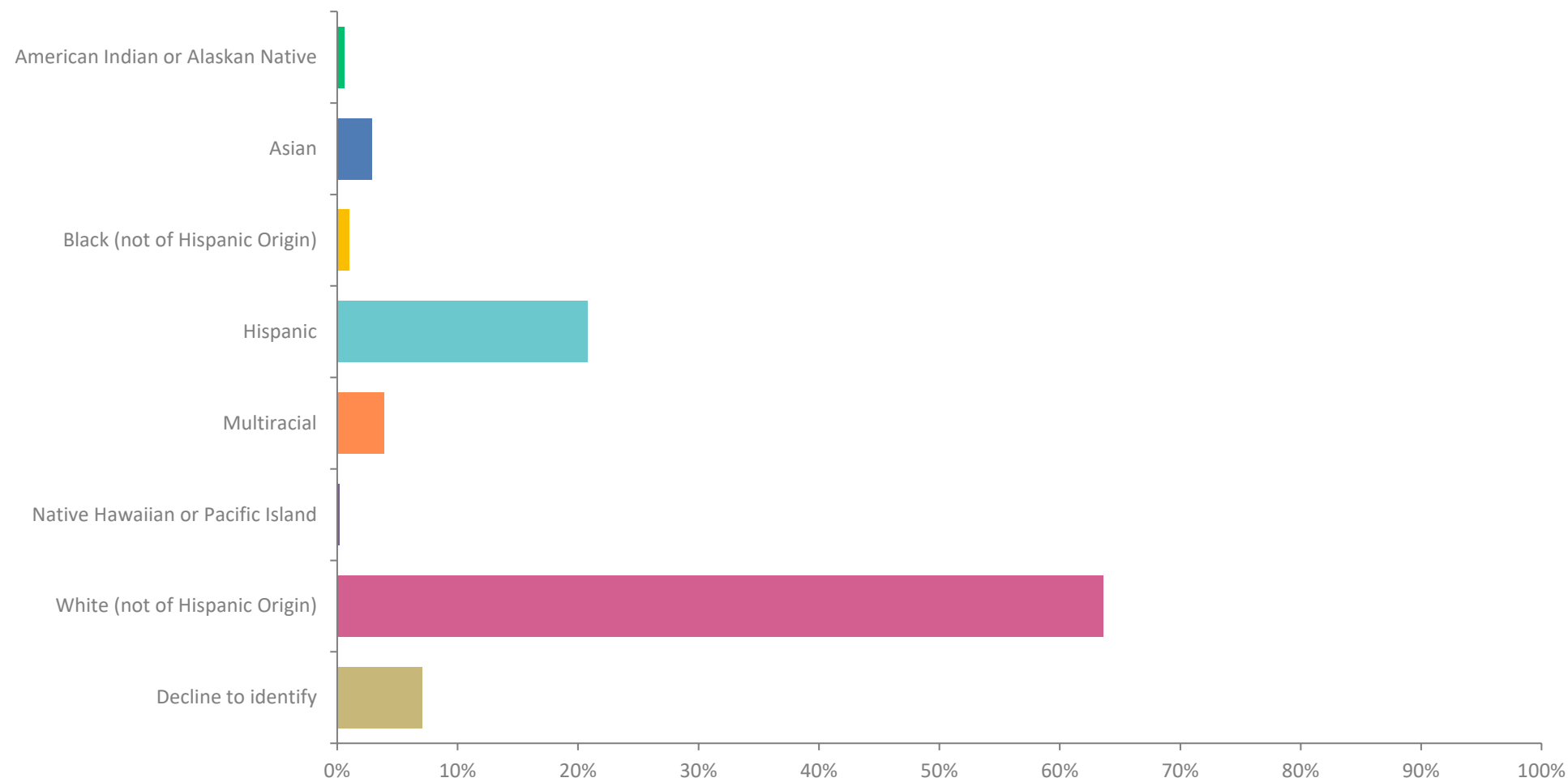
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
25.00%	56.72%	15.82%	2.45%	1264	1.96
316	717	200	31		

# My child has access to diverse course offerings, activities and athletics.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
23.31%	53.94%	18.66%	4.09%	1270	2.04
296	685	237	52		

# Please indicate your ethnicity (optional).





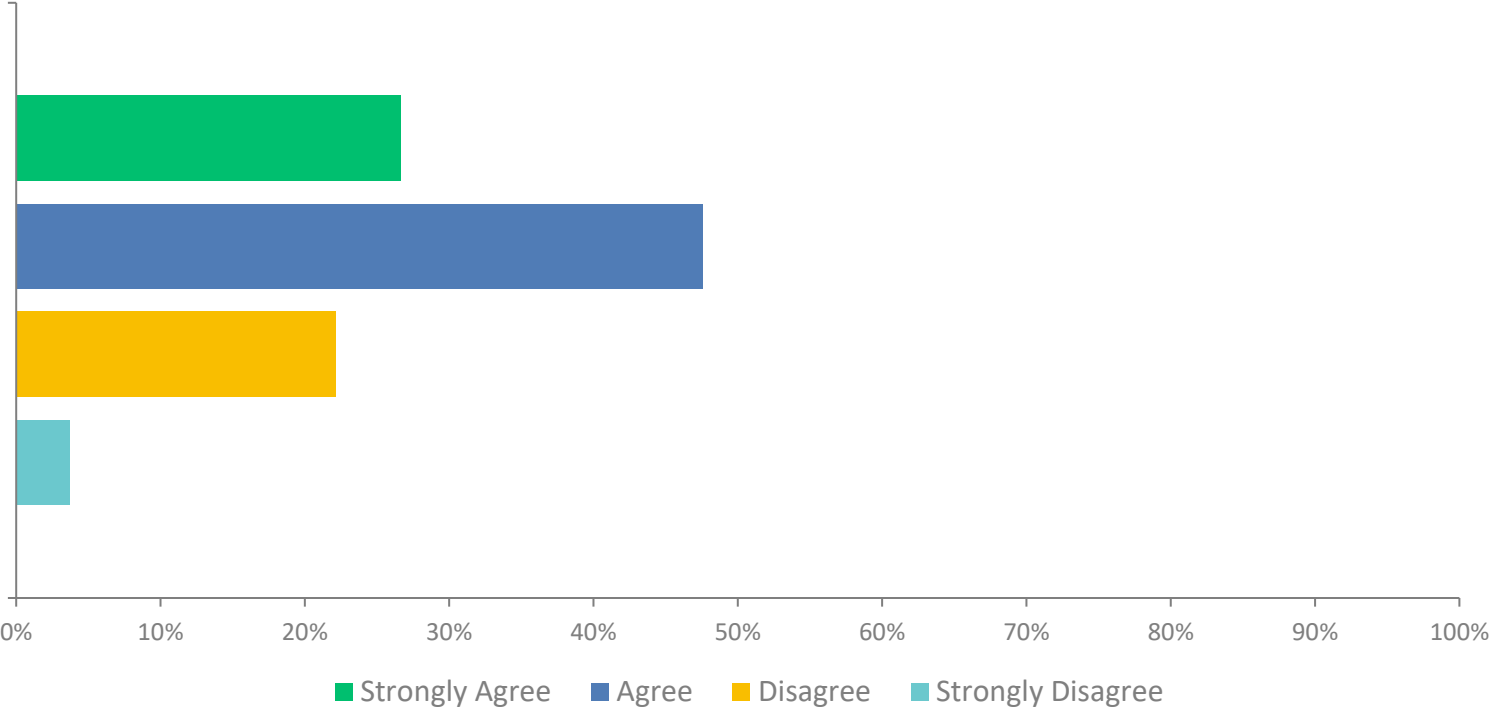
Please indicate your ethnicity (optional).

ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.61%	6
Asian	2.86%	28
Black (not of Hispanic Origin)	1.02%	10
Hispanic	20.76%	203
Multiracial	3.89%	38
Native Hawaiian or Pacific Island	0.20%	2
White (not of Hispanic Origin)	63.60%	622
Decline to identify	7.06%	69
TOTAL		978

# High School Family Data

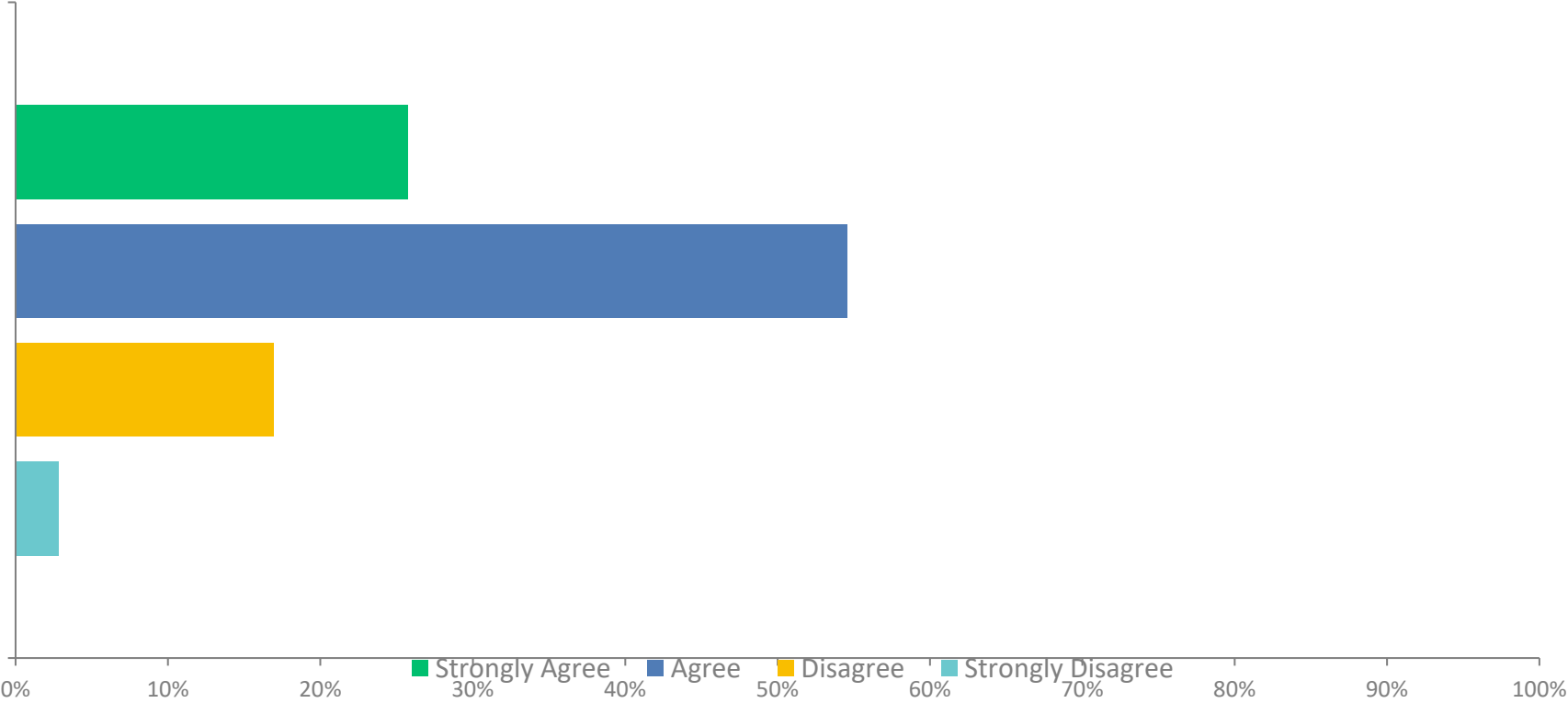


# School staff (e.g., administrators, teachers, counselors) build positive relationships with families.



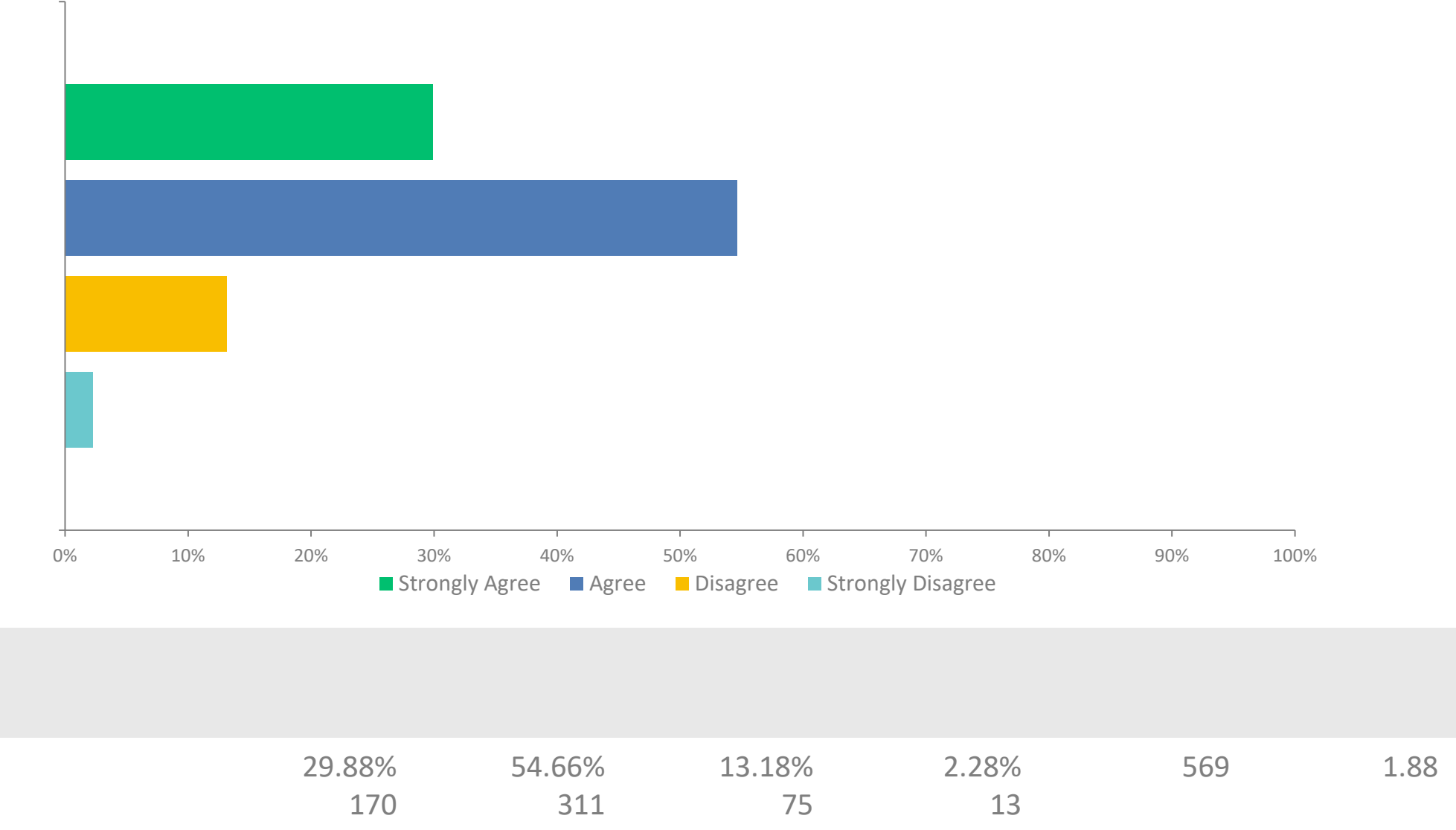
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
26.67%	47.54%	22.11%	3.68%	570	2.03
152	271	126	21		

# When I walk into my child's school, I feel welcome.

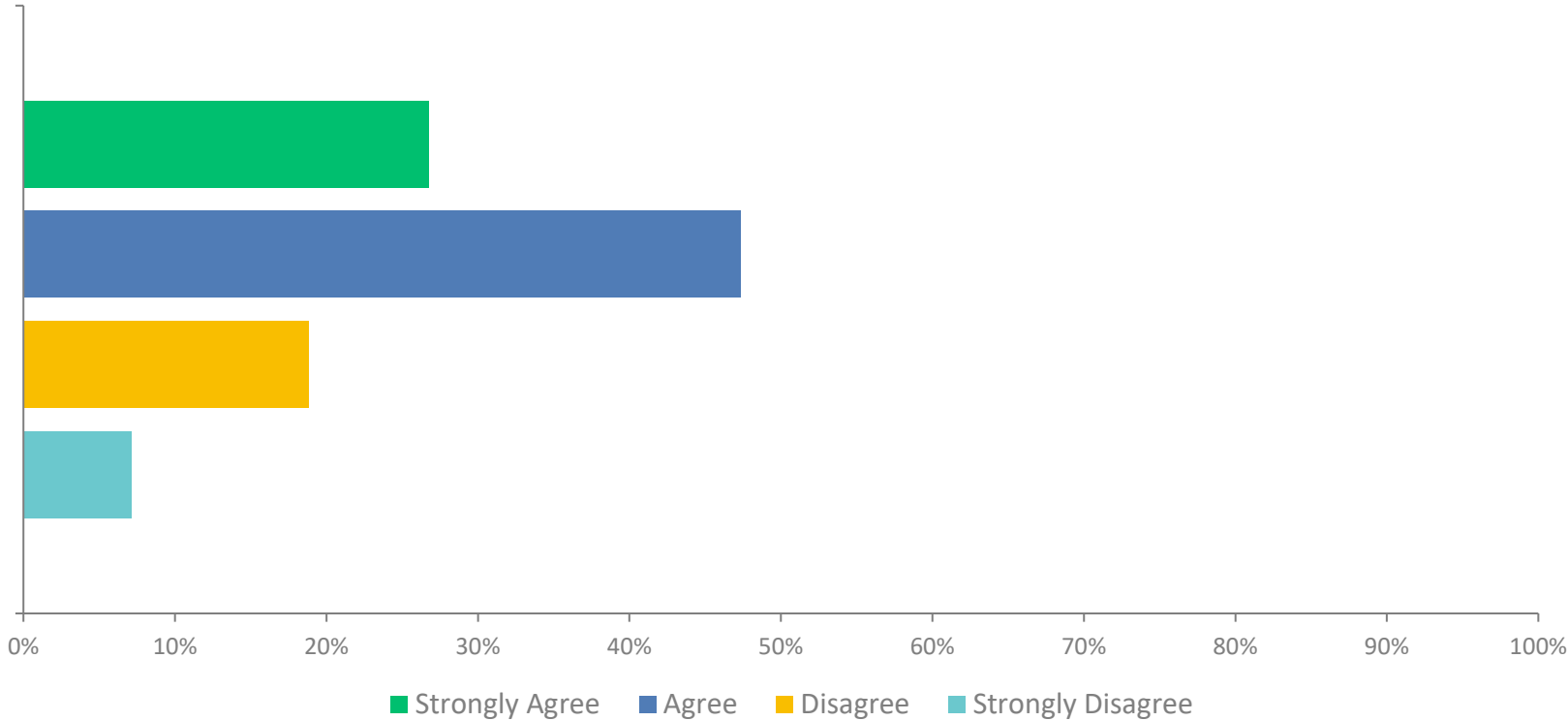


25.70%	54.58%	16.90%	2.82%	568	1.97
146	310	96	16		

I am invited to participate in events (either virtual or in-person) about student learning (e.g., open house, new family orientation, back-to-school event, or literacy/math events).

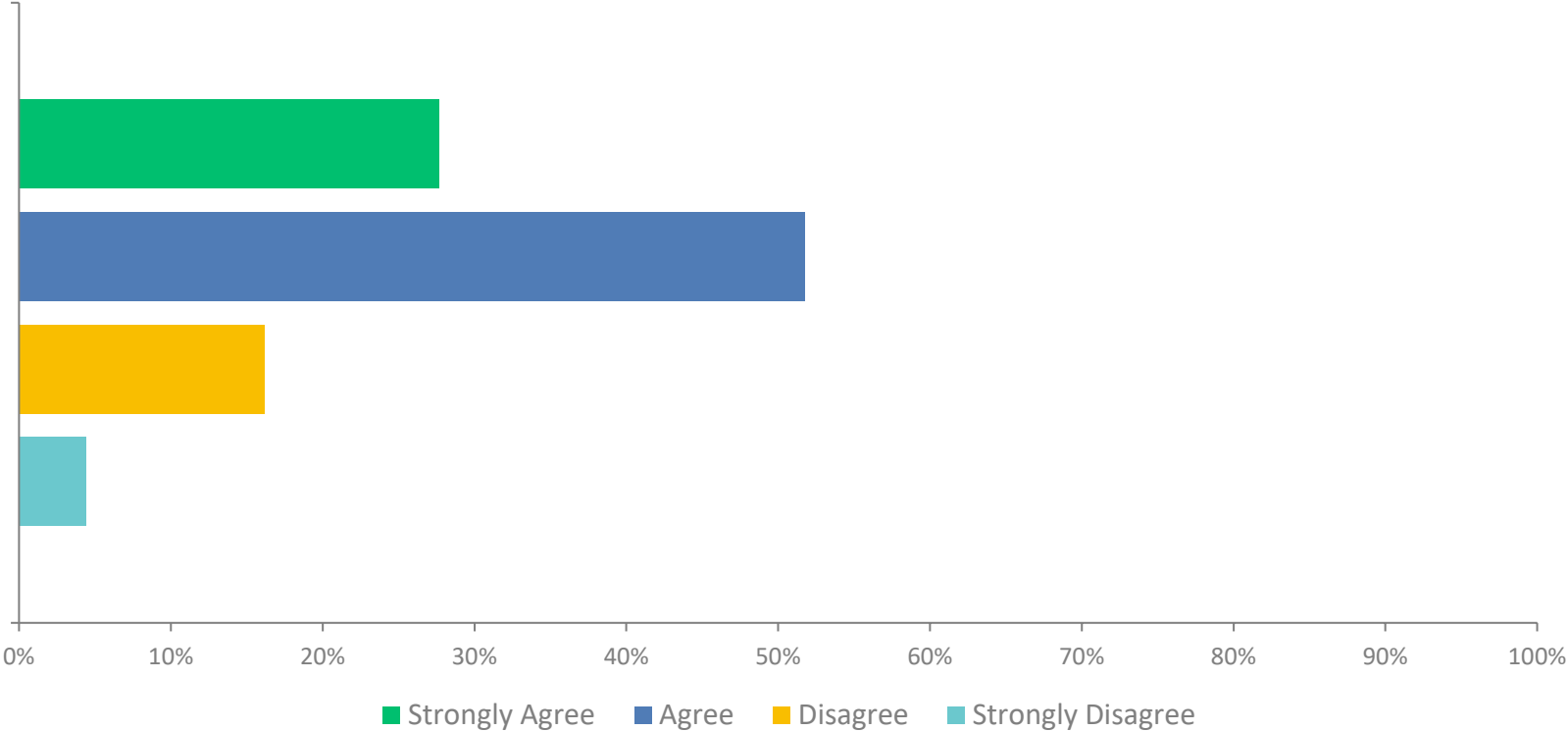


# School staff members listen to my concerns.



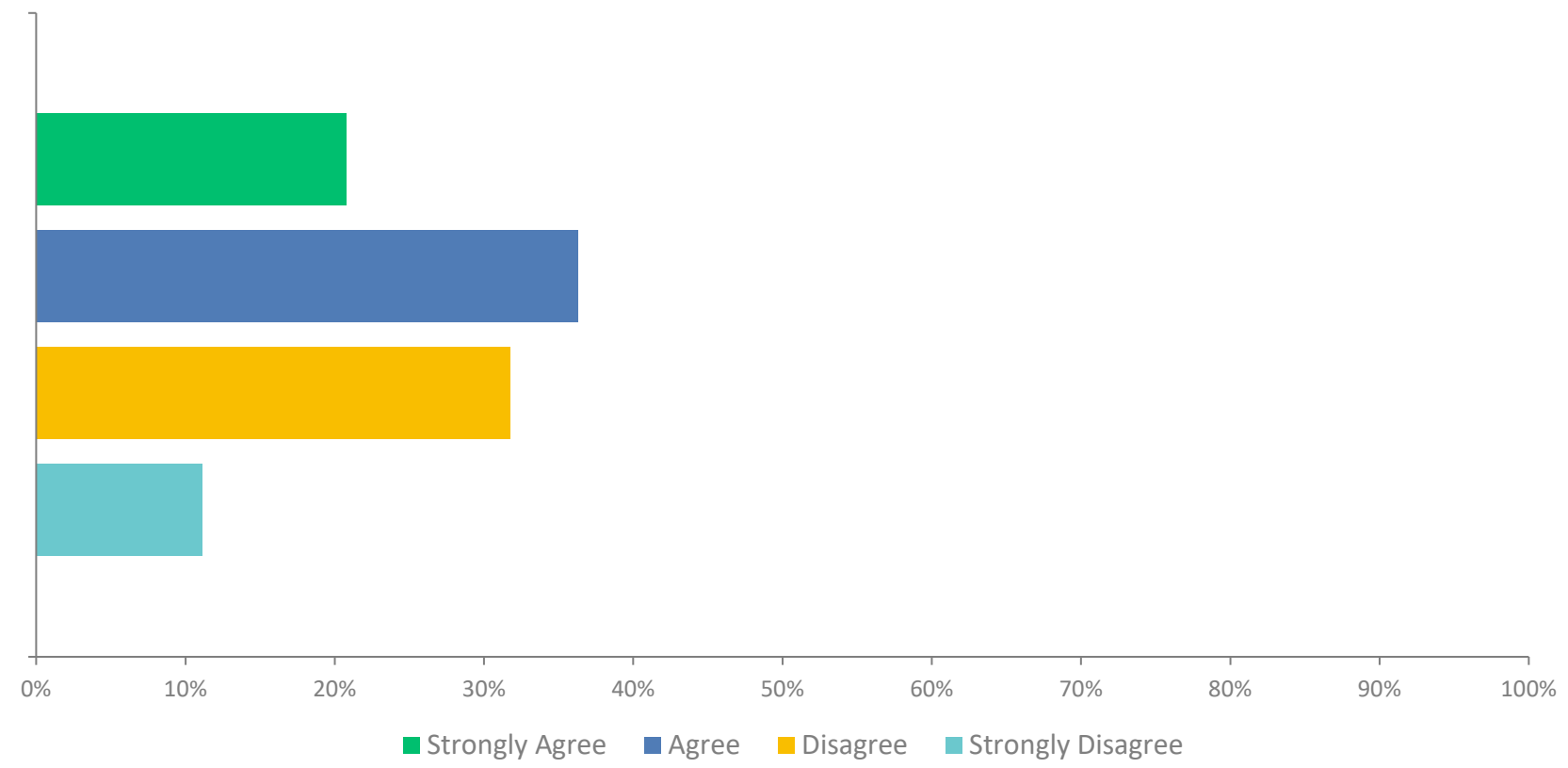
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
26.77%	47.34%	18.79%	7.09%	564	2.06
151	267	106	40		

# I'm provided understandable data on my child's progress.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
27.64%	51.76%	16.20%	4.40%	568	1.97
157	294	92	25		

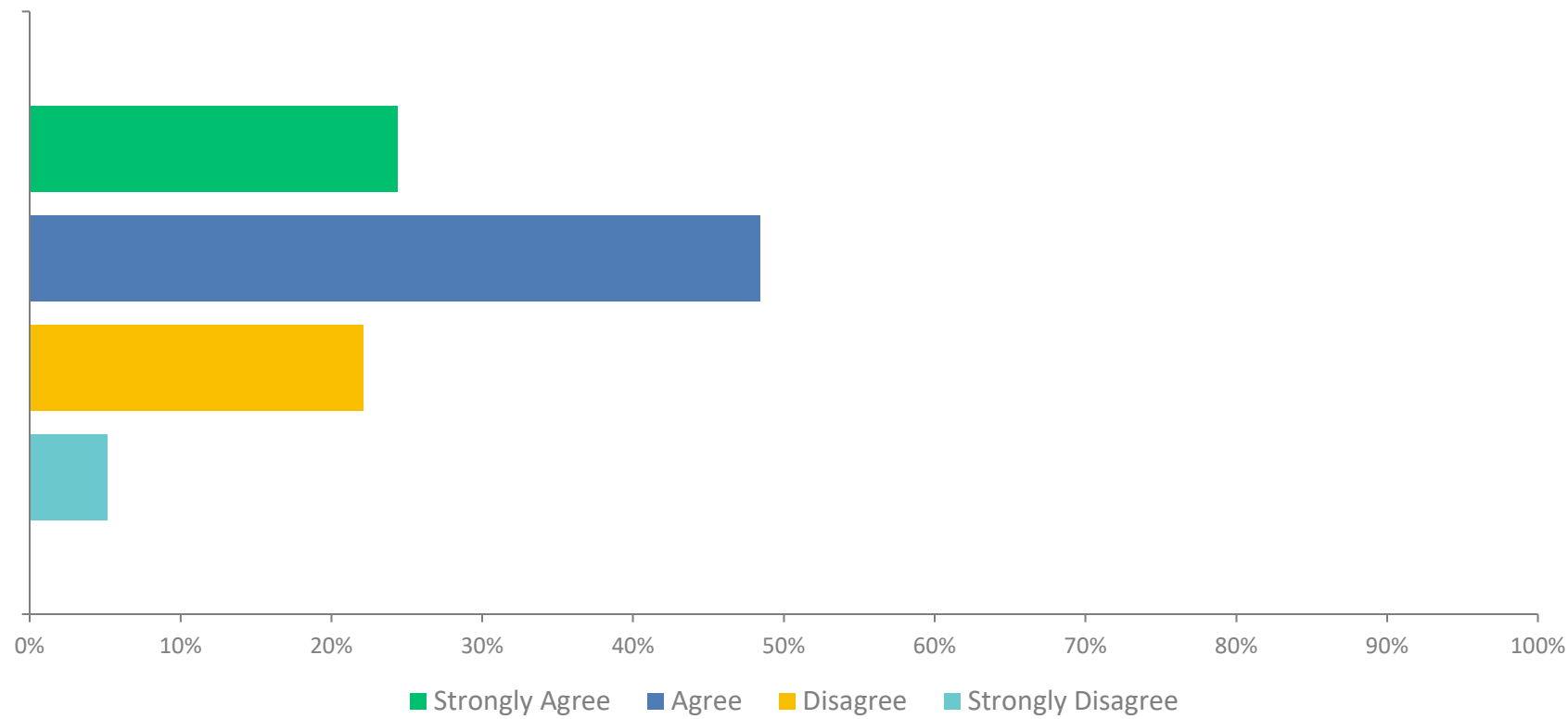
School staff members regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
20.81%	36.33%	31.75%	11.11%	567	2.33
118	206	180	63		

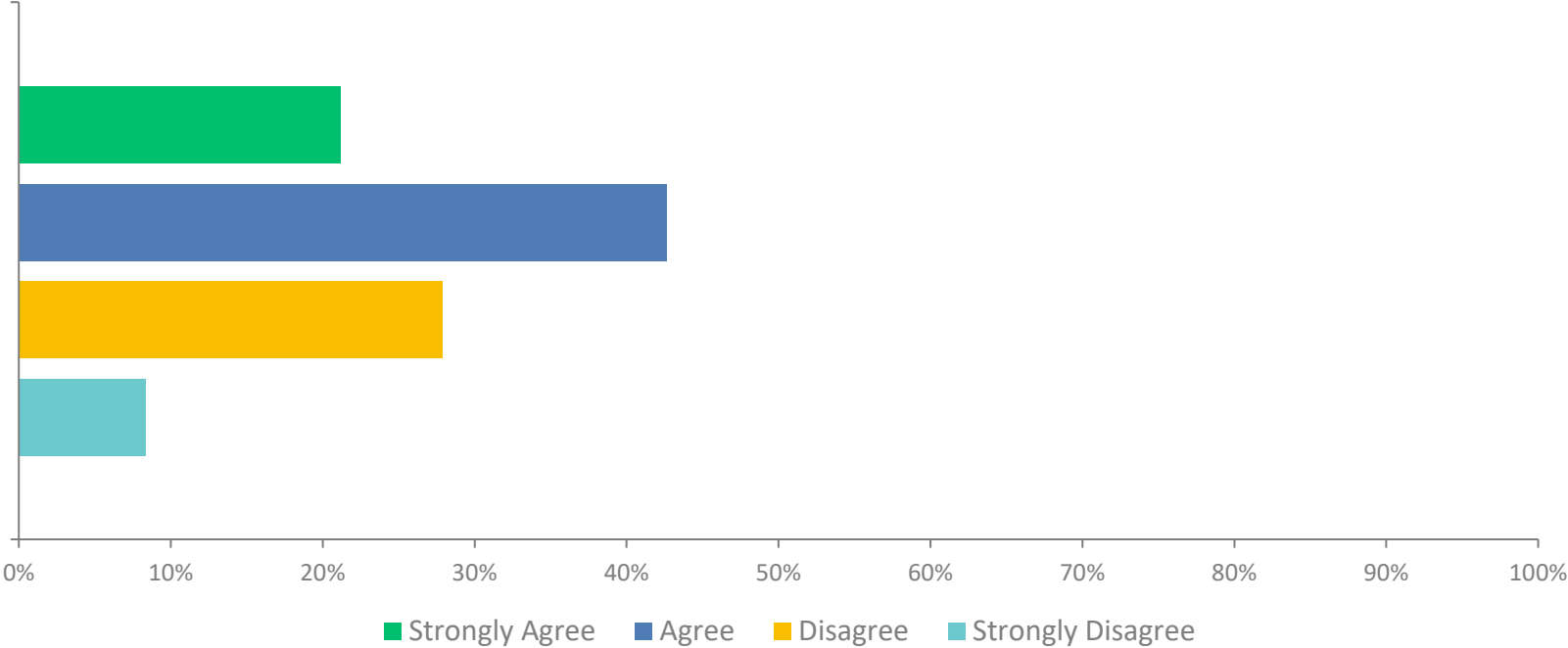


I'm provided clear information about school policies, programs and improvement efforts.



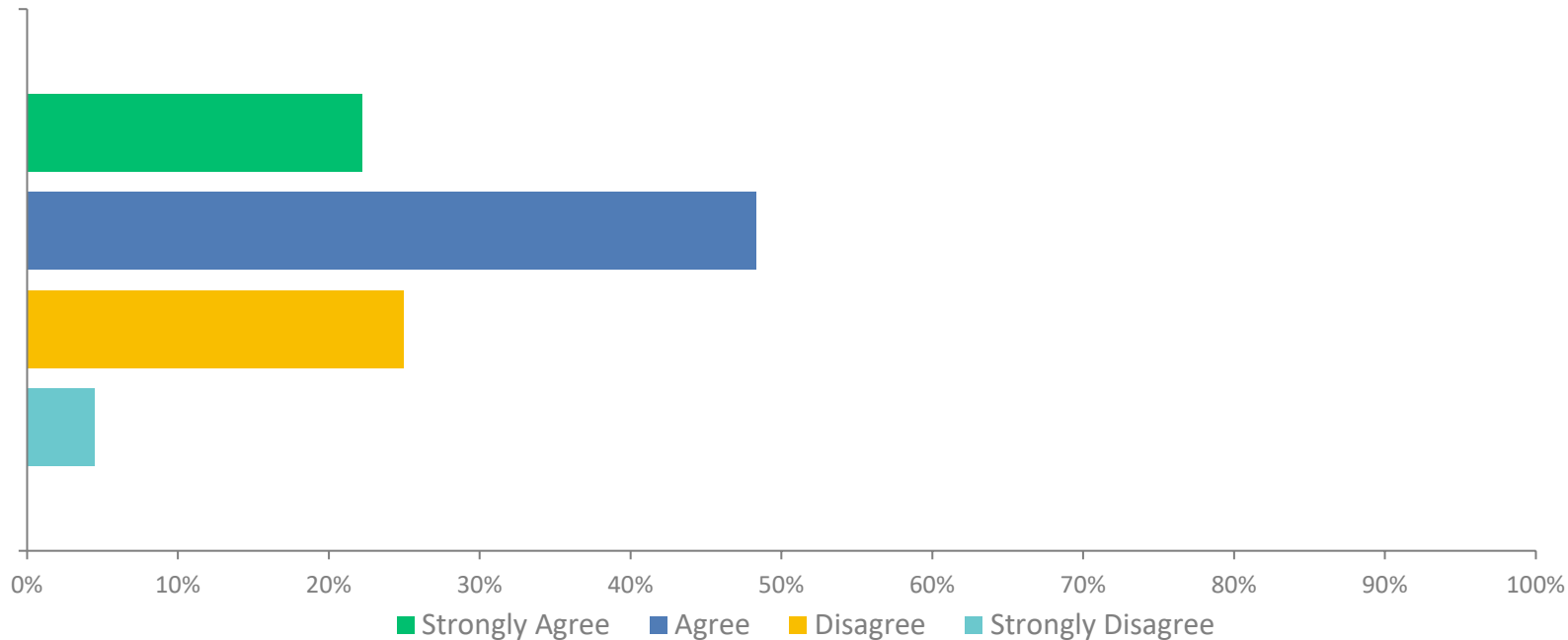
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
24.38%	48.41%	22.08%	5.12%	566	2.08
138	274	125	29		

# School staff consult me before making important decisions about my child's education.



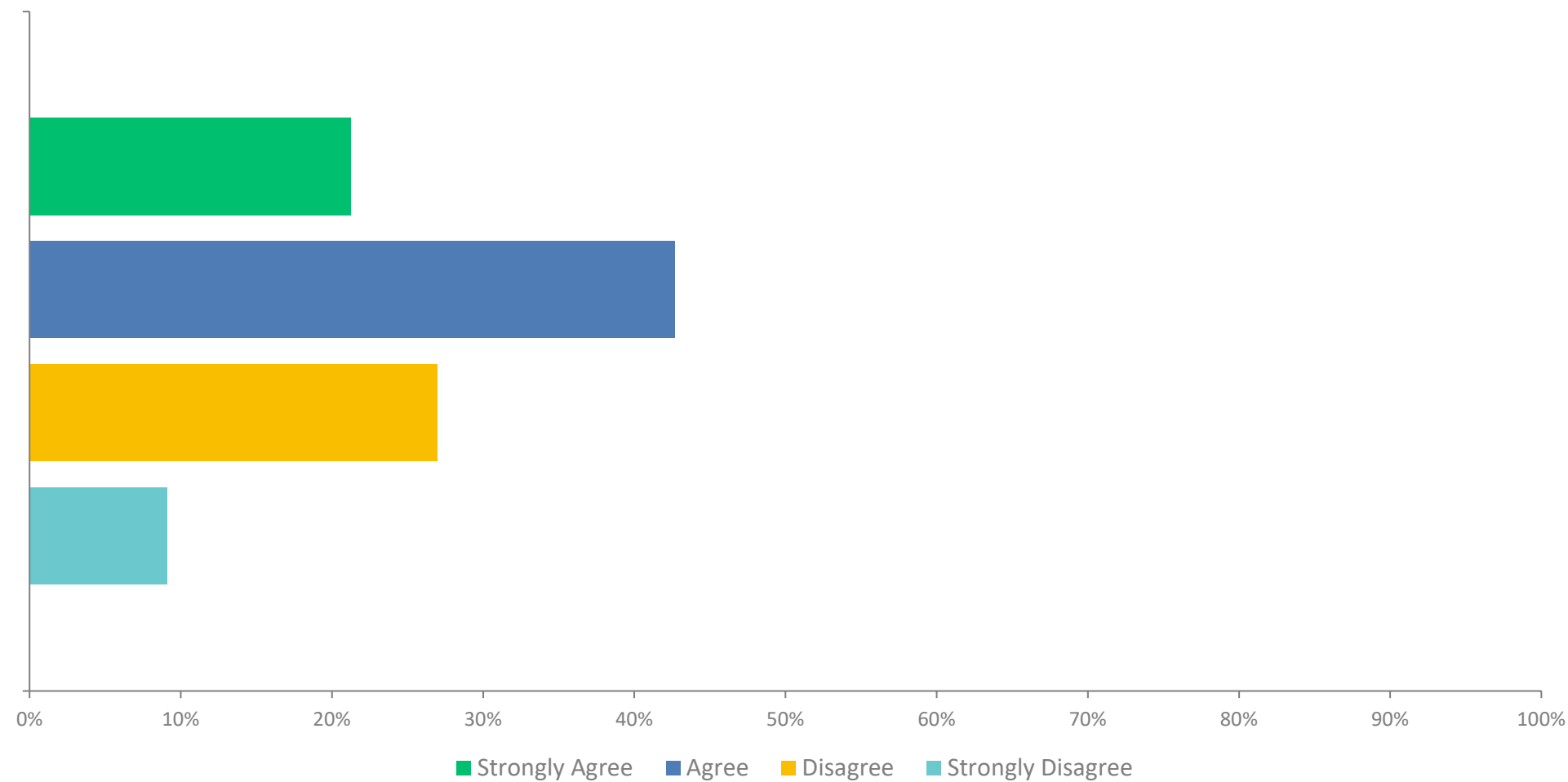
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
21.14%	42.63%	27.89%	8.35%	563	2.23
119	240	157	47		

# If my child receives additional classroom supports, I am provided with information about these supports

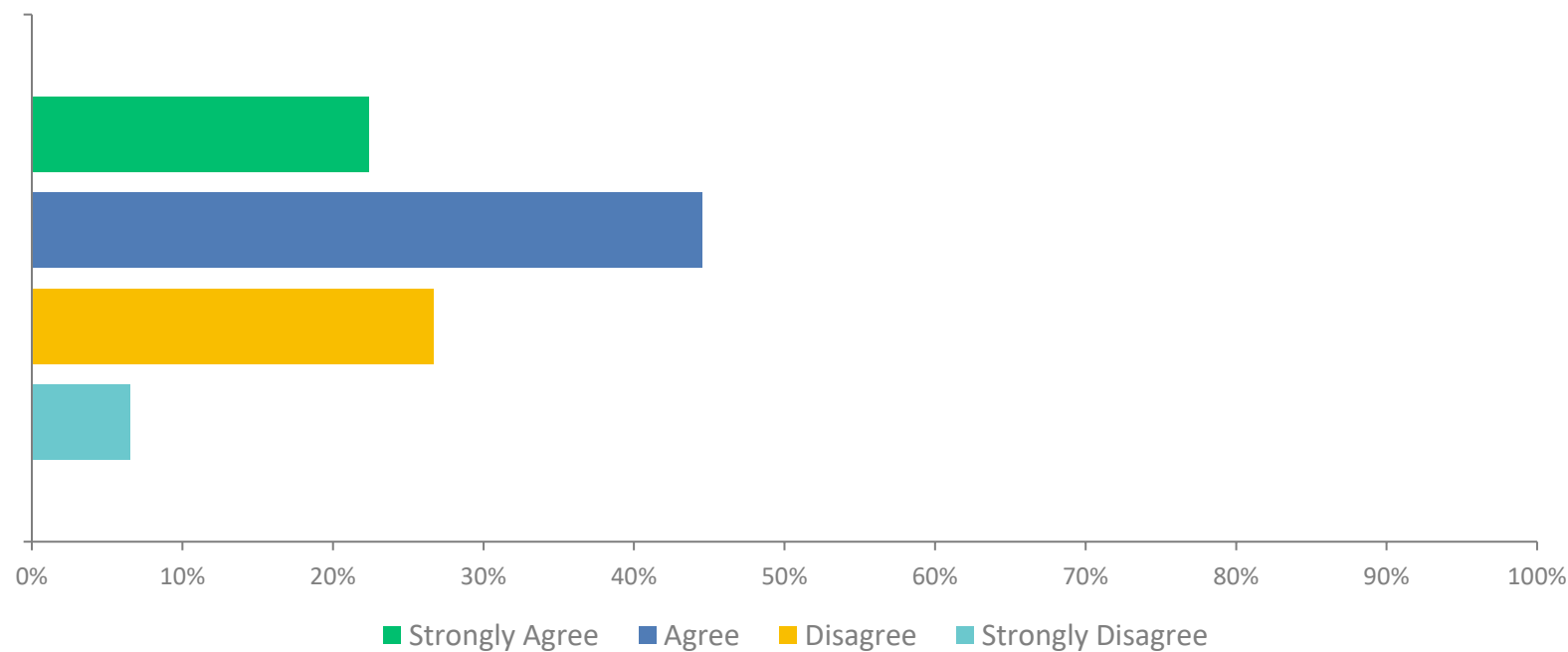


STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
22.22%	48.34%	24.95%	4.48%	513	2.12
114	248	128	23		

# School staff keep me well informed about how my child is doing in school.

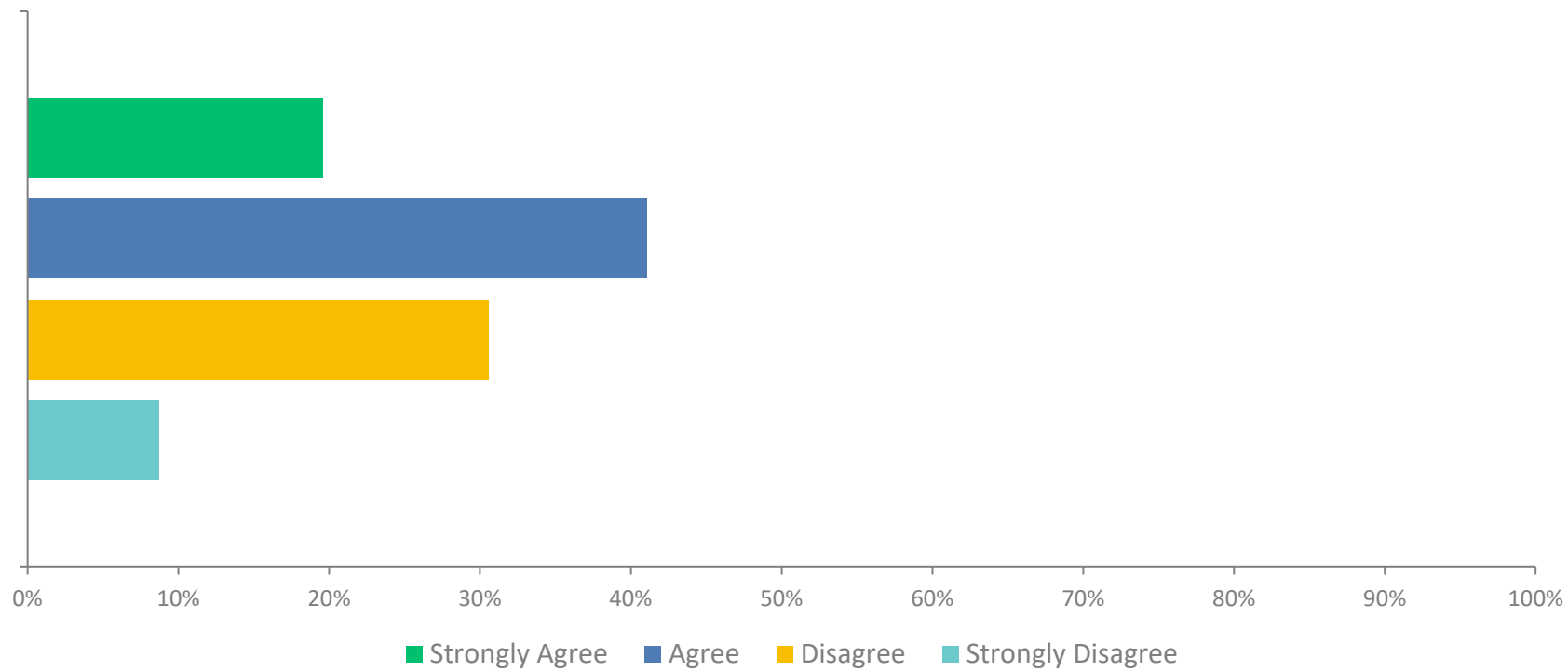


I have a good working relationship with school staff in which we solve problems together.



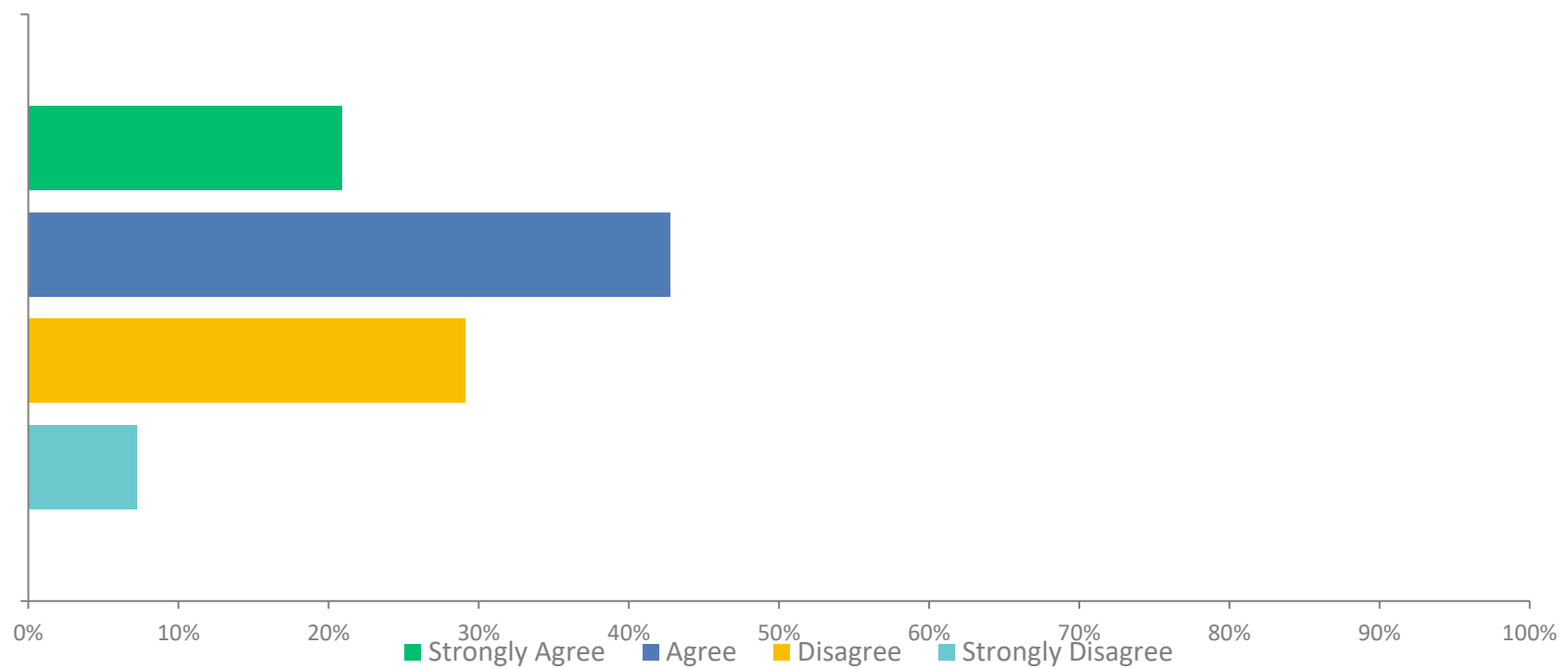
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
22.34%	44.50%	26.67%	6.49%	555	2.17
124	247	148	36		

# I'm provided useful information about how to support my child's learning.



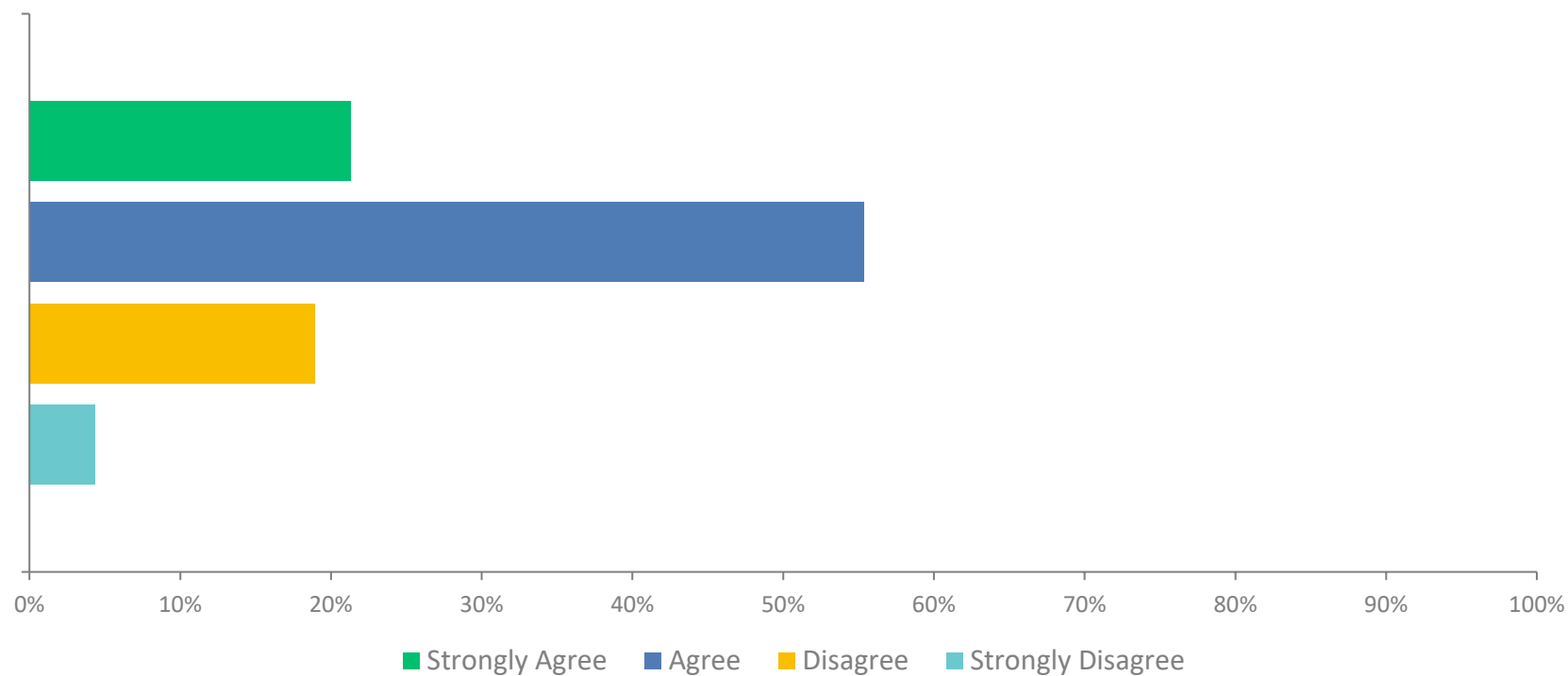
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
19.57%	41.10%	30.60%	8.72%	562	2.28
110	231	172	49		

I have a good understanding of the academic content and skills my child is learning at school.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
20.92%	42.73%	29.08%	7.27%	564	2.23
118	241	164	41		

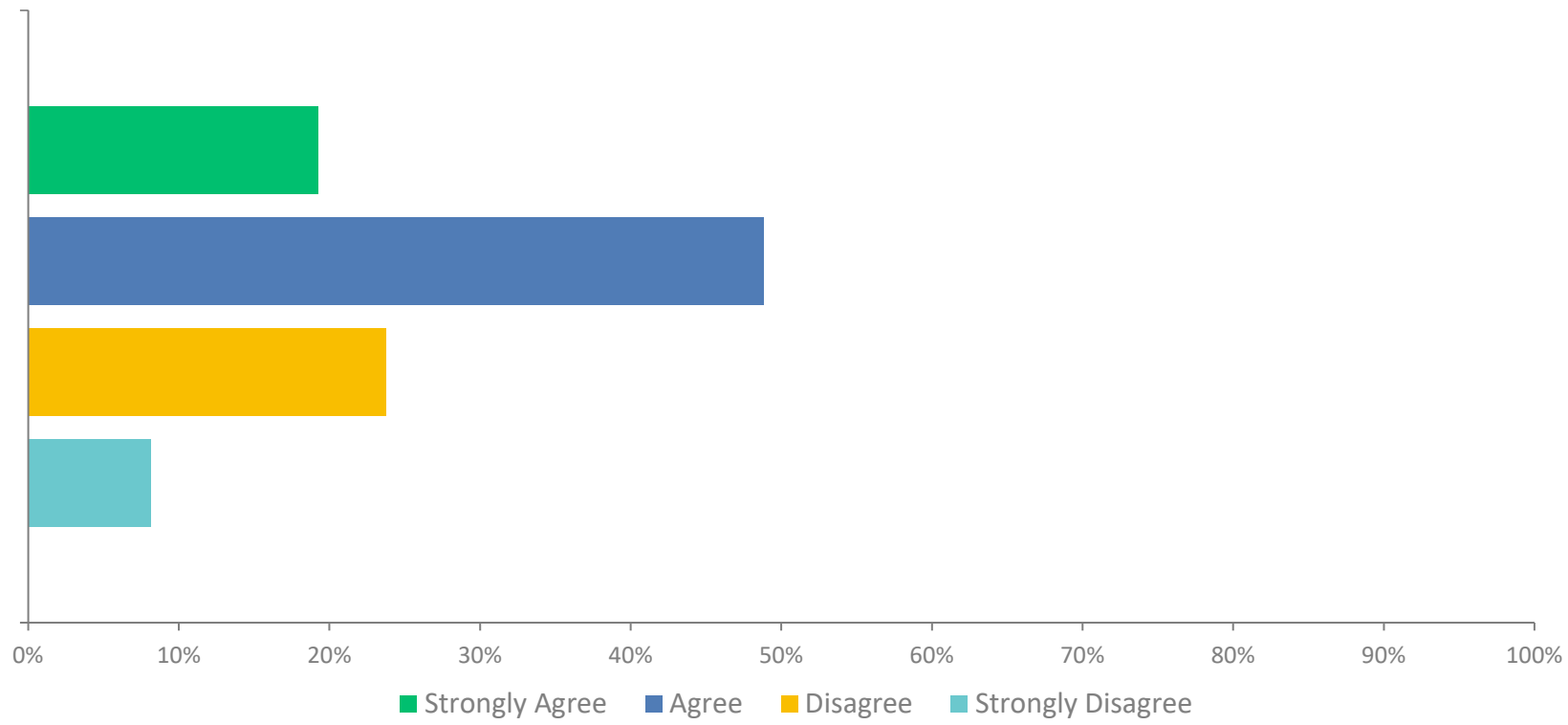
# My child is learning digital citizenship skills, including how to use technology safely, effectively, and responsibly.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
21.31%	55.37%	18.94%	4.37%	549	2.06
117	304	104	24		

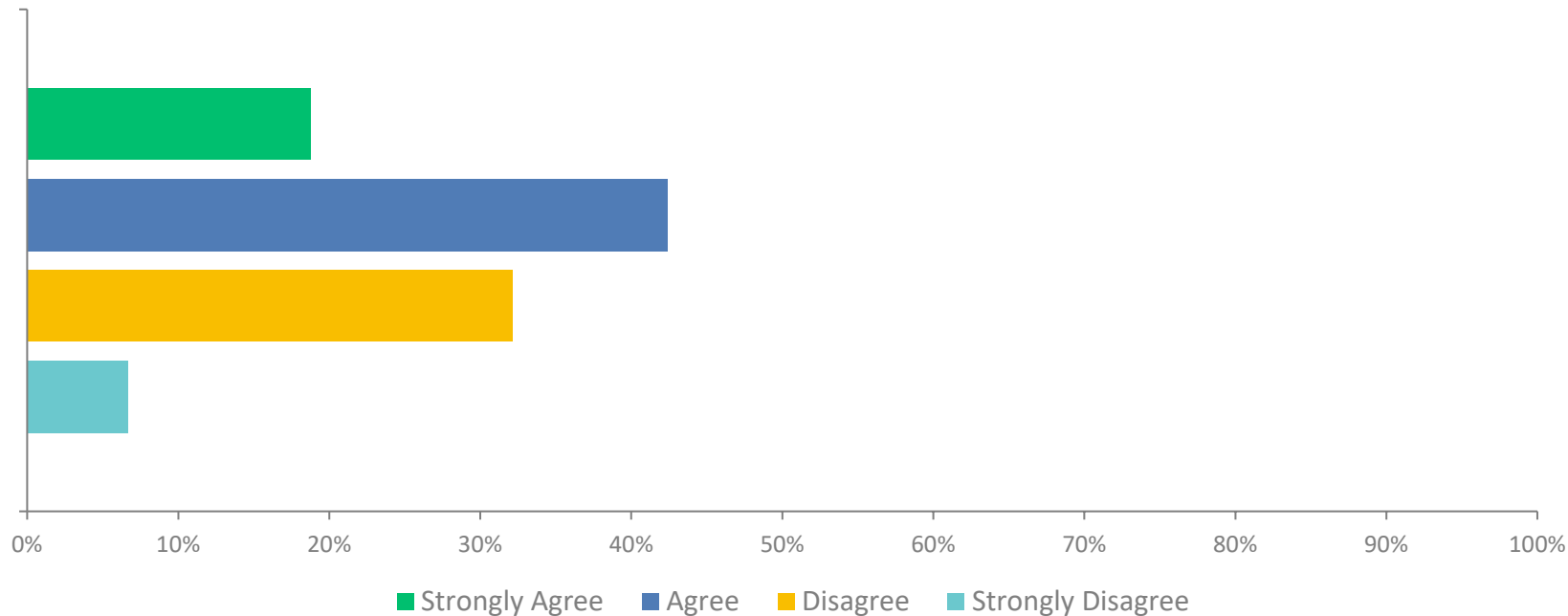


My child is learning social, life and employment skills such as critical thinking, effective communication, and conflict resolution.



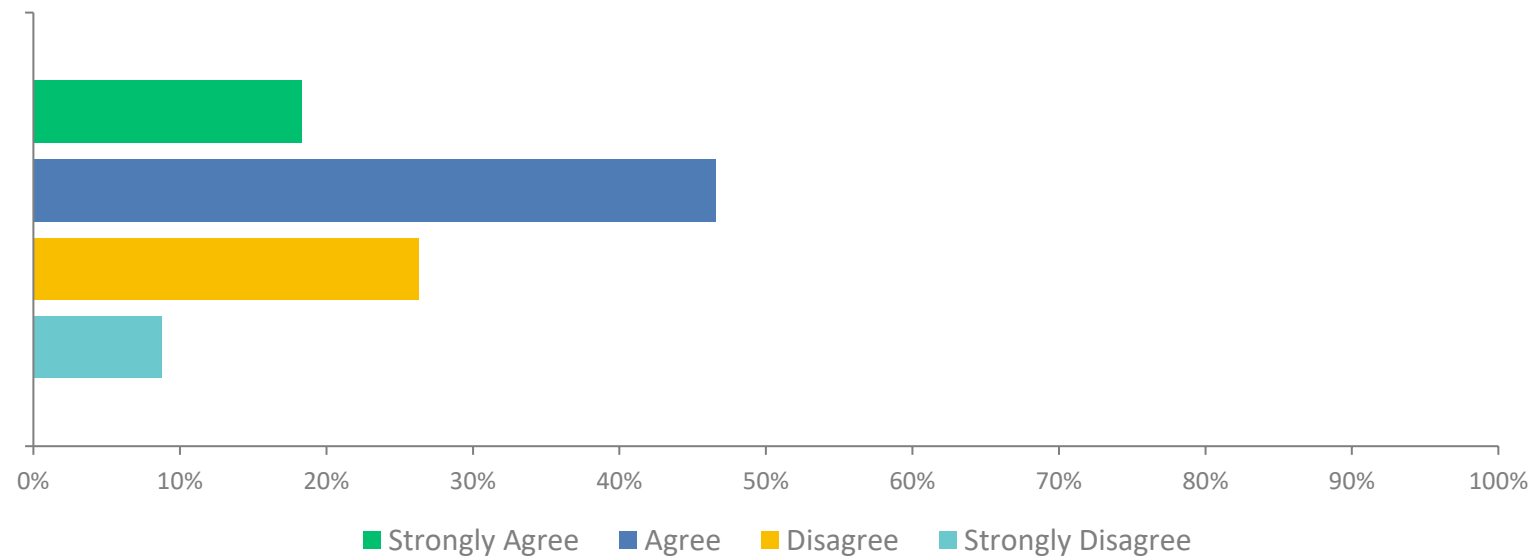
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
19.24%	48.82%	23.77%	8.17%	551	2.21
106	269	131	45		

The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).



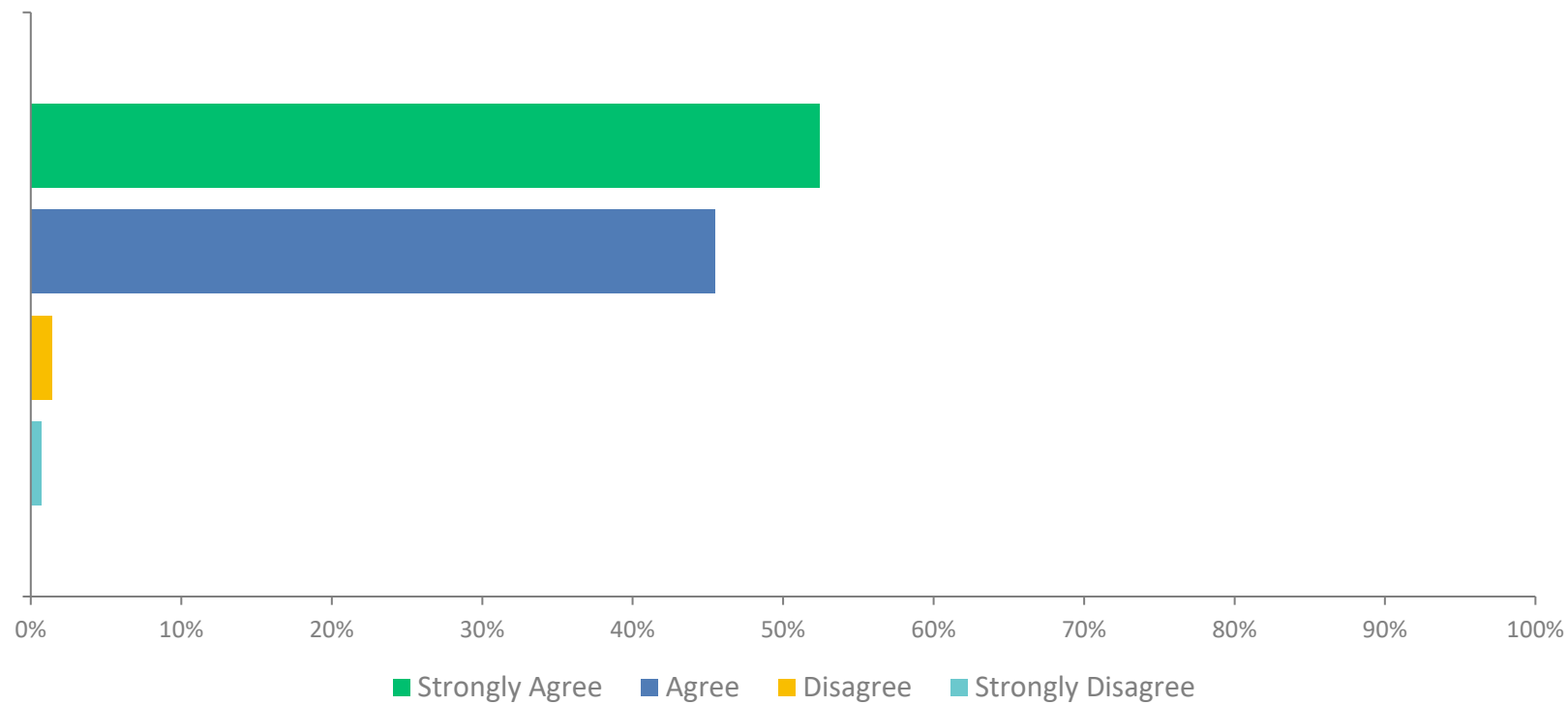
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
18.77%	42.38%	32.16%	6.69%	538	2.27
101	228	173	36		

# The school helps my family connect with community resources that we need.



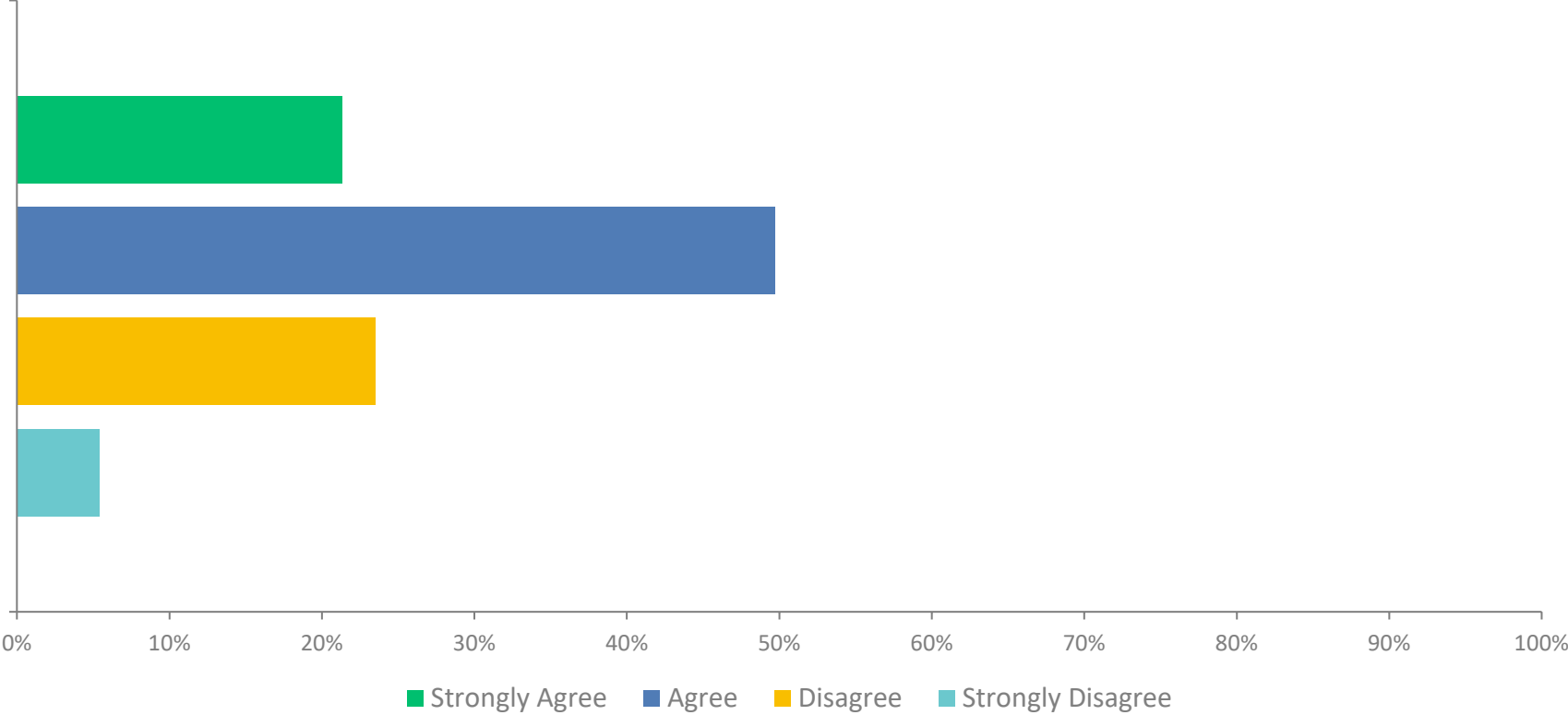
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
18.32%	46.59%	26.32%	8.77%	513	2.26
94	239	135	45		

Information from my child's school is provided in the language that my family speaks at home.



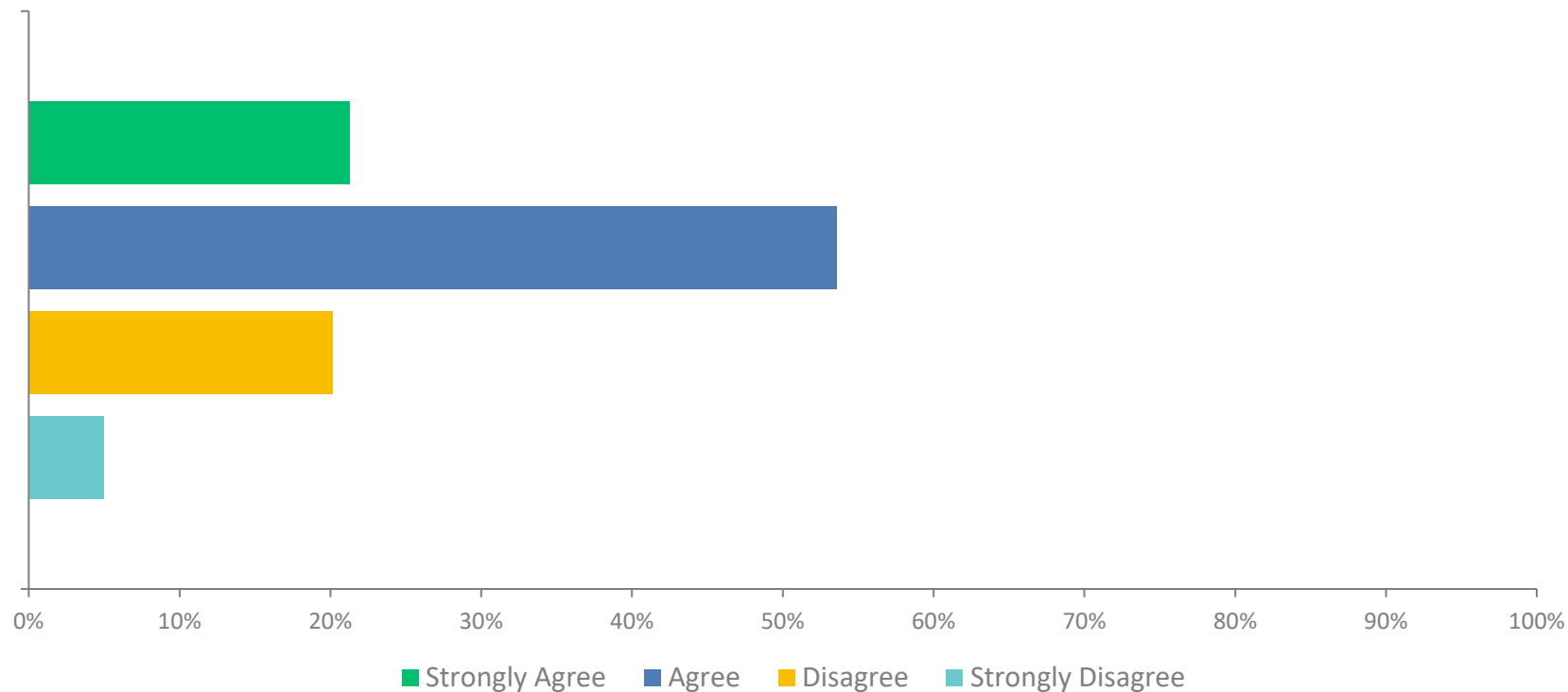
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
52.40%	45.47%	1.42%	0.71%	563	1.50
295	256	8	4		

# I have opportunities to learn about and provide input on district and school programs.



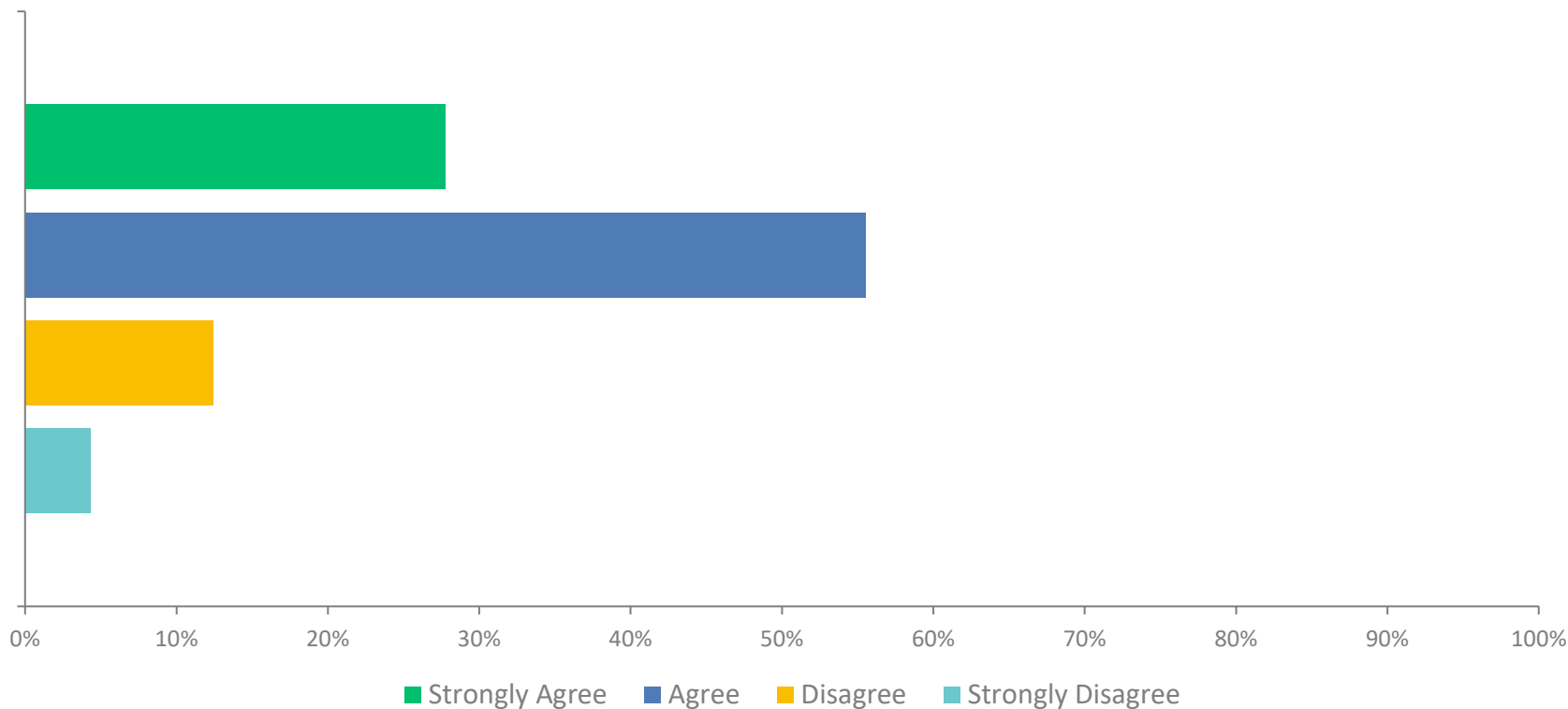
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
21.36%	49.73%	23.52%	5.39%	557	2.13
119	277	131	30		

# My child has the opportunities to learn digital citizenship, social, life and employment skills.



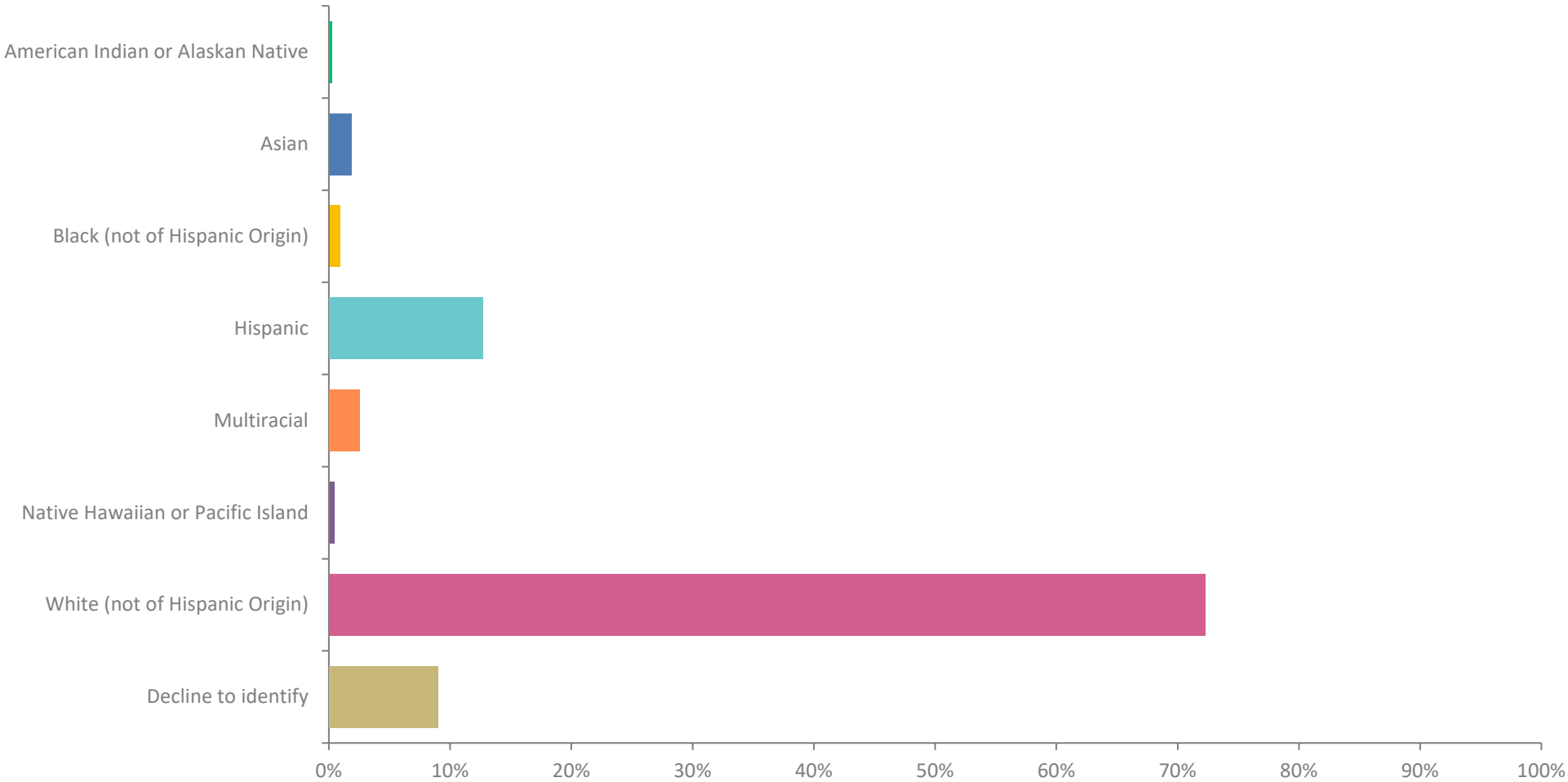
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
21.28% 116	53.58% 292	20.18% 110	4.95% 27	545	2.09

# My child has access to diverse course offerings, activities and athletics.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
27.75%	55.50%	12.43%	4.32%	555	1.93
154	308	69	24		

# Please indicate your ethnicity (optional).





# Please indicate your ethnicity (optional).

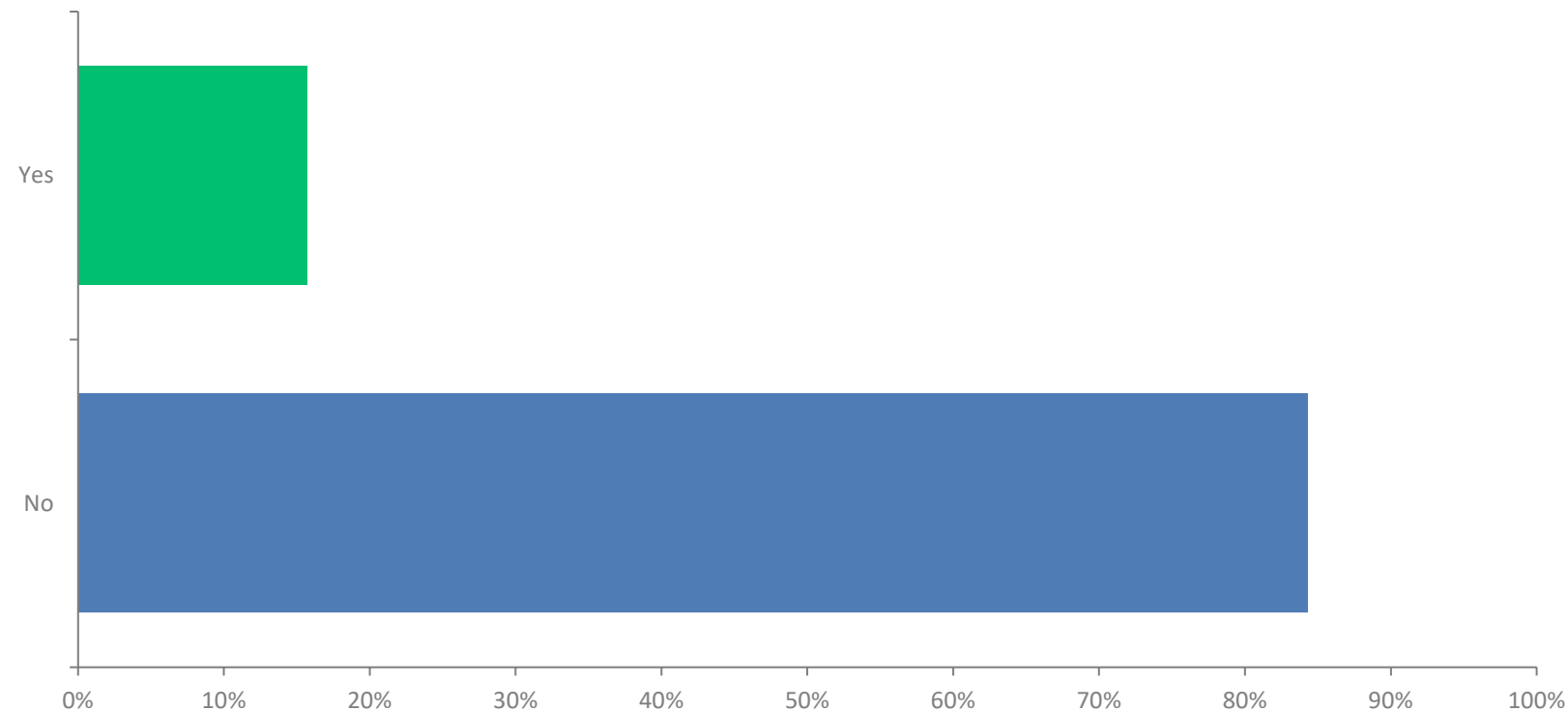
ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.23%	1
Asian	1.85%	8
Black (not of Hispanic Origin)	0.92%	4
Hispanic	12.70%	55
Multiracial	2.54%	11
Native Hawaiian or Pacific Island	0.46%	2
White (not of Hispanic Origin)	72.29%	313
Decline to identify	9.01%	39
TOTAL		433

# Families with 12<sup>th</sup> graders

Additional Questions/Responses

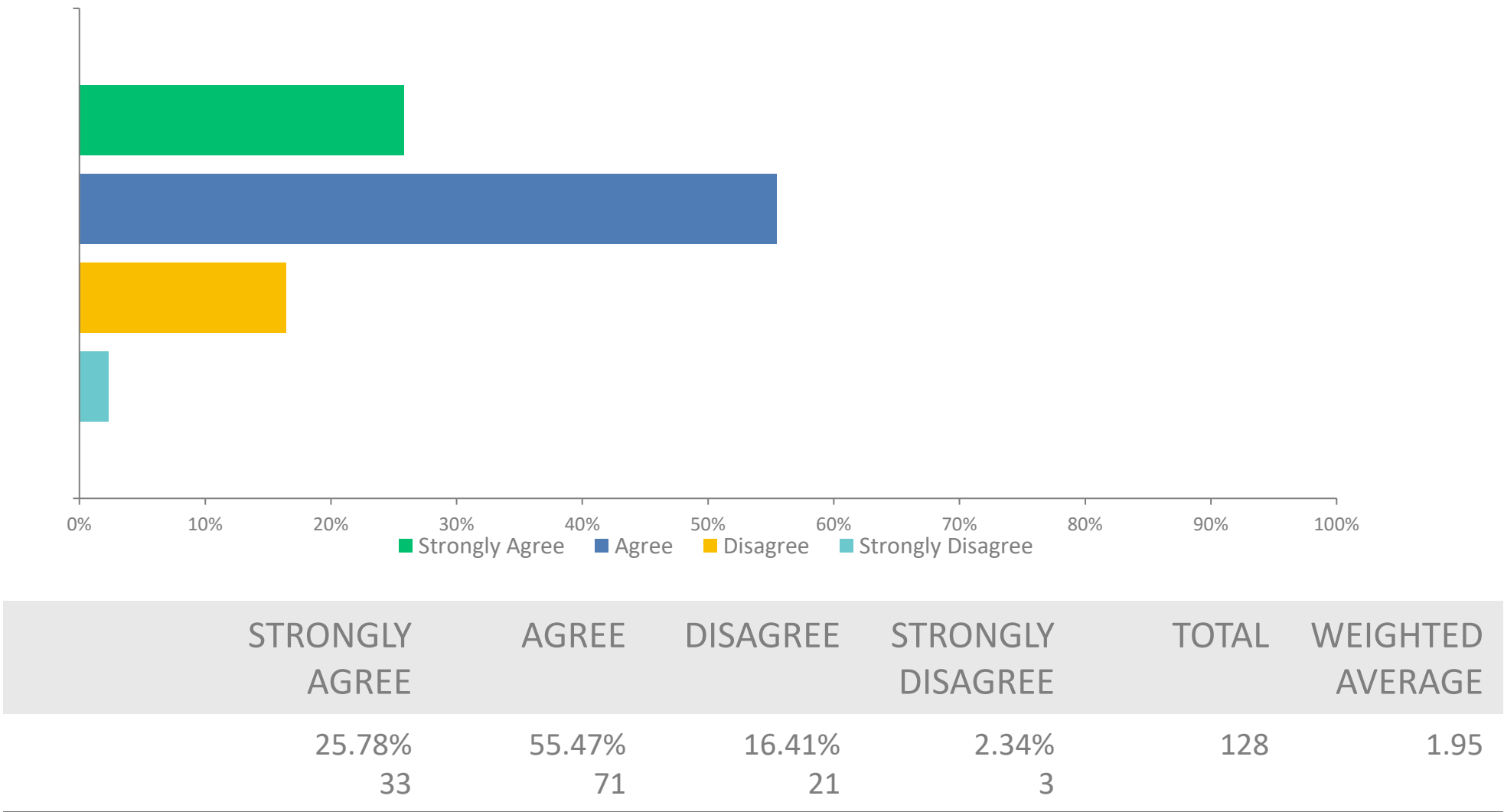


# My child is a high school senior this year.

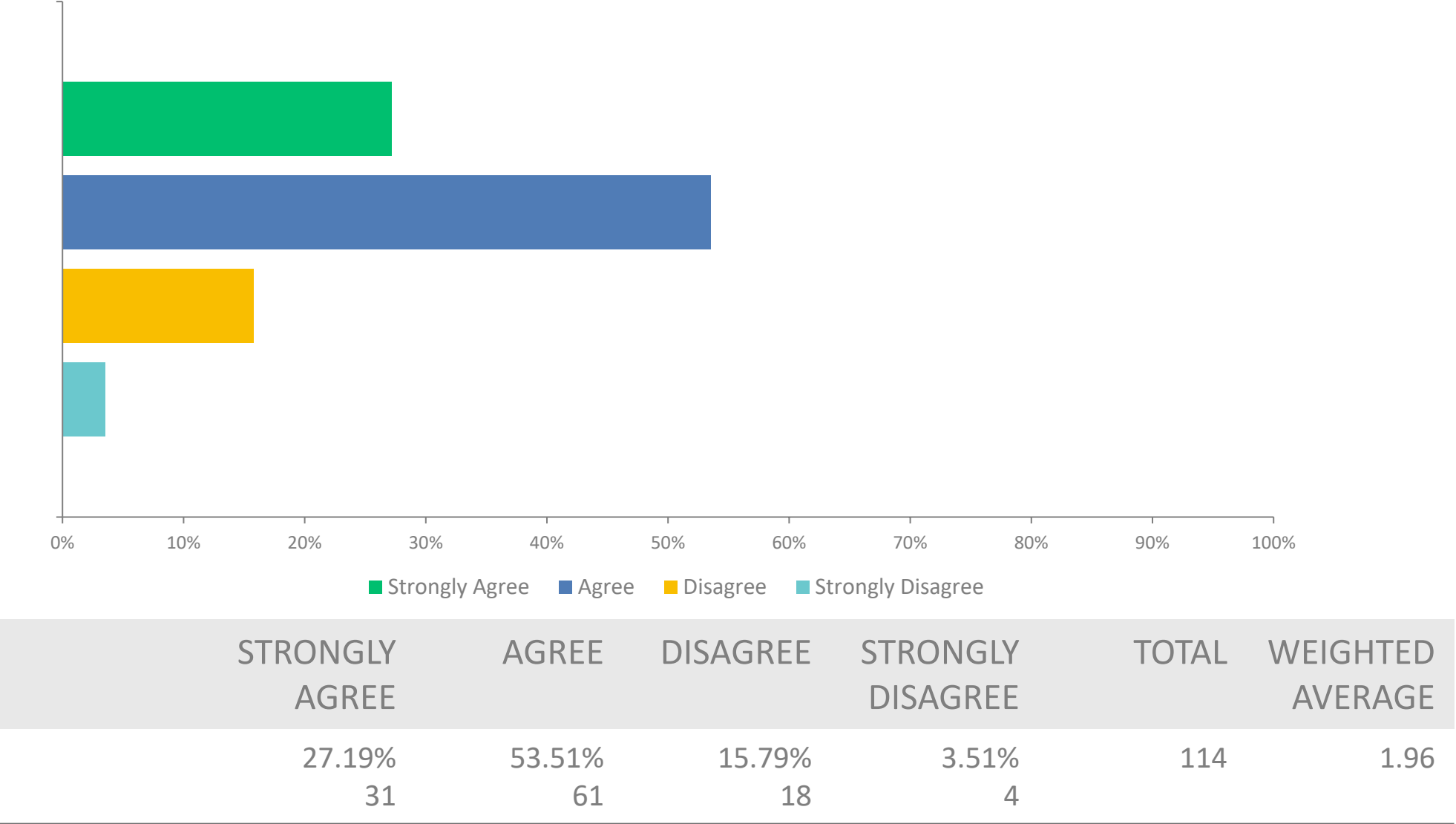


ANSWER CHOICES		RESPONSES	
Yes		15.70%	105
No		84.30%	564
TOTAL			669

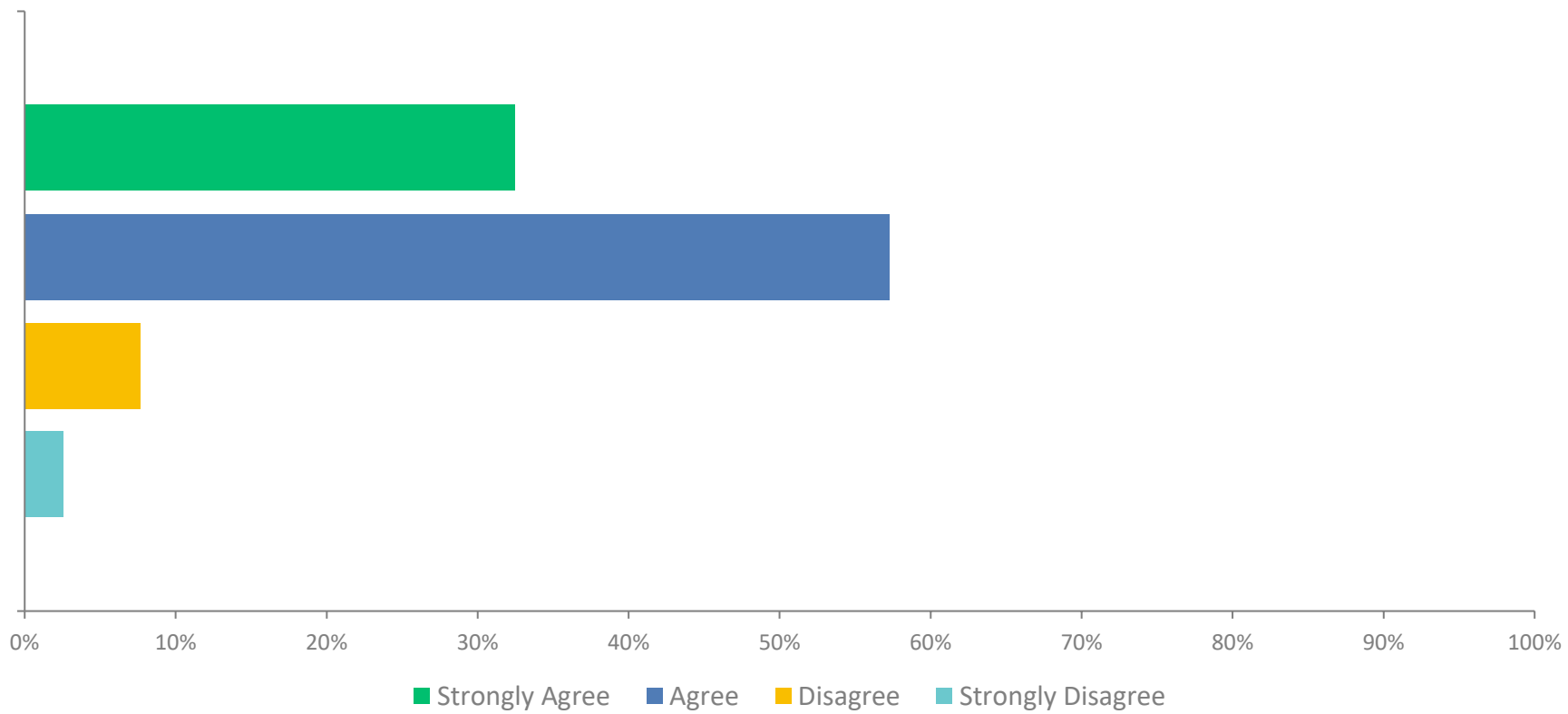
Thinking back over your child's entire experience in school at Kennewick School District, are you satisfied that they received a well-rounded, challenging, and valuable education?



Is your senior prepared for the next endeavor in their life after high school? (this could be college, post-secondary education, vocational or certification training, military, or family life etc.)

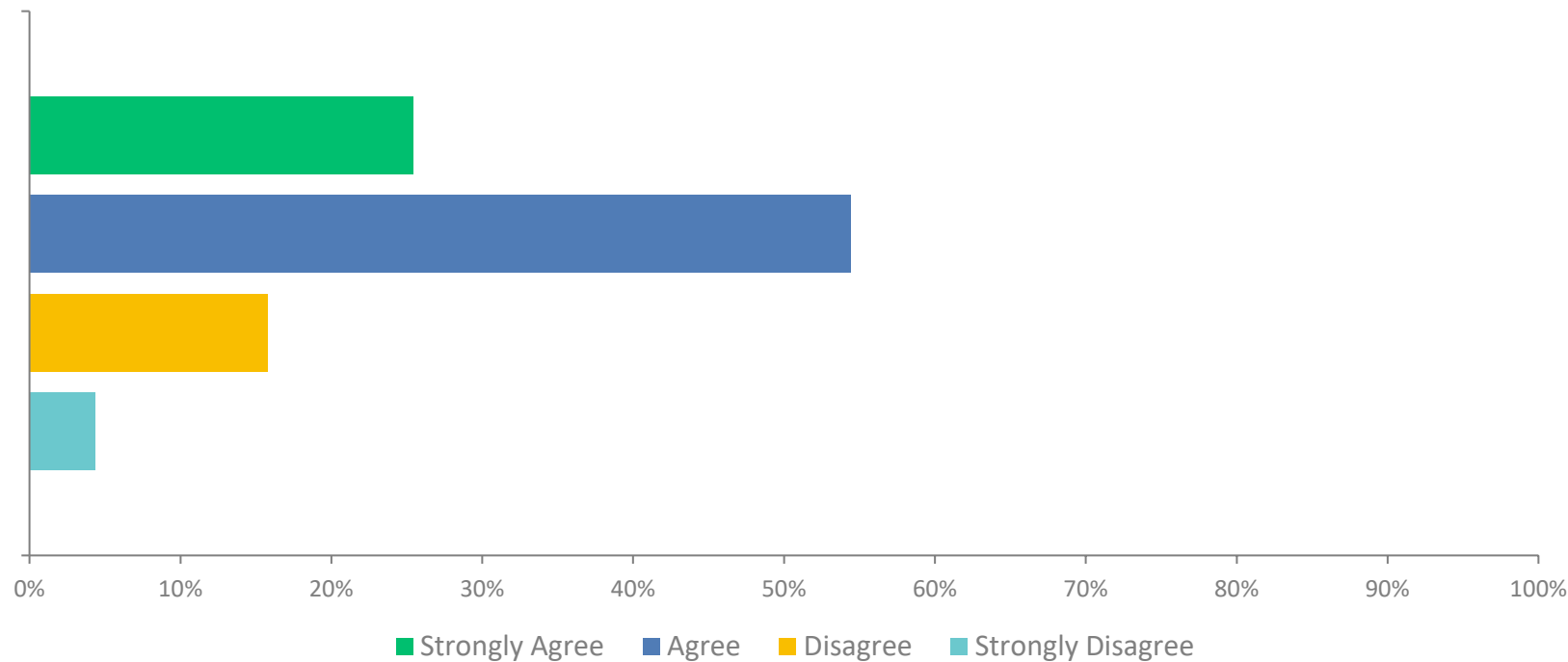


# Was your student able to access and take the courses in high school that they needed in order to be prepared to pursue life beyond high school?



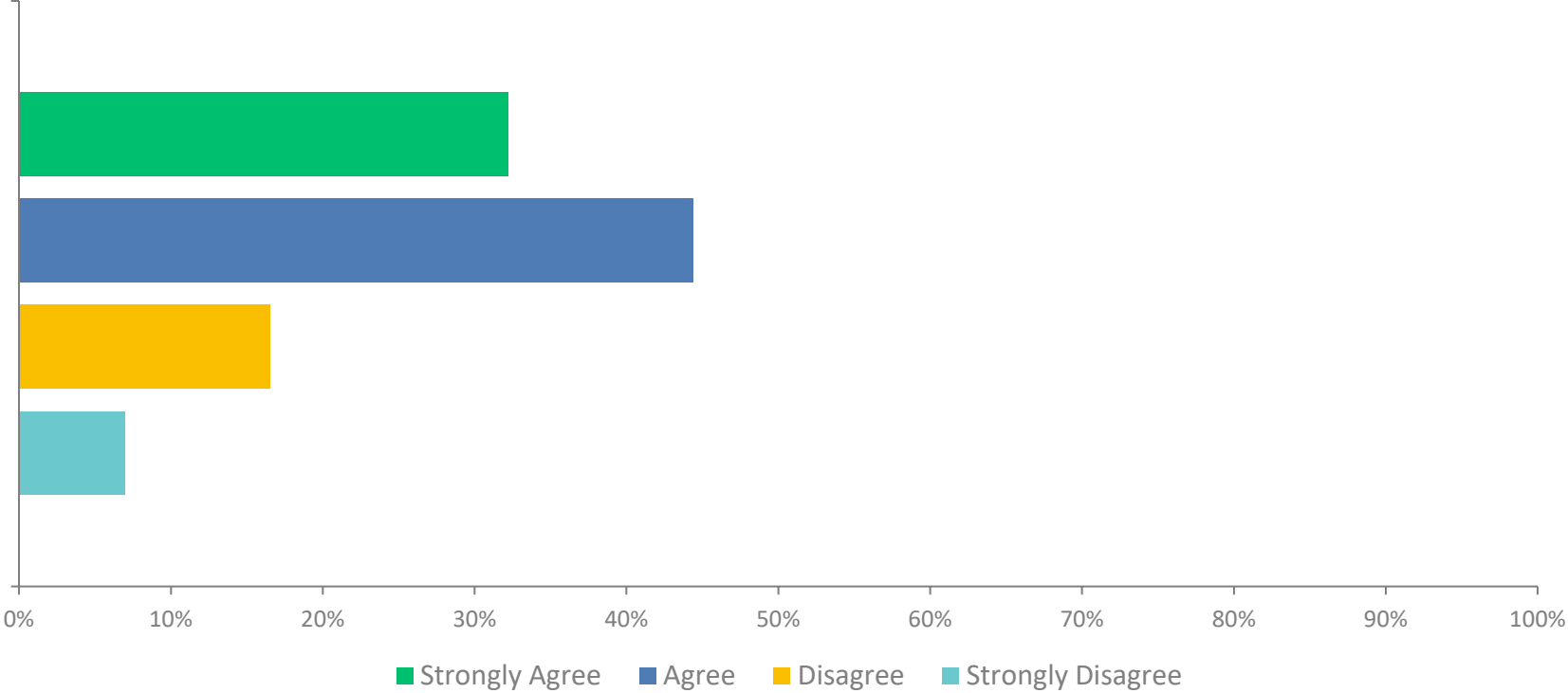
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
32.48%	57.26%	7.69%	2.56%	117	1.80
38	67	9	3		

# Do you feel that the courses that your senior took throughout high school were challenging and relevant to their lives and future goals?



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
25.44%	54.39%	15.79%	4.39%	114	1.99
29	62	18	5		

# During your student's time in high school, was your senior properly informed by the school about graduation requirements, along with requirements for college, vocational school, financial aid, for their future endeavors?



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
32.17%	44.35%	16.52%	6.96%	115	1.98
37	51	19	8		



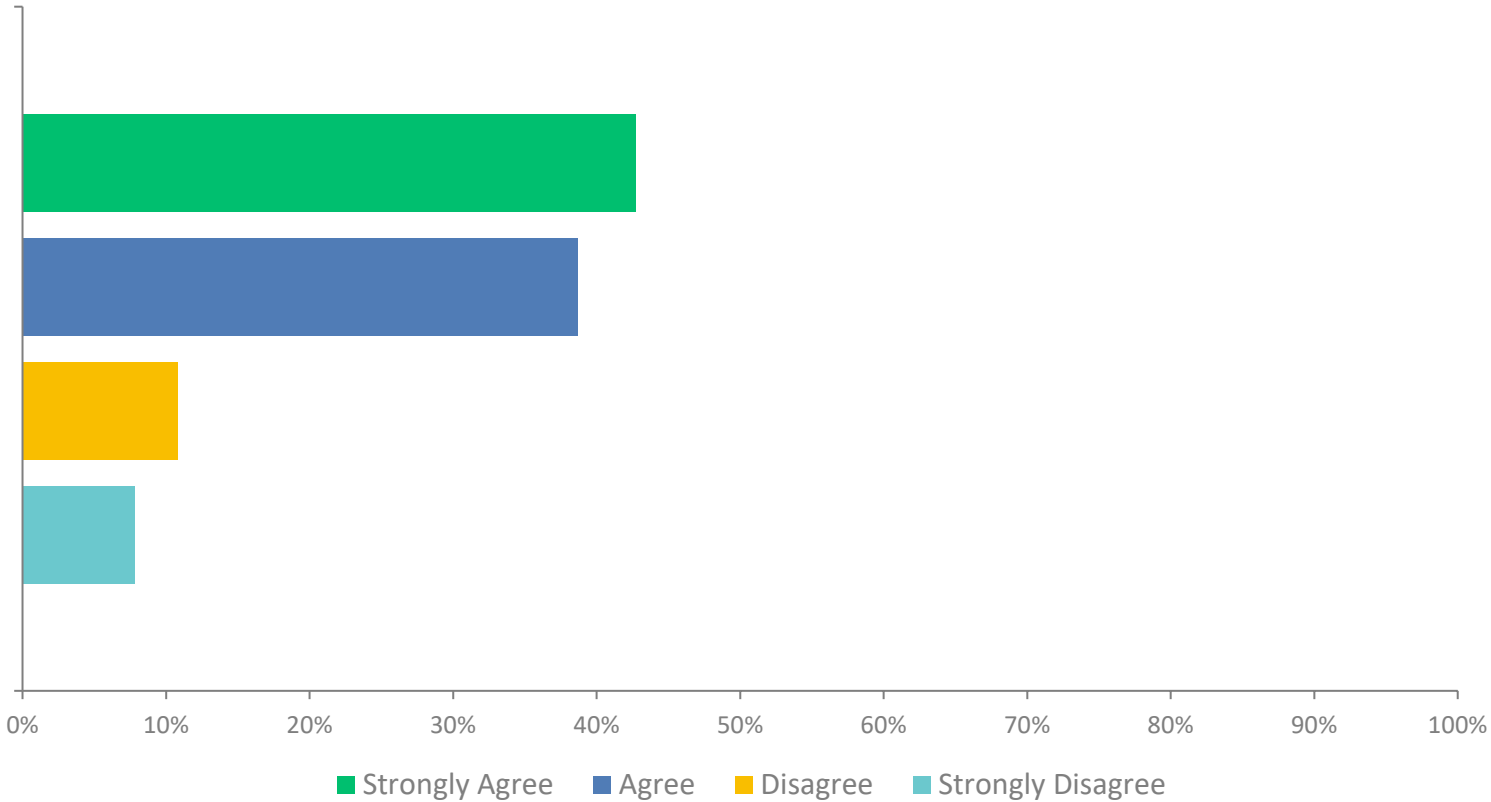
# **Survey Results: Languages other than English**



# K-8 Family Data

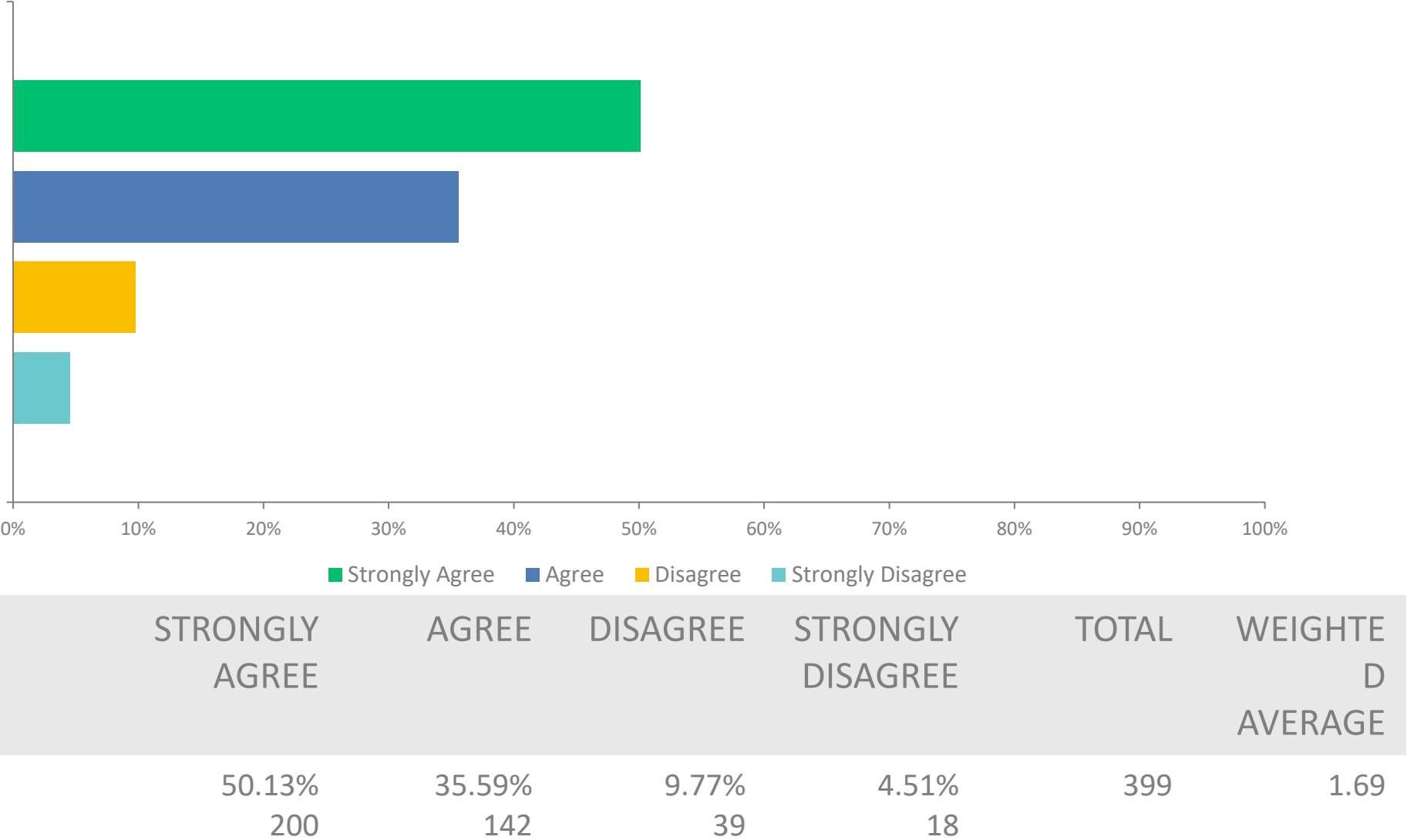


School staff (e.g., administrators, teachers, counselors) build positive relationships with families.

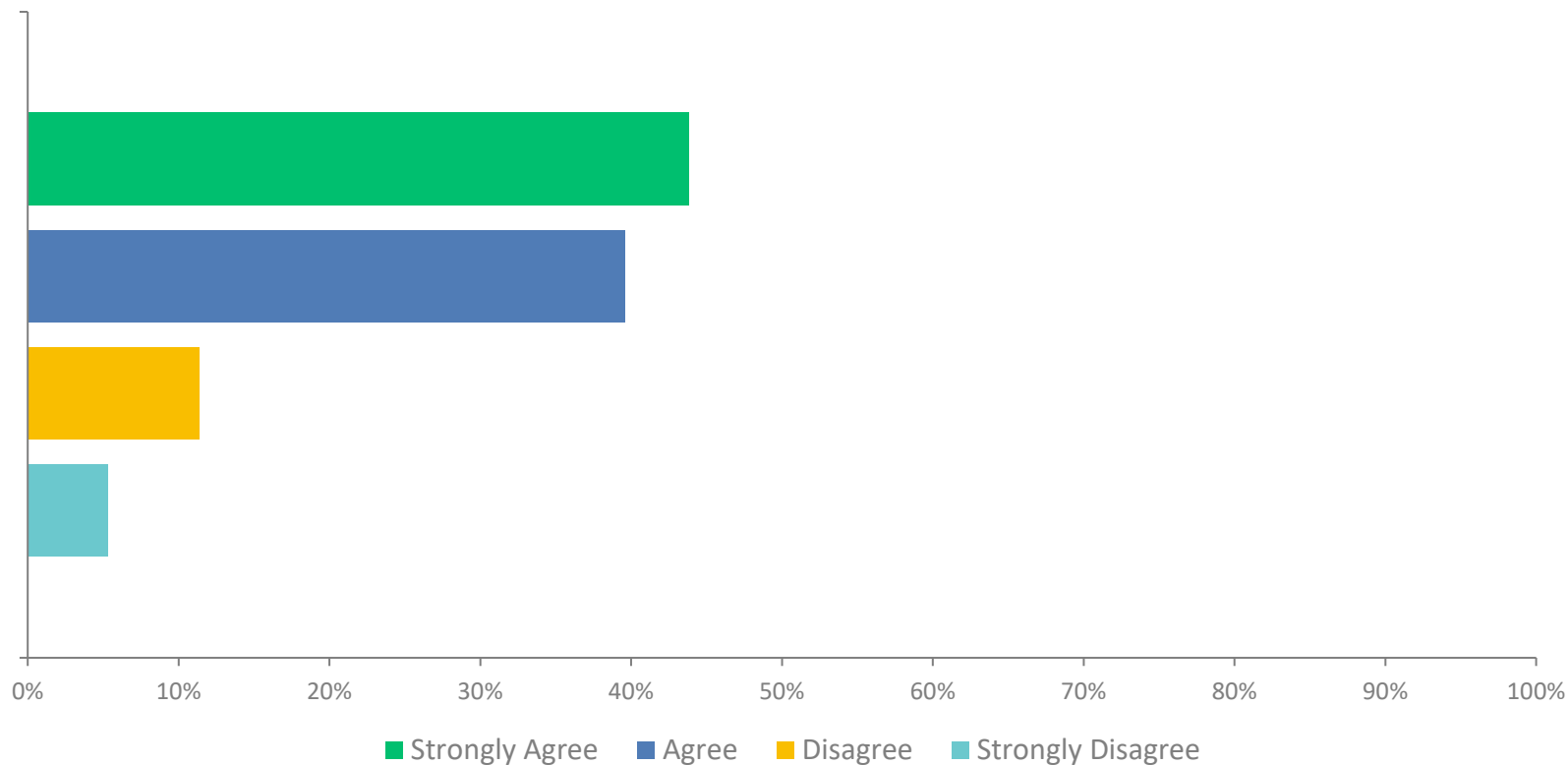


STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
42.71%	38.69%	10.80%	7.79%	398	1.84
170	154	43	31		

# When I walk into my child's school, I feel welcome.

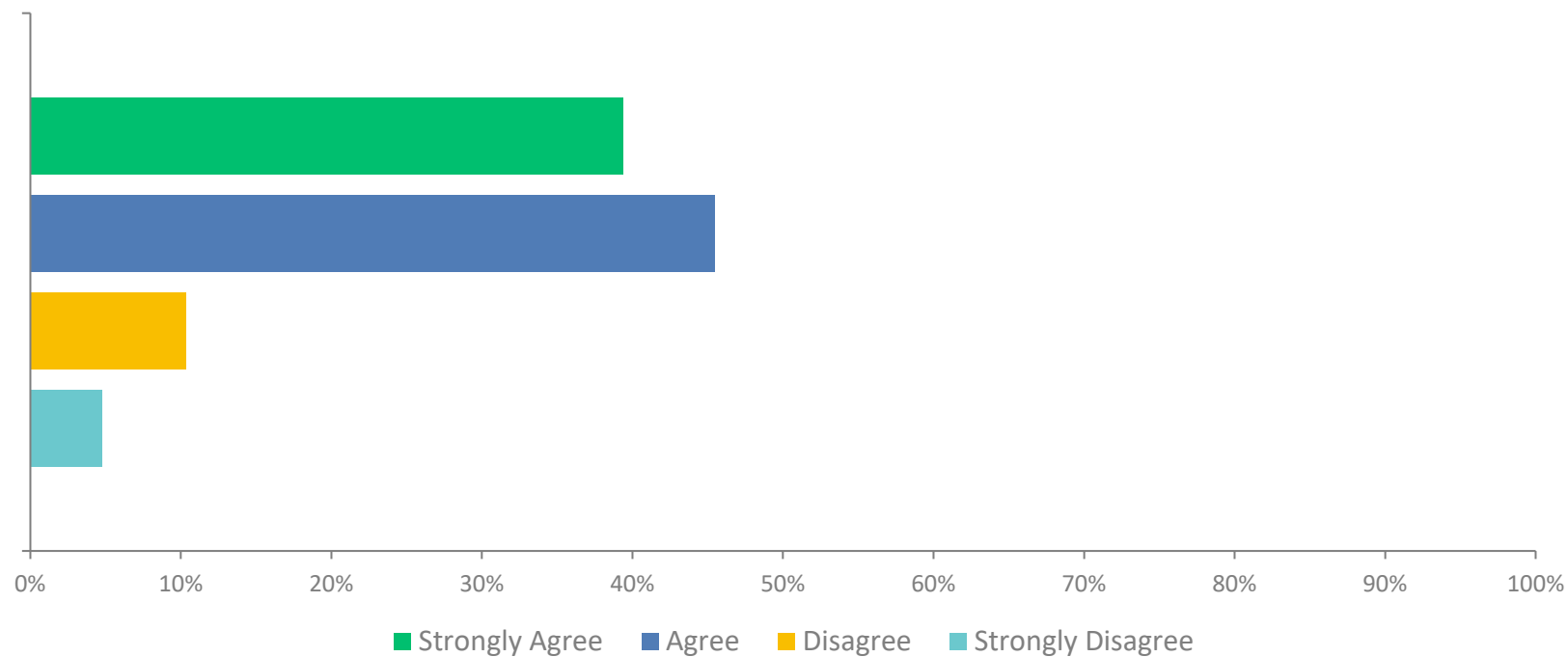


I am invited to participate in events (either virtual or in-person) about student learning (e.g., open house, new family orientation, back-to-school event, or literacy/math events).



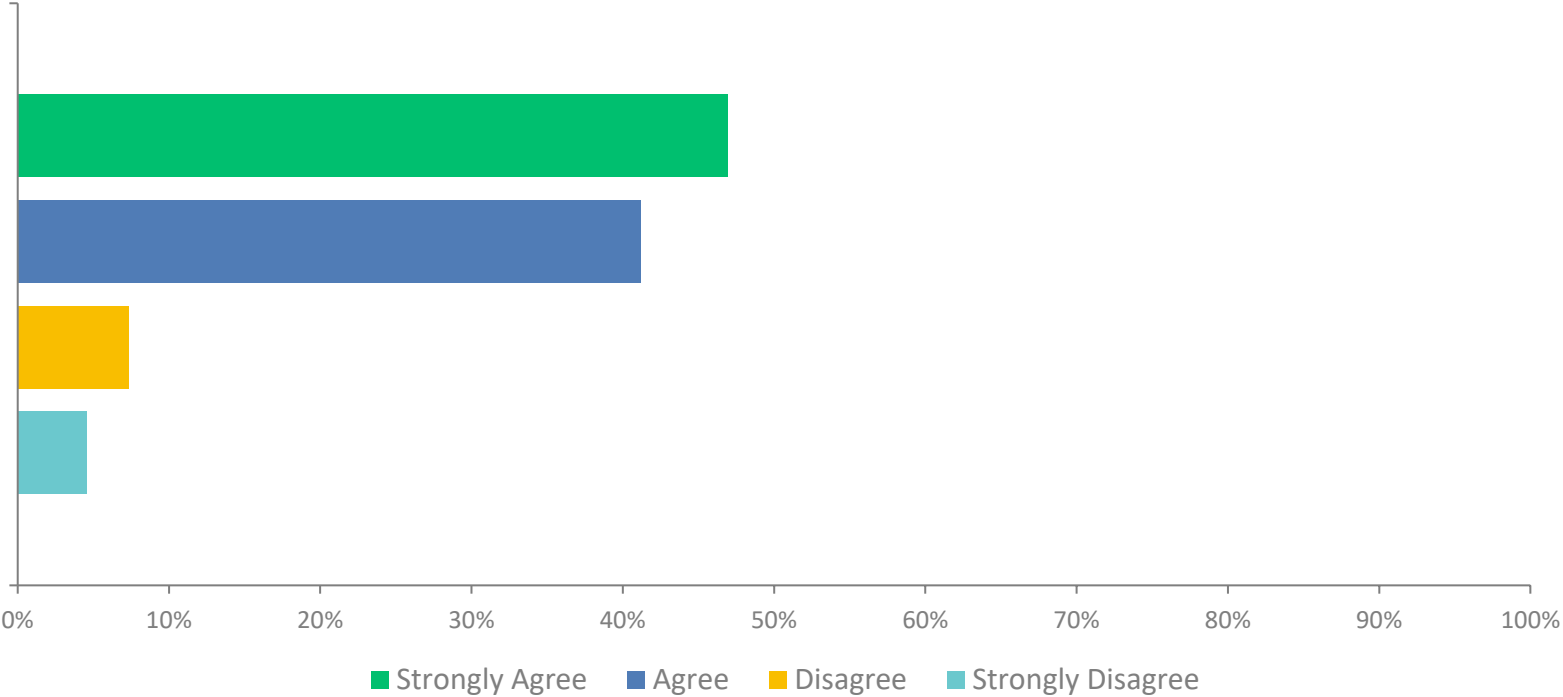
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
43.83%	39.55%	11.34%	5.29%	397	1.78
174	157	45	21		

# School staff members listen to my concerns.



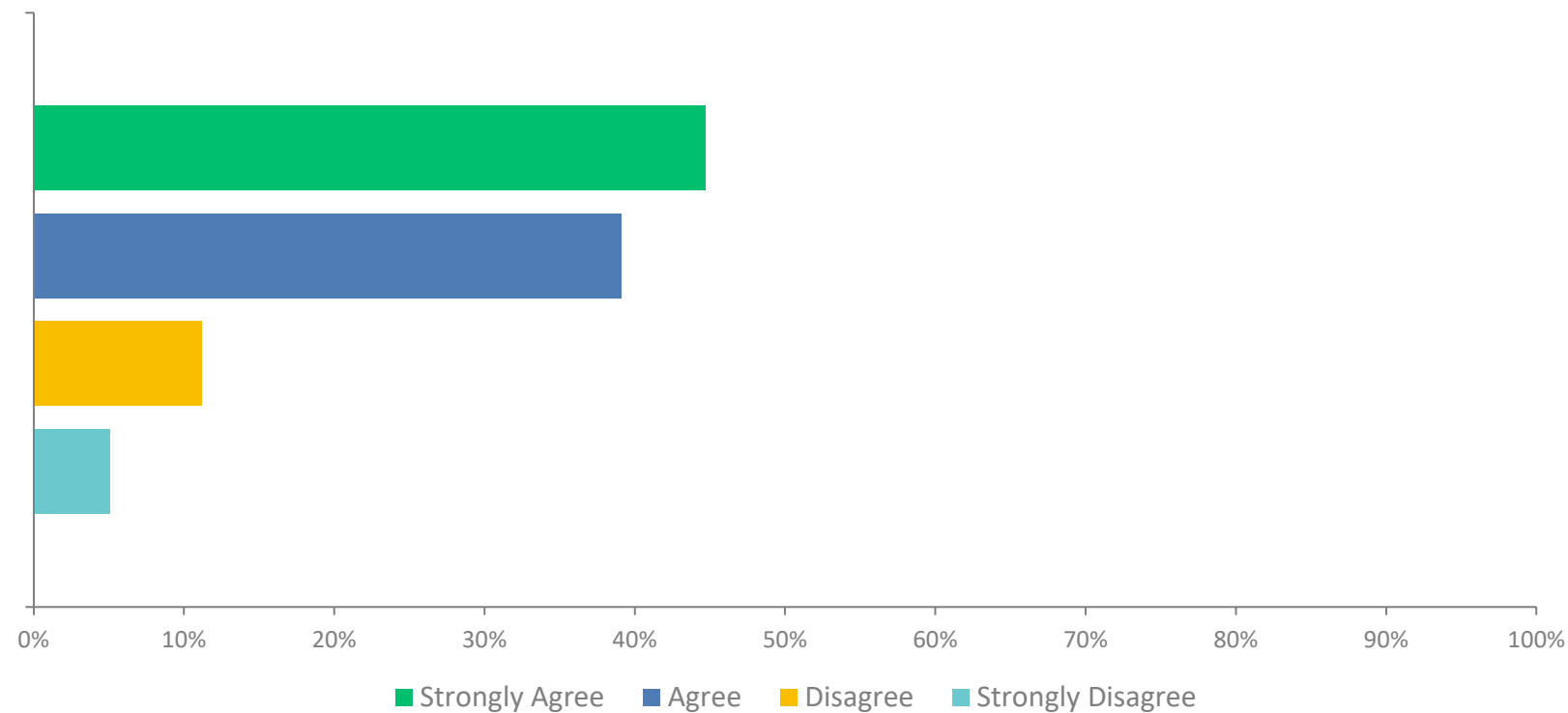
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
39.39%	45.45%	10.35%	4.80%	396	1.81
156	180	41	19		

# I'm provided understandable data on my child's progress.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
46.97%	41.16%	7.32%	4.55%	396	1.69
186	163	29	18		

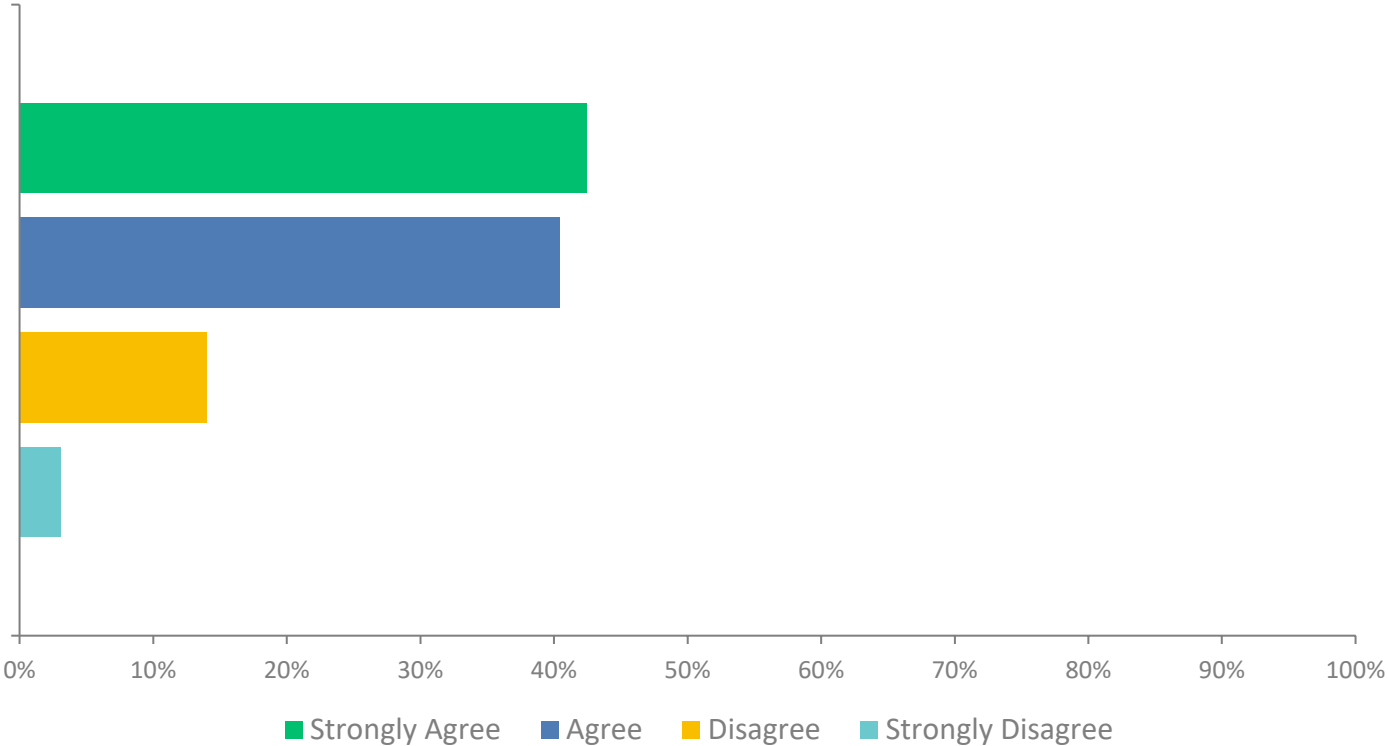
School staff members regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
44.67%	39.09%	11.17%	5.08%	394	1.77
176	154	44	20		

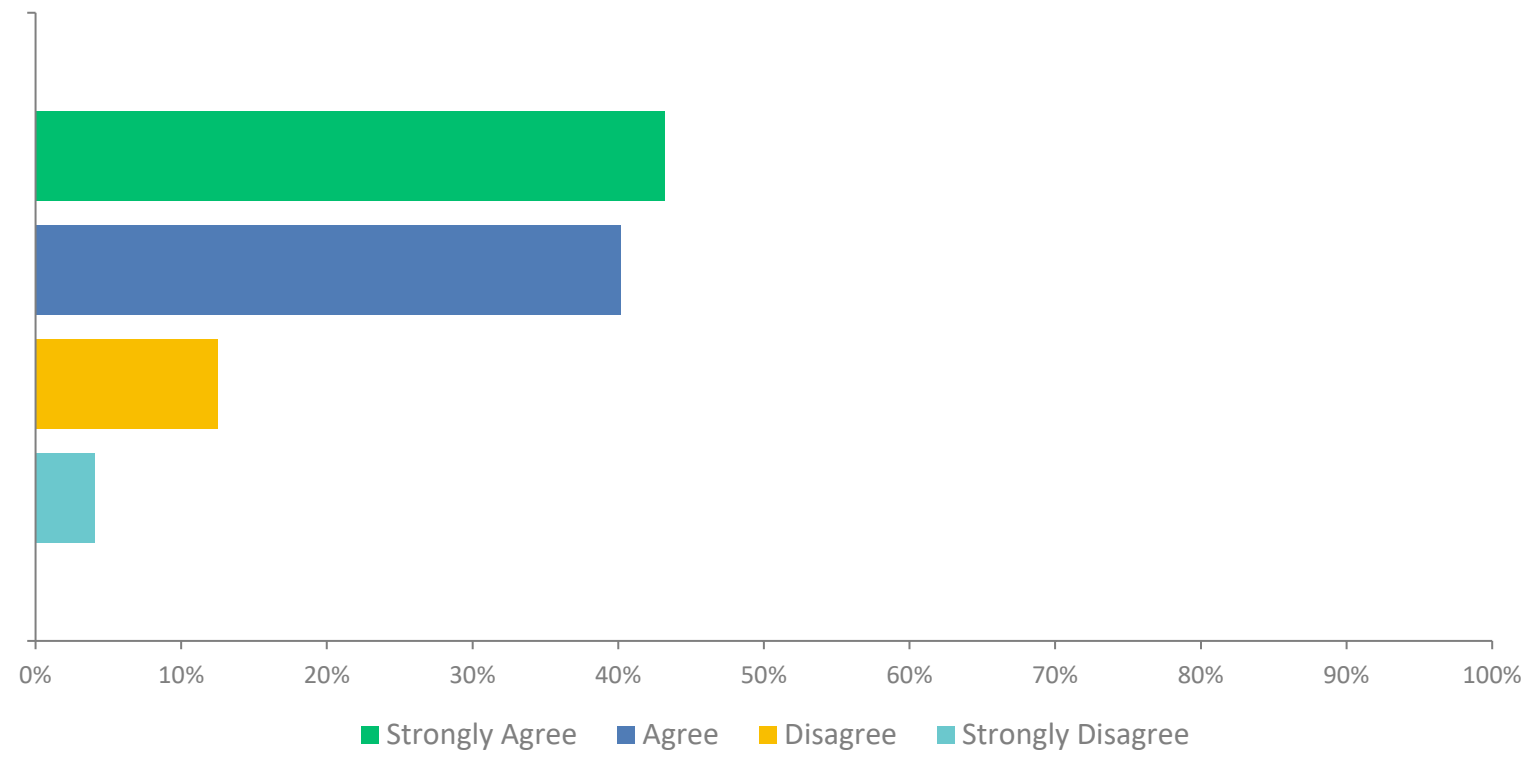


I'm provided clear information about school policies, programs and improvement efforts.



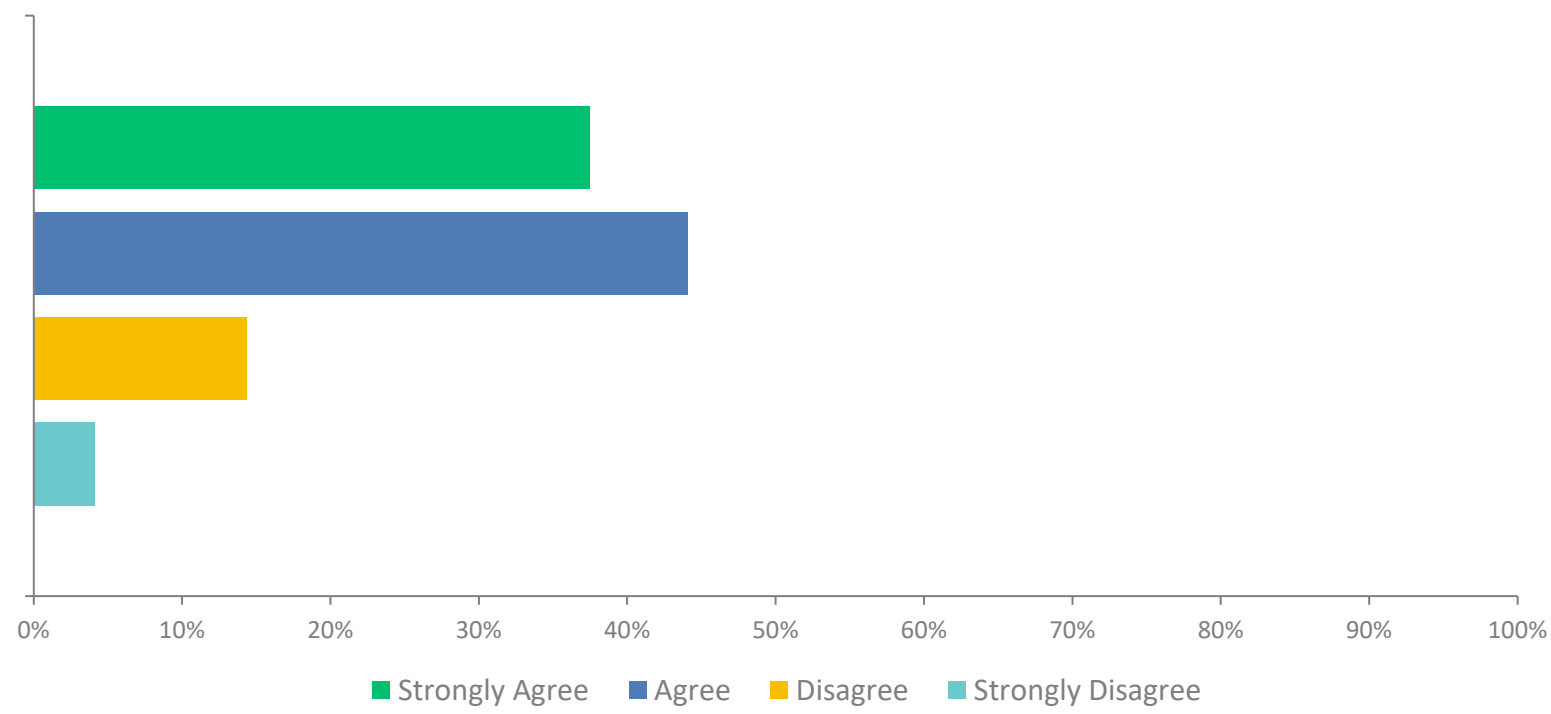
	42.49%	40.46%	13.99%	3.05%	393
	167	159	55	12	1.78

# School staff consult me before making important decisions about my child's education.



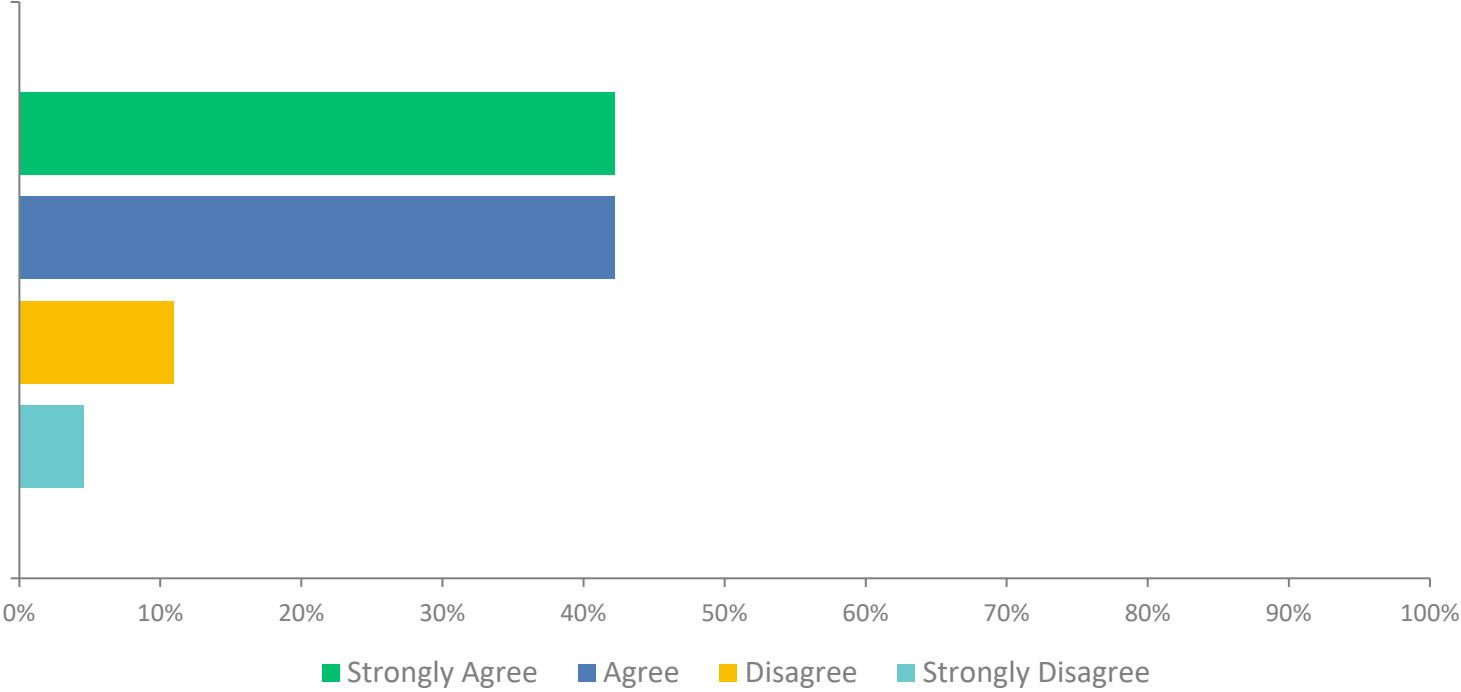
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
43.22%	40.15%	12.53%	4.09%	391	1.77
169	157	49	16		

# If my child receives additional classroom supports, I am provided with information about these supports



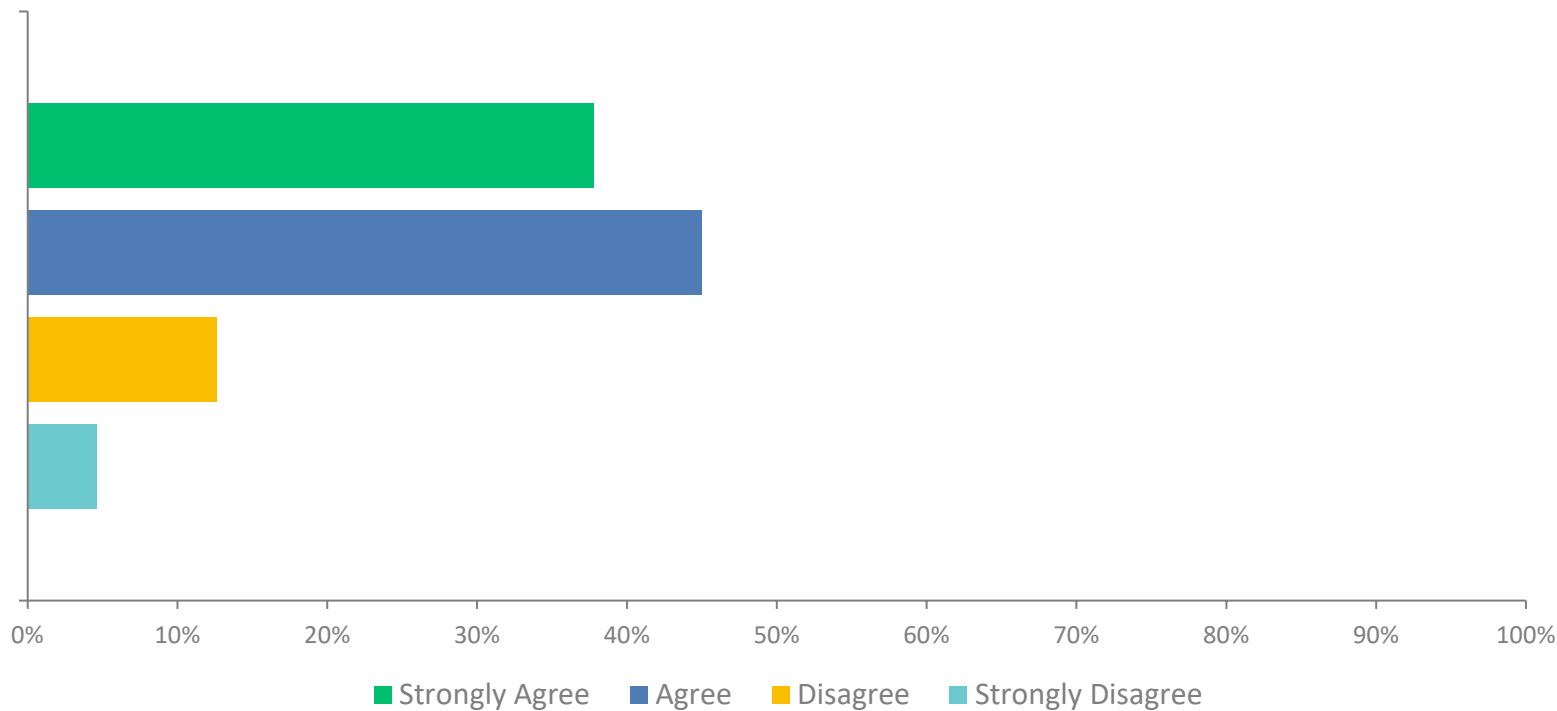
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
37.44%	44.10%	14.36%	4.10%	390	1.85
146	172	56	16		

# School staff keep me well informed about how my child is doing in school.



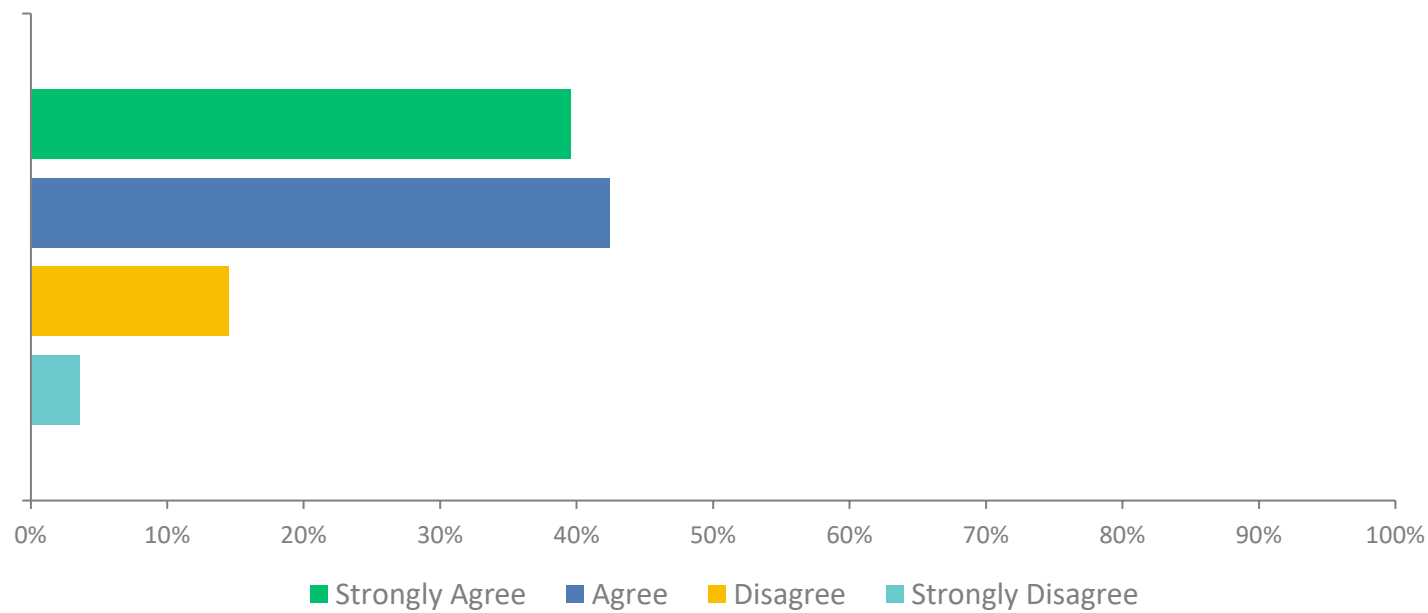
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
42.24%	42.24%	10.94%	4.58%	393	1.78
166	166	43	18		

I have a good working relationship with school staff in which we solve problems together.



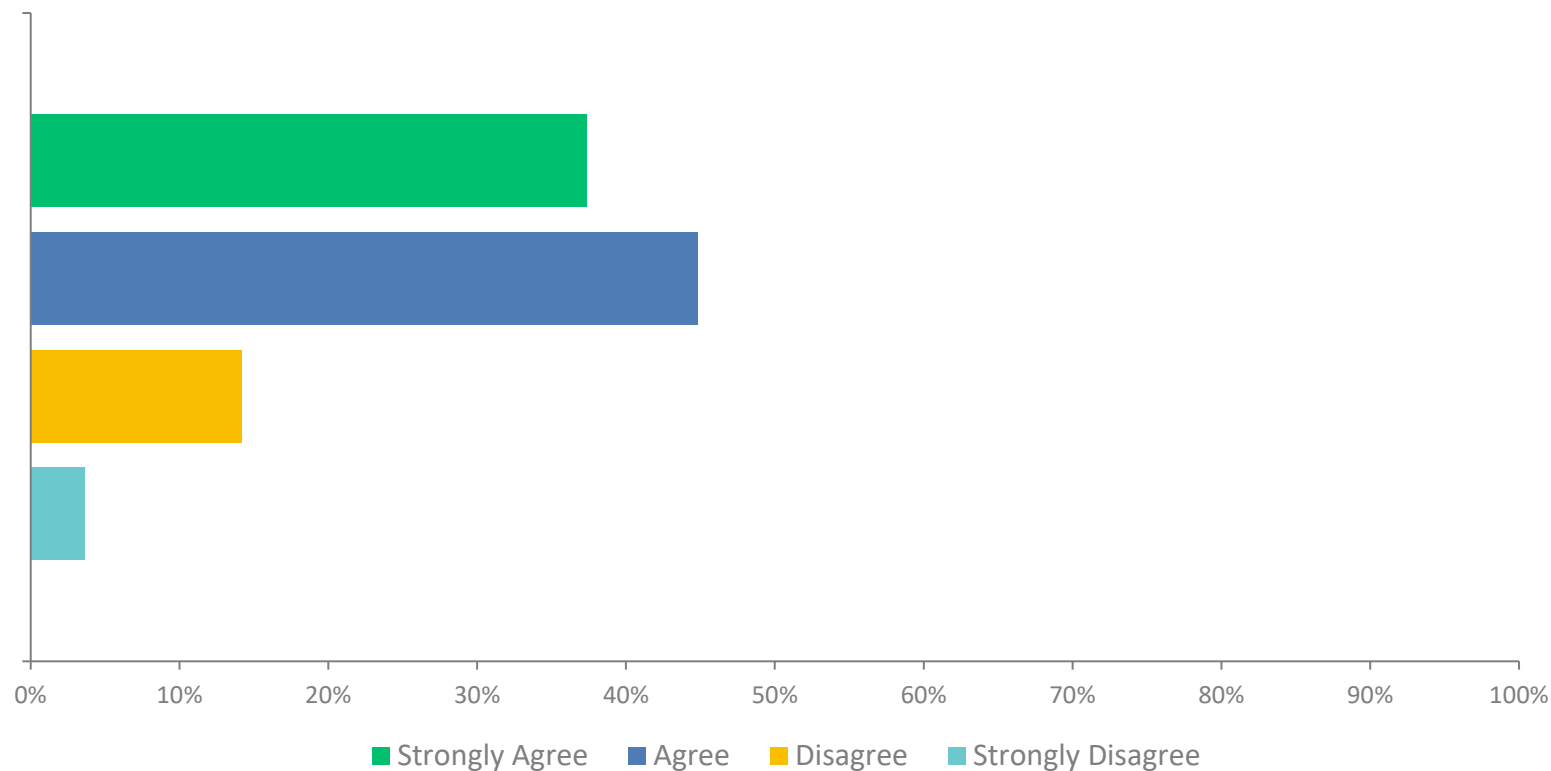
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
37.79%	44.99%	12.60%	4.63%	389	1.84
147	175	49	18		

# I'm provided useful information about how to support my child's learning.



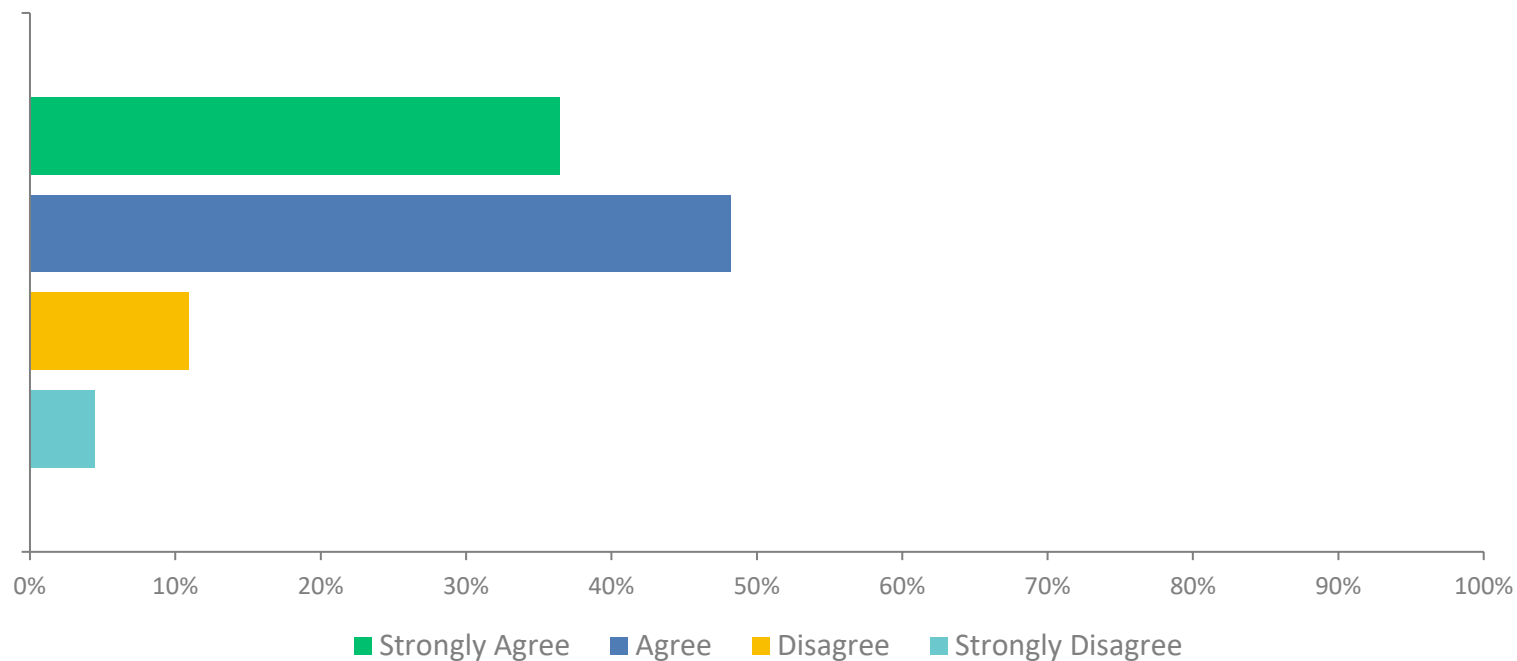
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
39.59%	42.39%	14.47%	3.55%	394	1.82
156	167	57	14		

I have a good understanding of the academic content and skills my child is learning at school.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
37.37%	44.85%	14.18%	3.61%	388	1.84
145	174	55	14		

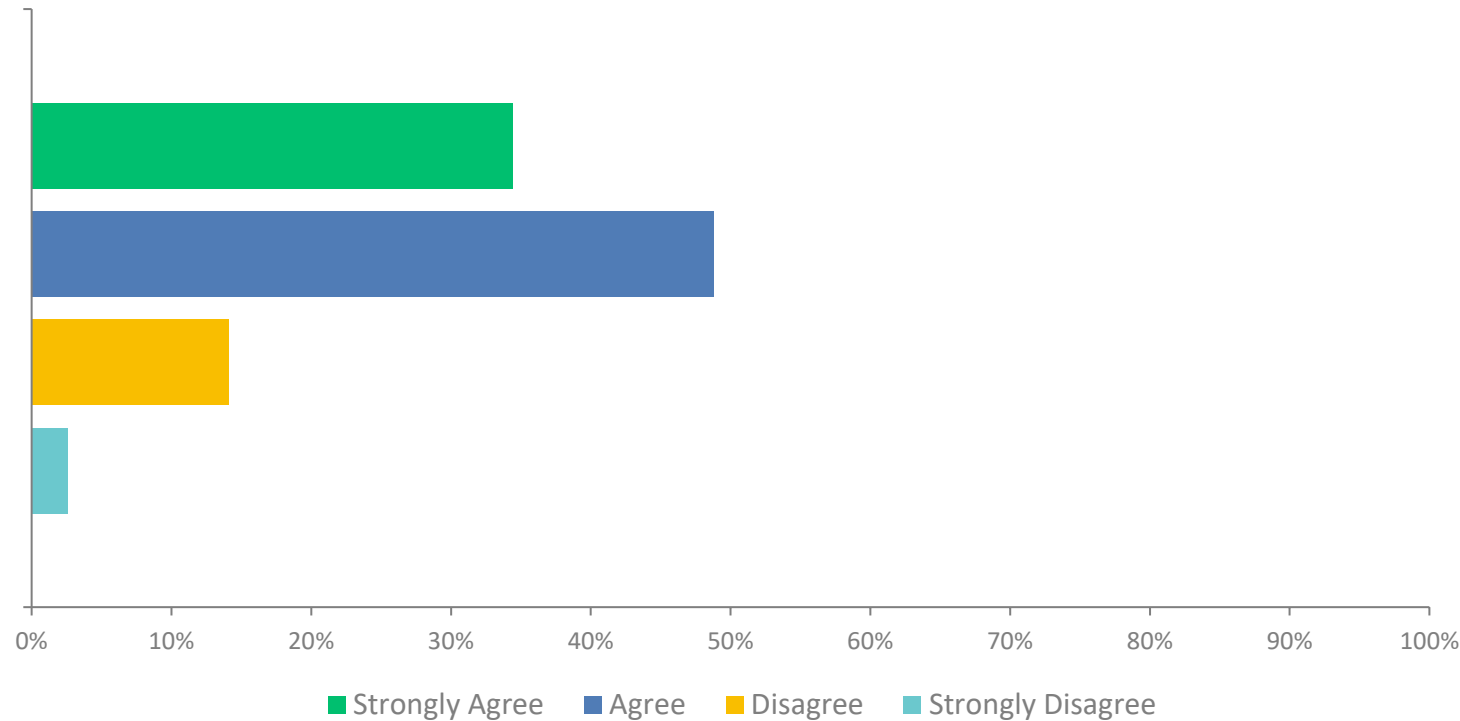
# My child is learning digital citizenship skills, including how to use technology safely, effectively, and responsibly.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
36.46%	48.18%	10.94%	4.43%	384	1.83
140	185	42	17		

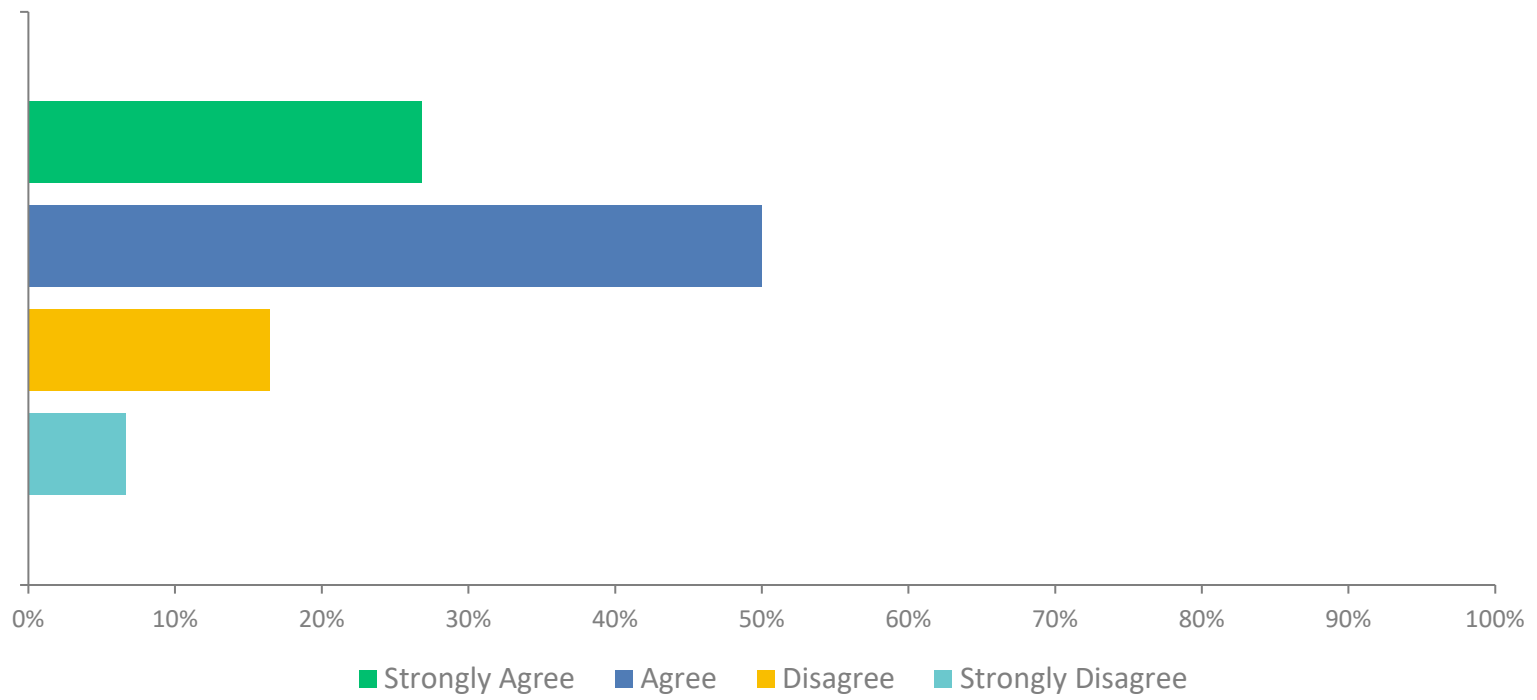


My child is learning social, life and employment skills such as critical thinking, effective communication, and conflict resolution.



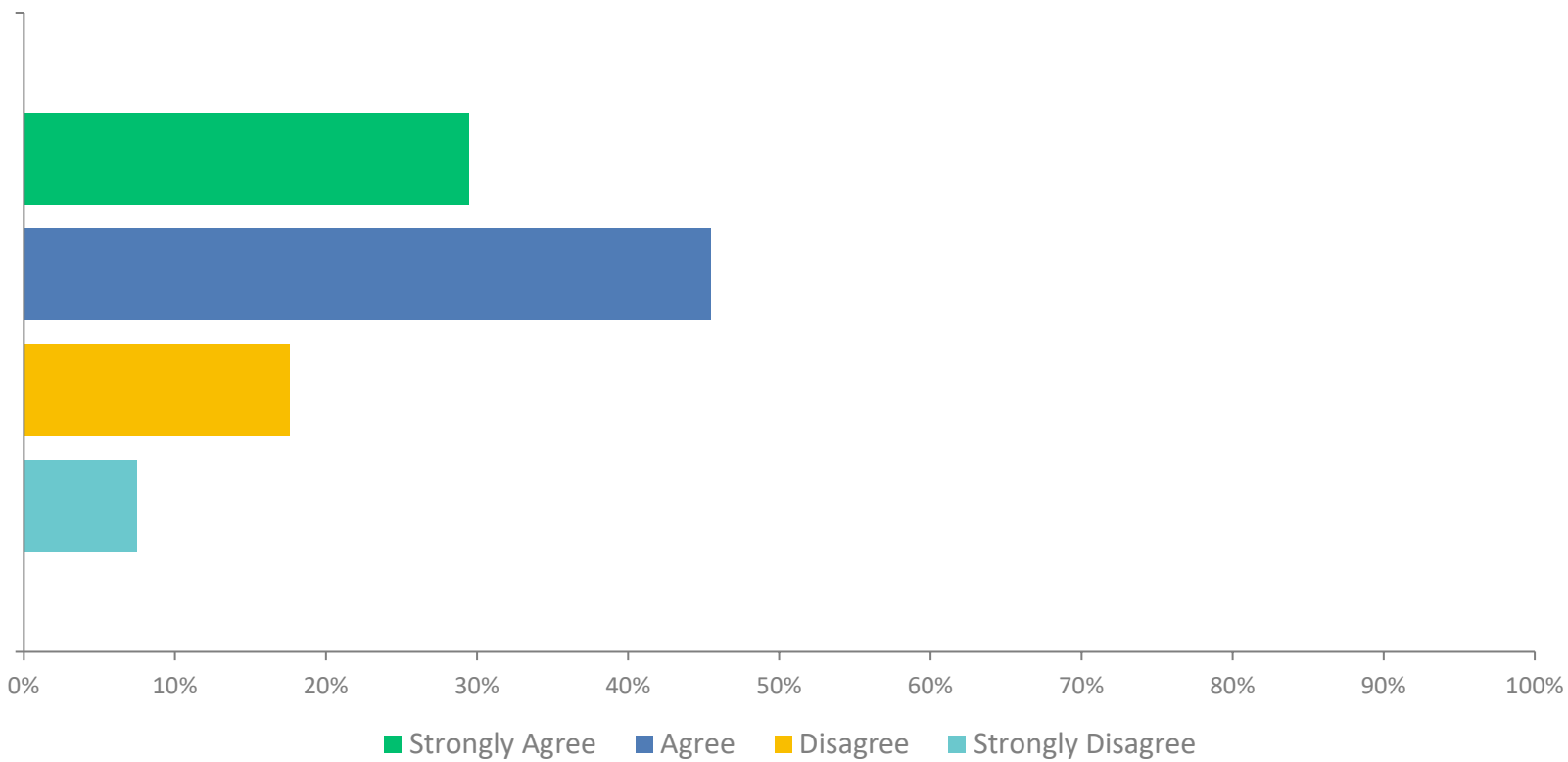
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
34.46%	48.83%	14.10%	2.61%	383	1.85
132	187	54	10		

The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).



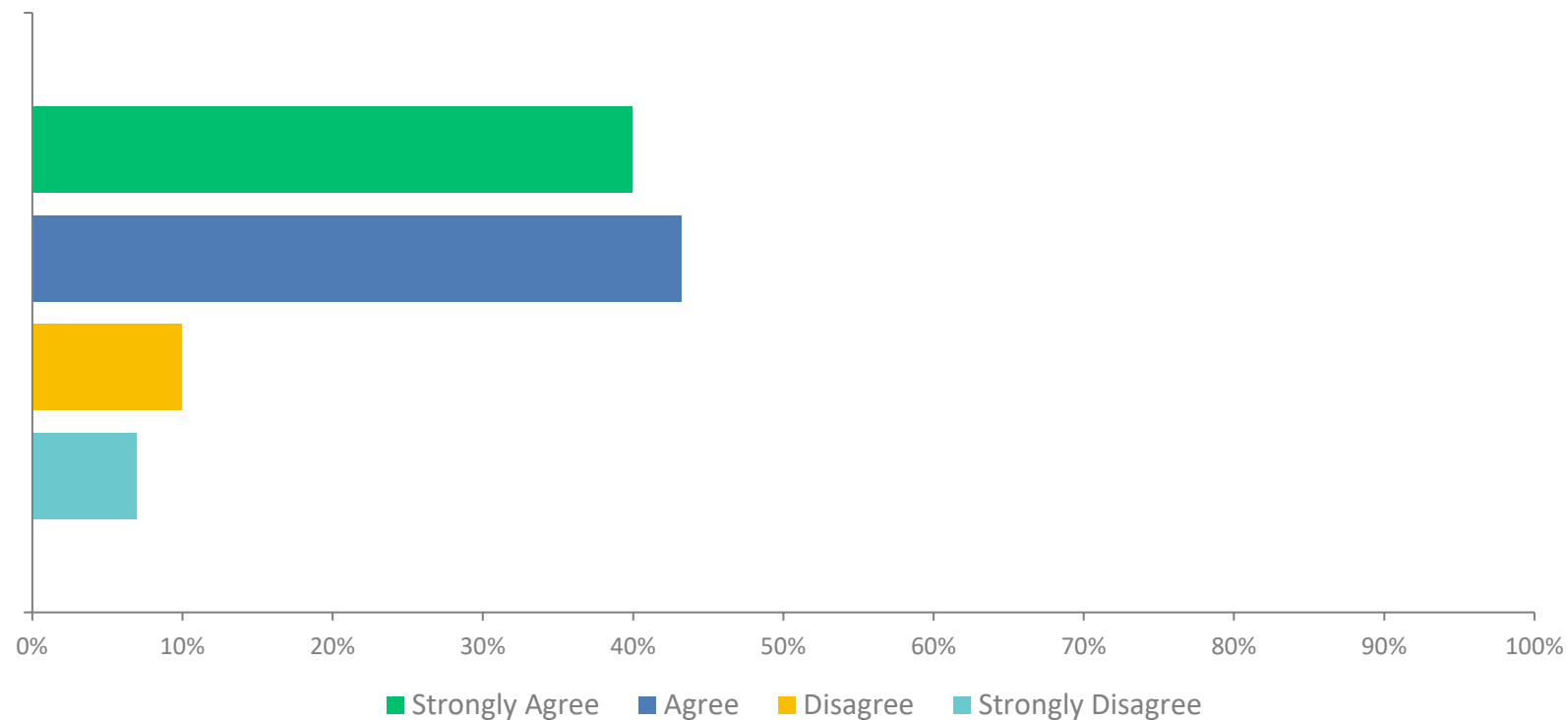
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
26.86%	50.0%	16.49%	6.65%	376	2.03
101	188	62	25		

# The school helps my family connect with community resources that we need.



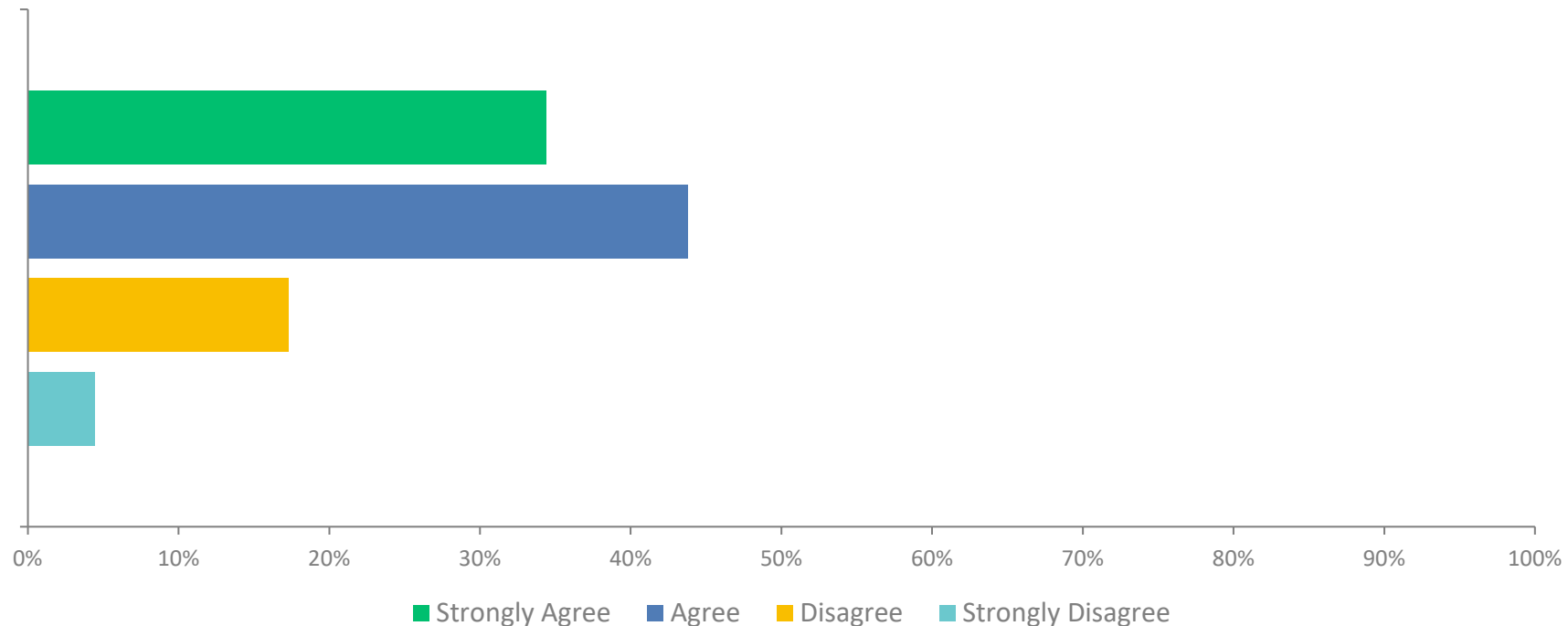
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
29.46%	45.48%	17.57%	7.49%	387	2.03
114	176	68	29		

Information from my child's school is provided in the language that my family speaks at home.



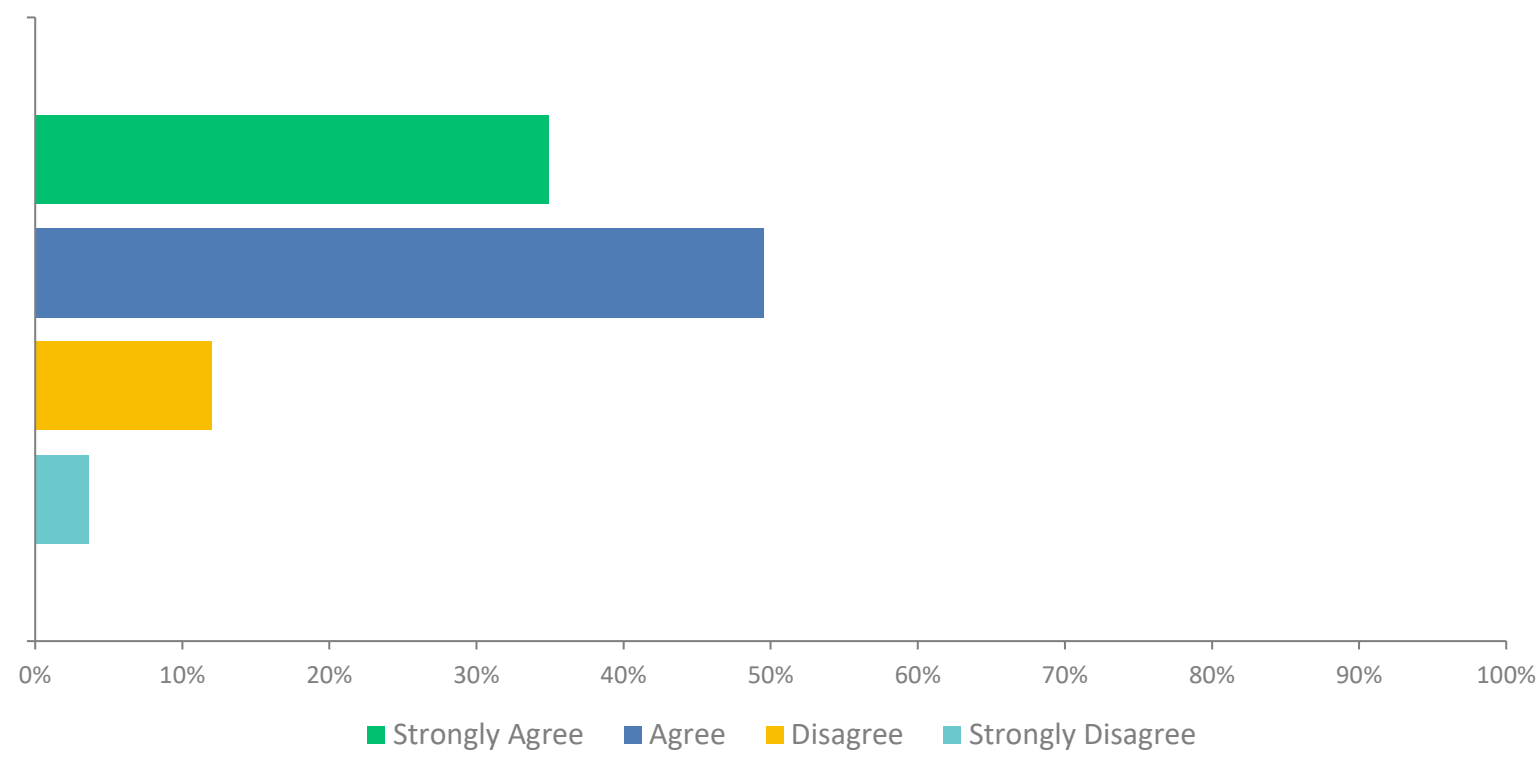
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
39.90%	43.22%	9.97%	6.91%	391	1.84
156	169	39	27		

# I have opportunities to learn about and provide input on district and school programs.



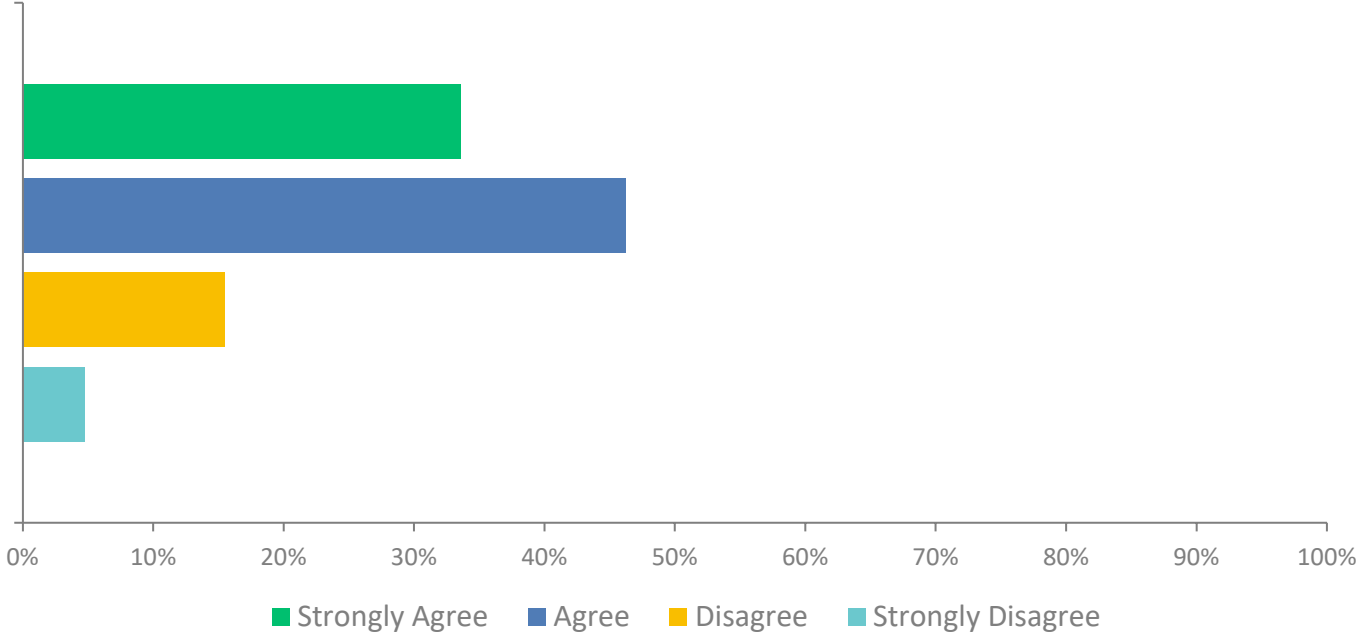
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
34.38%	43.83%	17.32%	4.46%	381	1.92
131	167	66	17		

# My child has the opportunities to learn digital citizenship, social, life and employment skills.



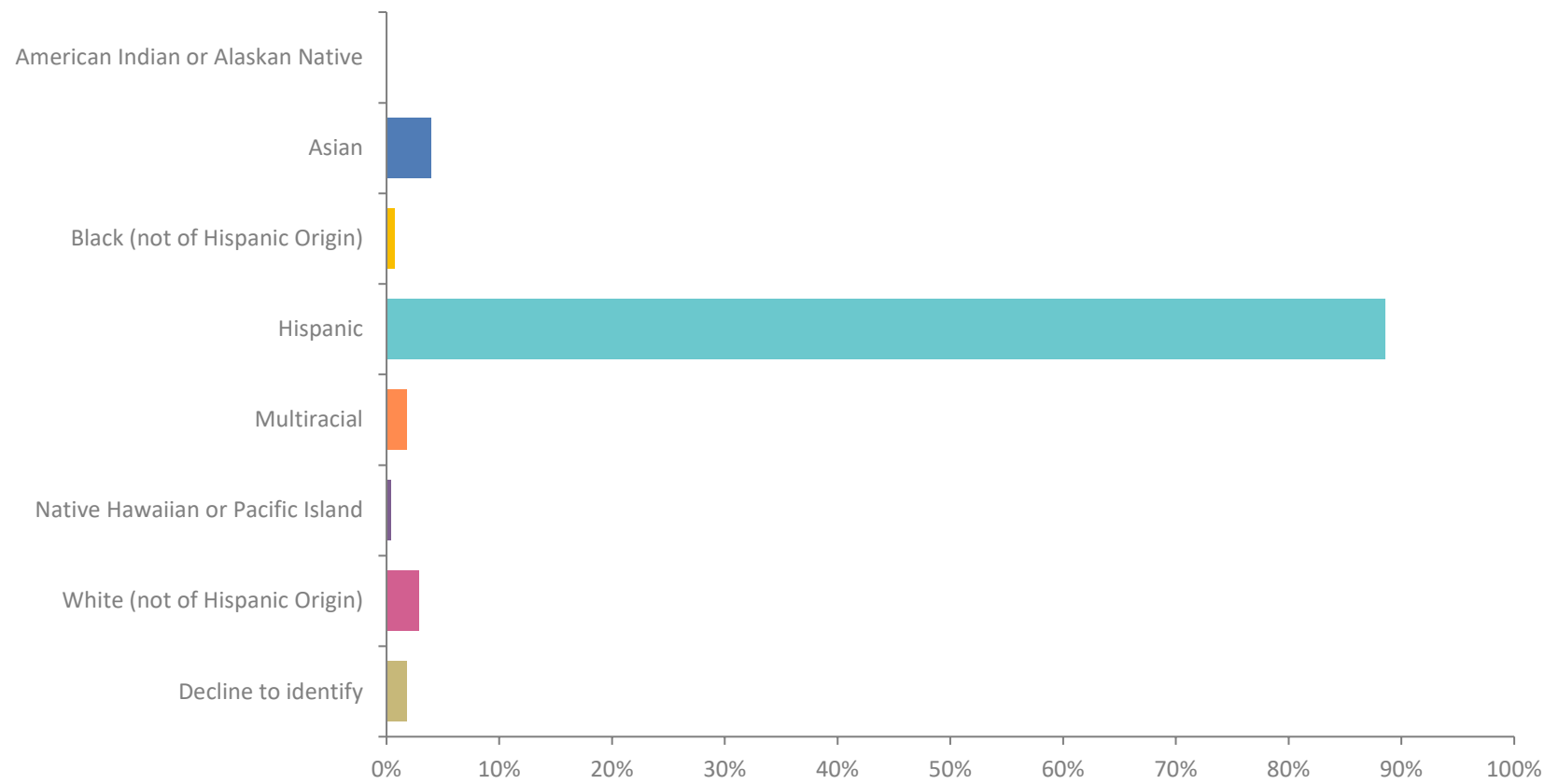
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
34.90%	49.48%	11.98%	3.65%	384	1.84
134	190	46	14		

# My child has access to diverse course offerings, activities and athletics.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
33.60%	46.19%	15.49%	4.72%	381	1.91
128	176	59	18		

# Please indicate your ethnicity (optional).

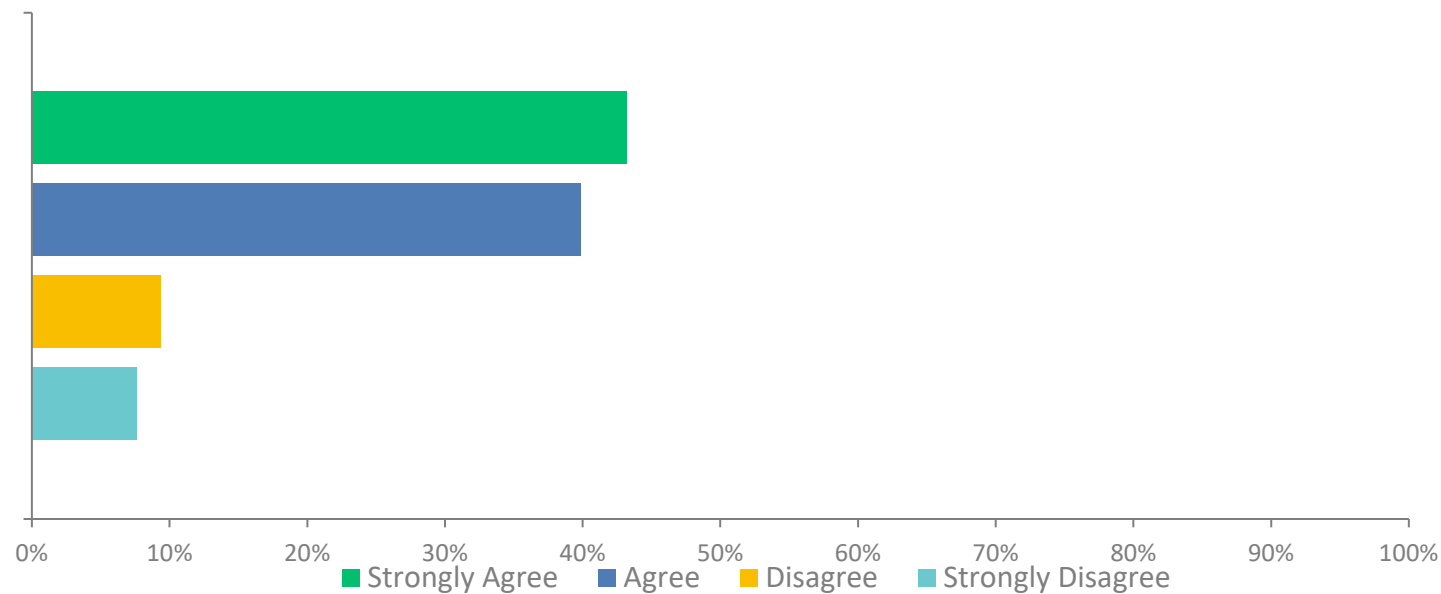




# High School Family Data

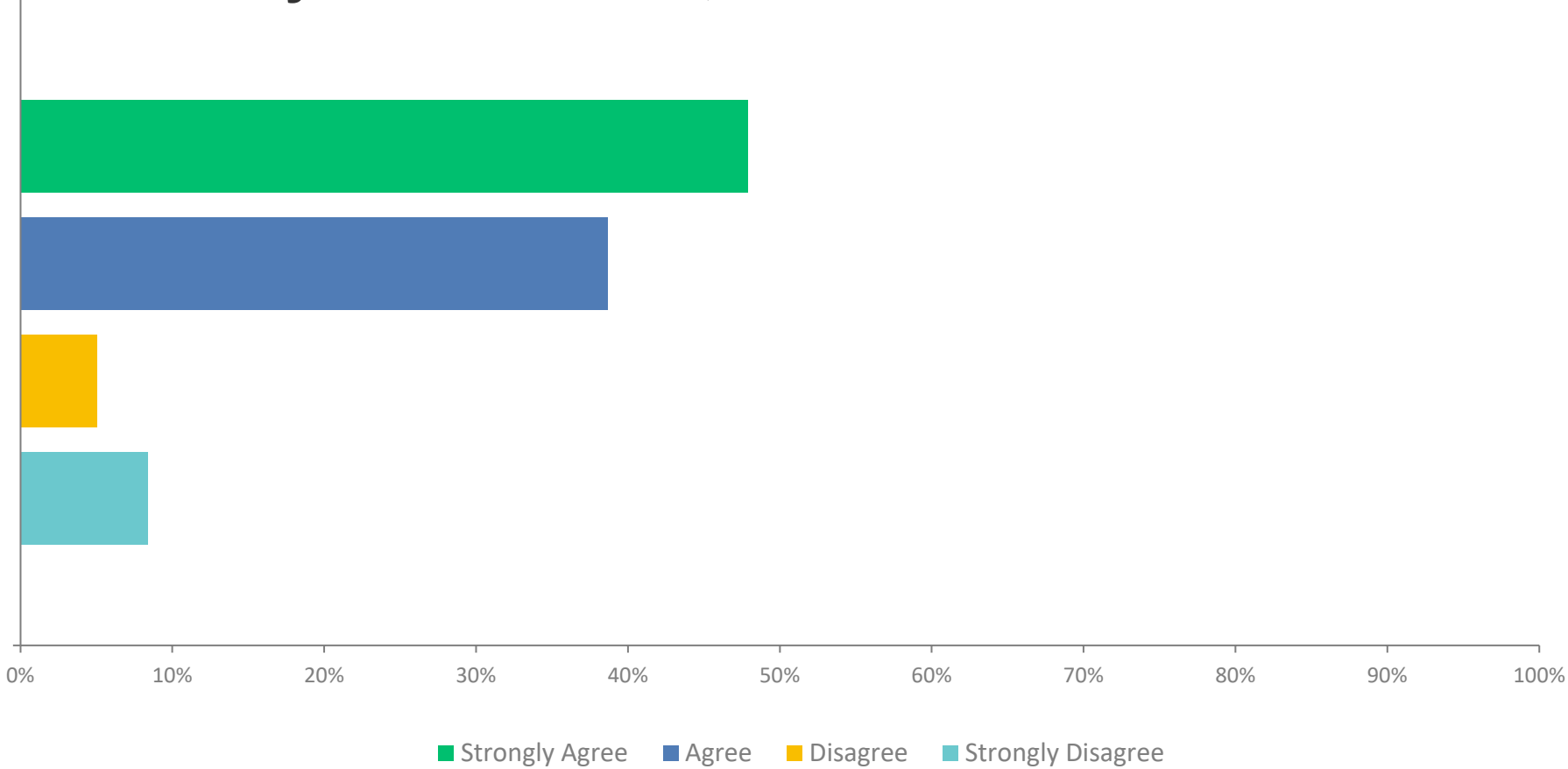


School staff (e.g., administrators, teachers, counselors) build positive relationships with families.



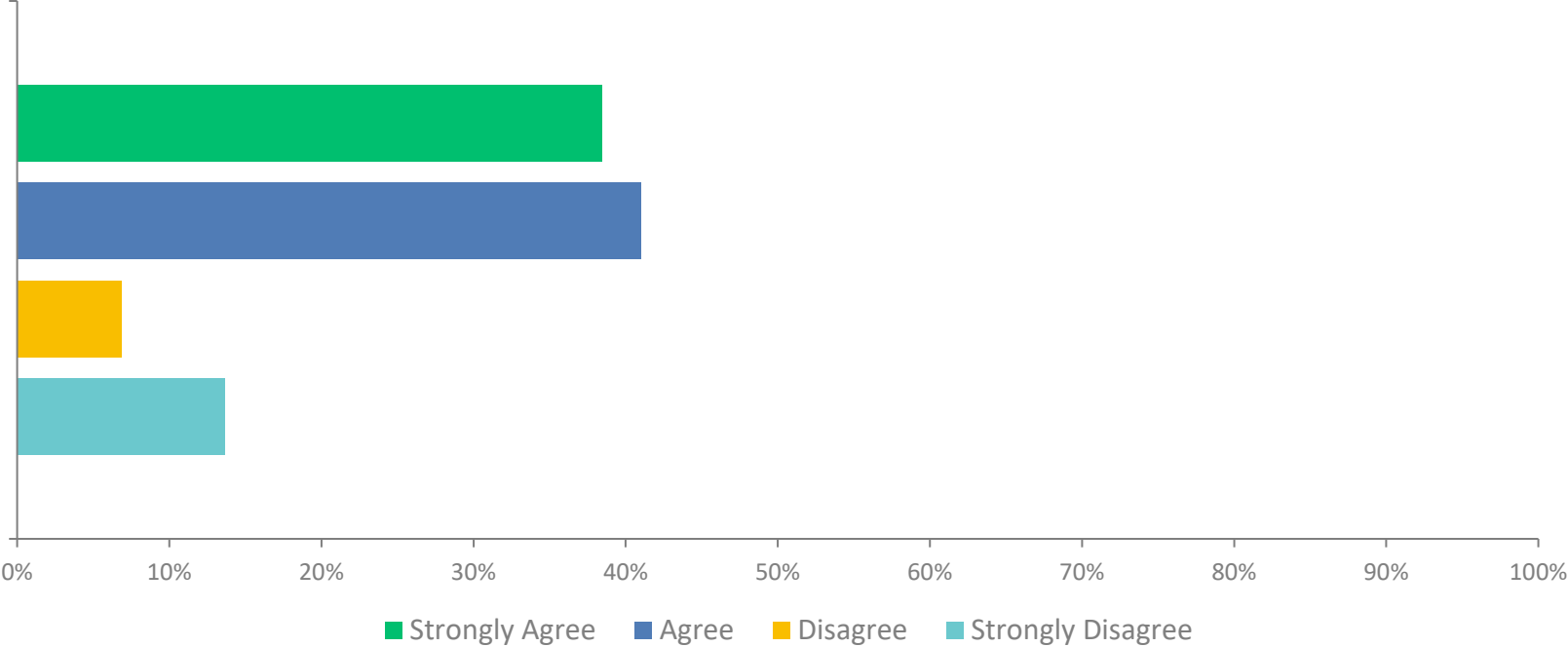
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
43.22%	39.83%	9.32%	7.63%	118	1.81
51	47	11	9		

# When I walk into my child's school, I feel welcome.



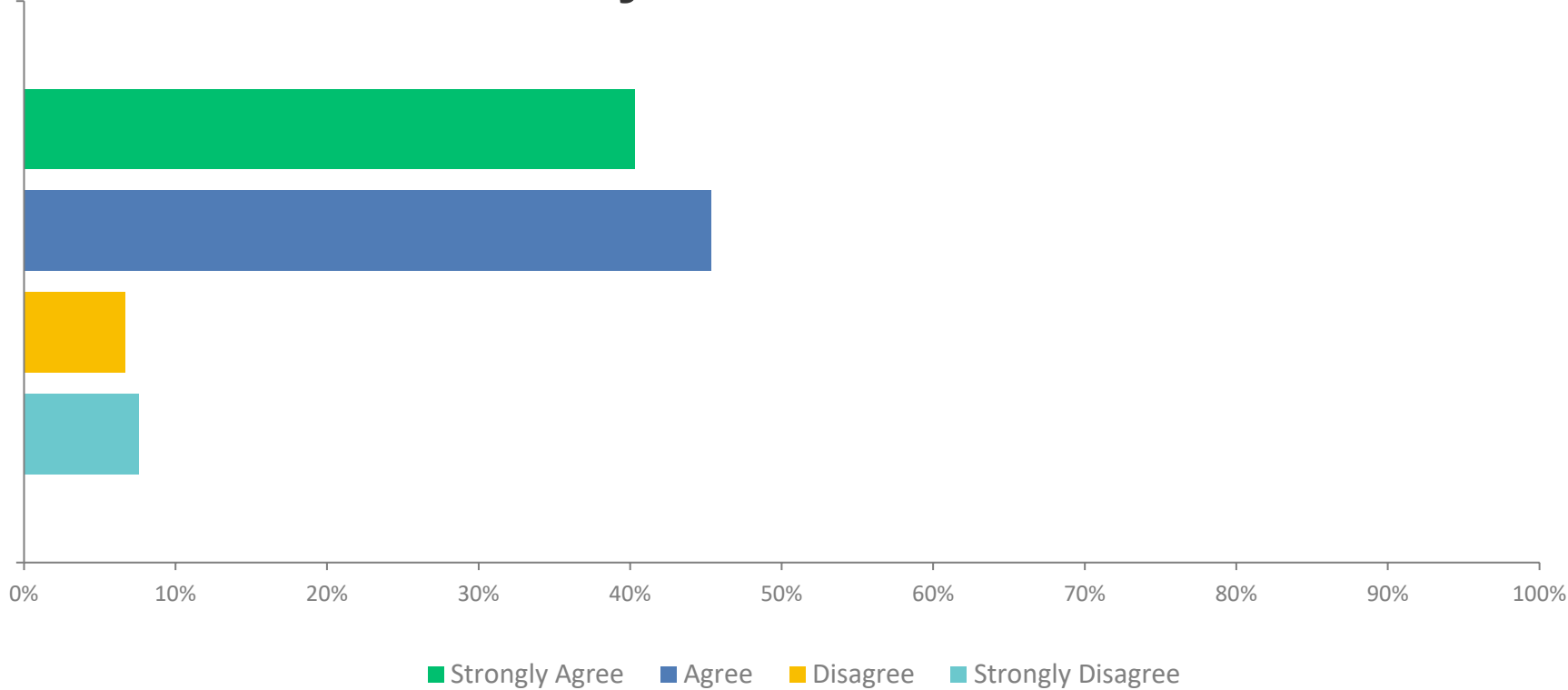
	47.90%	38.66%	5.04%	8.40%	119
	57	46	6	10	1.74

I am invited to participate in events (either virtual or in-person) about student learning (e.g., open house, new family orientation, back-to-school event, or literacy/math events).



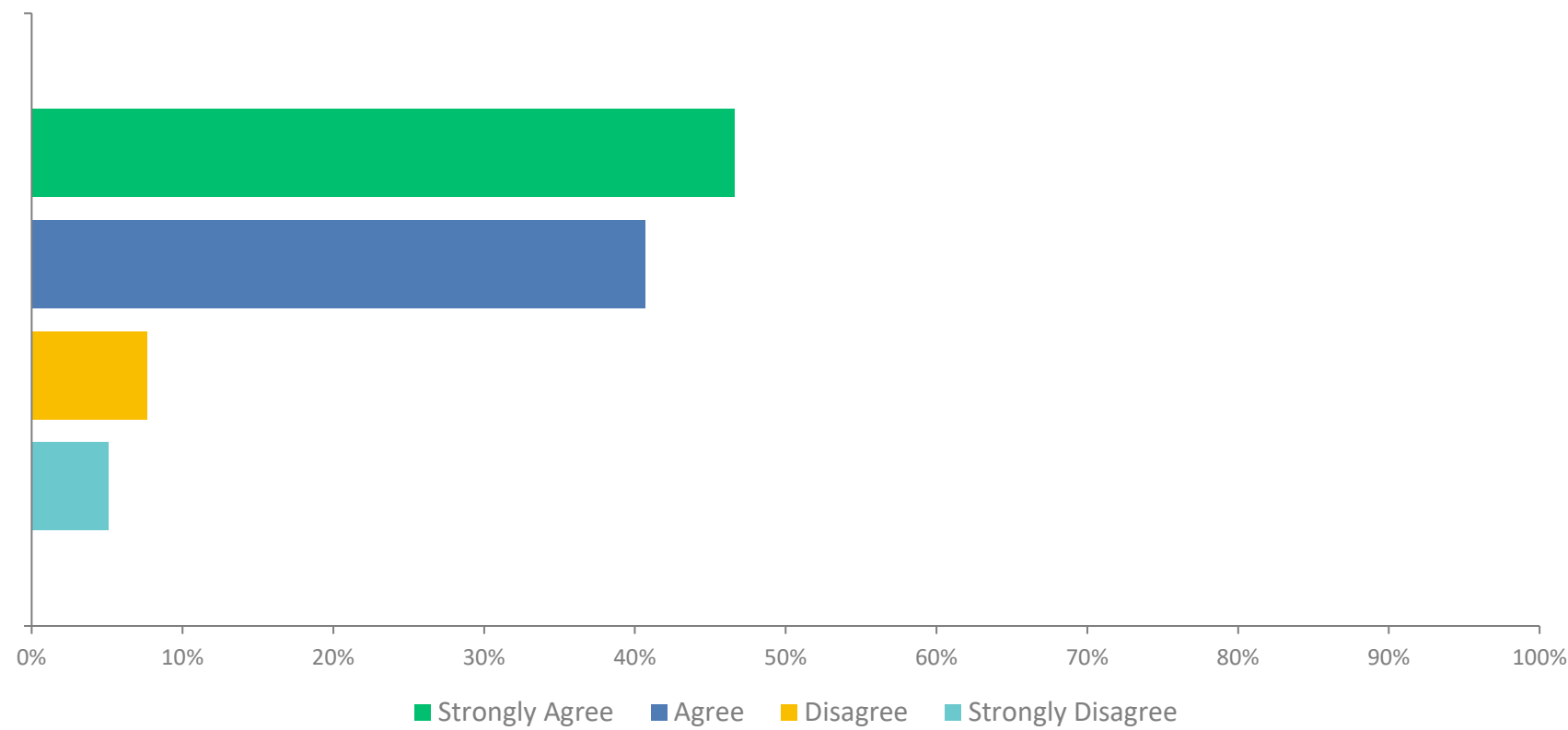
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
38.46%	41.03%	6.84%	13.68%	117	1.96
45	48	8	16		

# School staff members listen to my concerns.



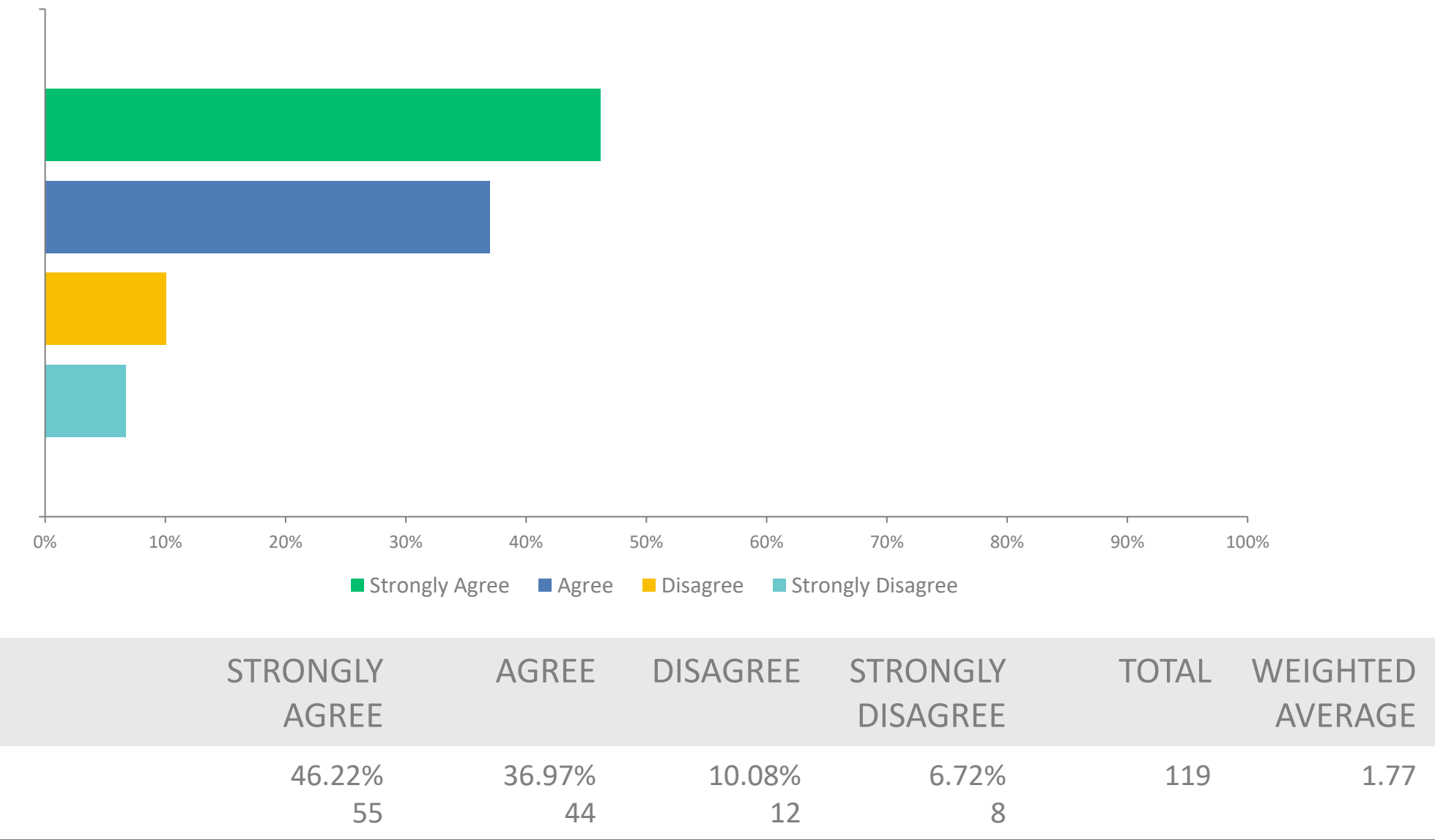
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
40.34%	45.38%	6.72%	7.56%	119	1.82
48	54	8	9		

# I'm provided understandable data on my child's progress.

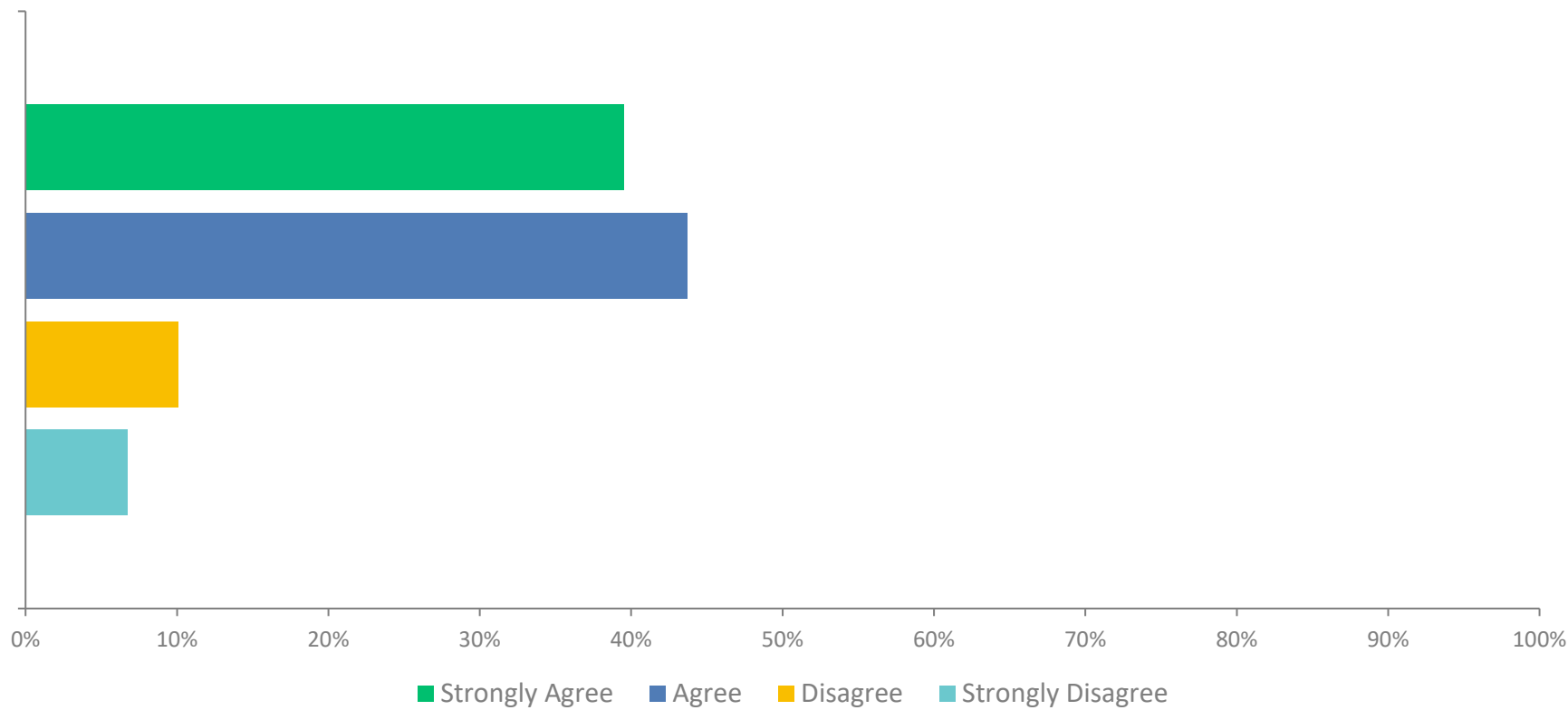


STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
46.61%	40.68%	7.63%	5.08%	118	1.71
55	48	9	6		

School staff members regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).



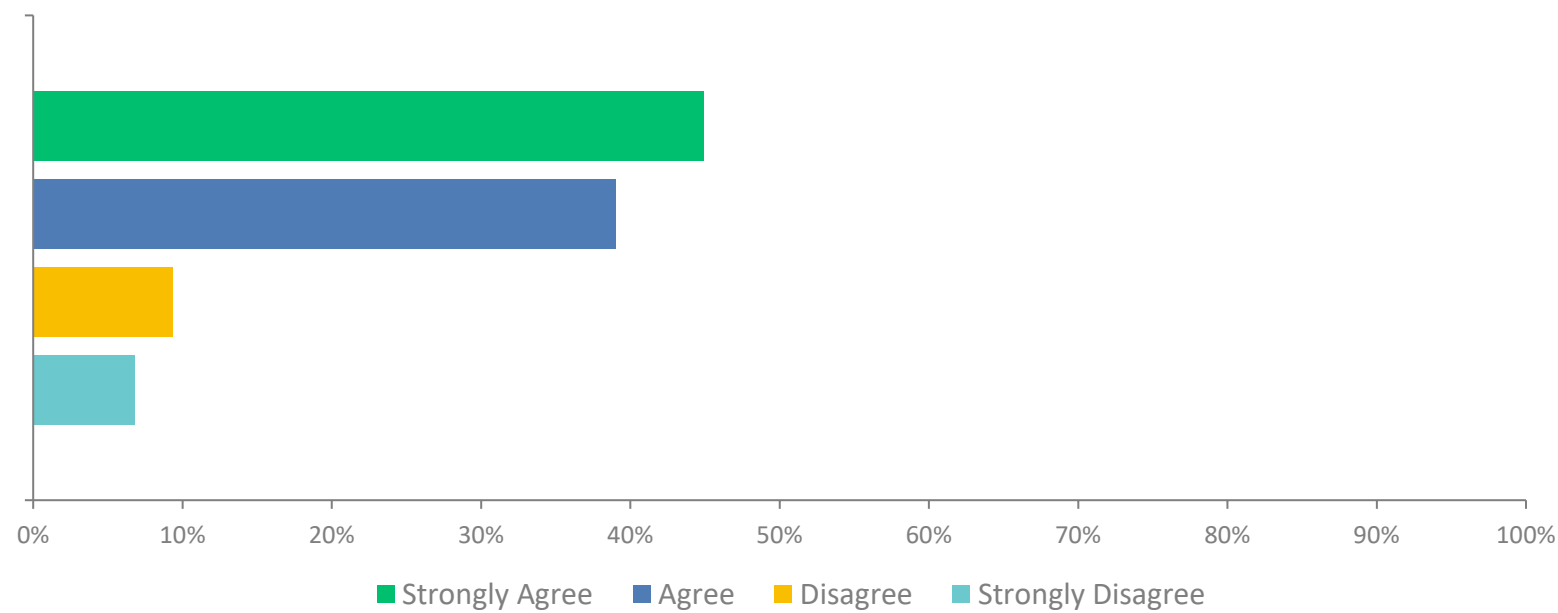
I'm provided clear information about school policies, programs and improvement efforts.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
39.50%	43.70%	10.08%	6.72%	119	1.84
47	52	12	8		

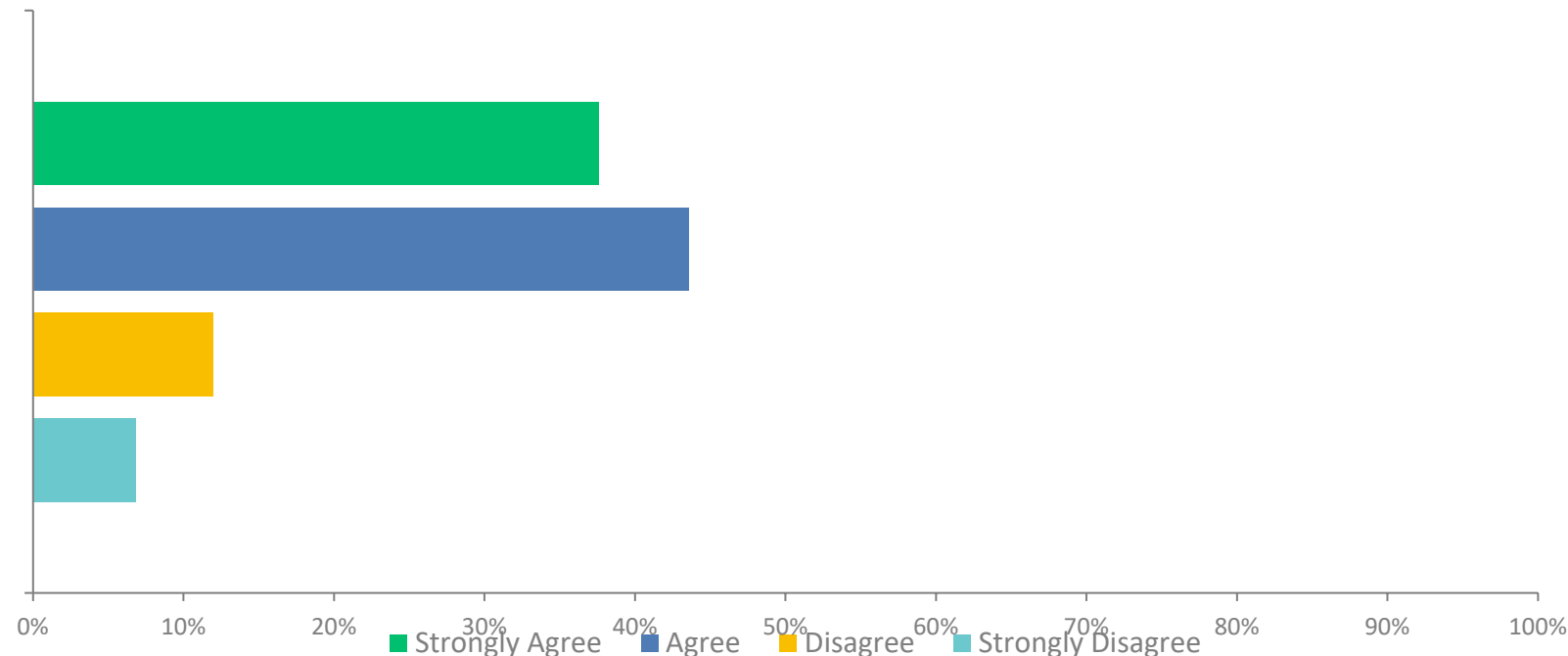


# School staff consult me before making important decisions about my child's education.



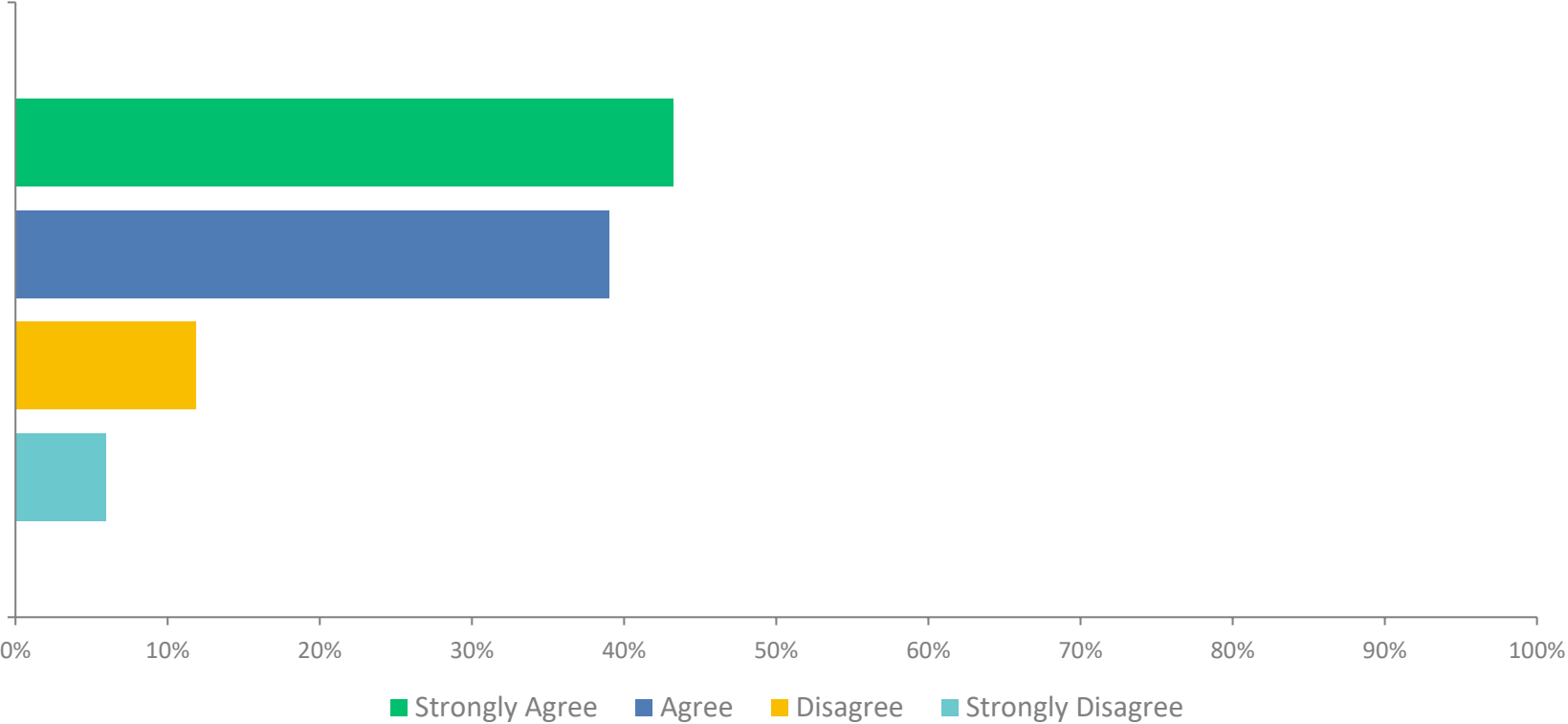
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
44.92%	38.98%	9.32%	6.78%	118	1.78
53	46	11	8		

# If my child receives additional classroom supports, I am provided with information about these supports



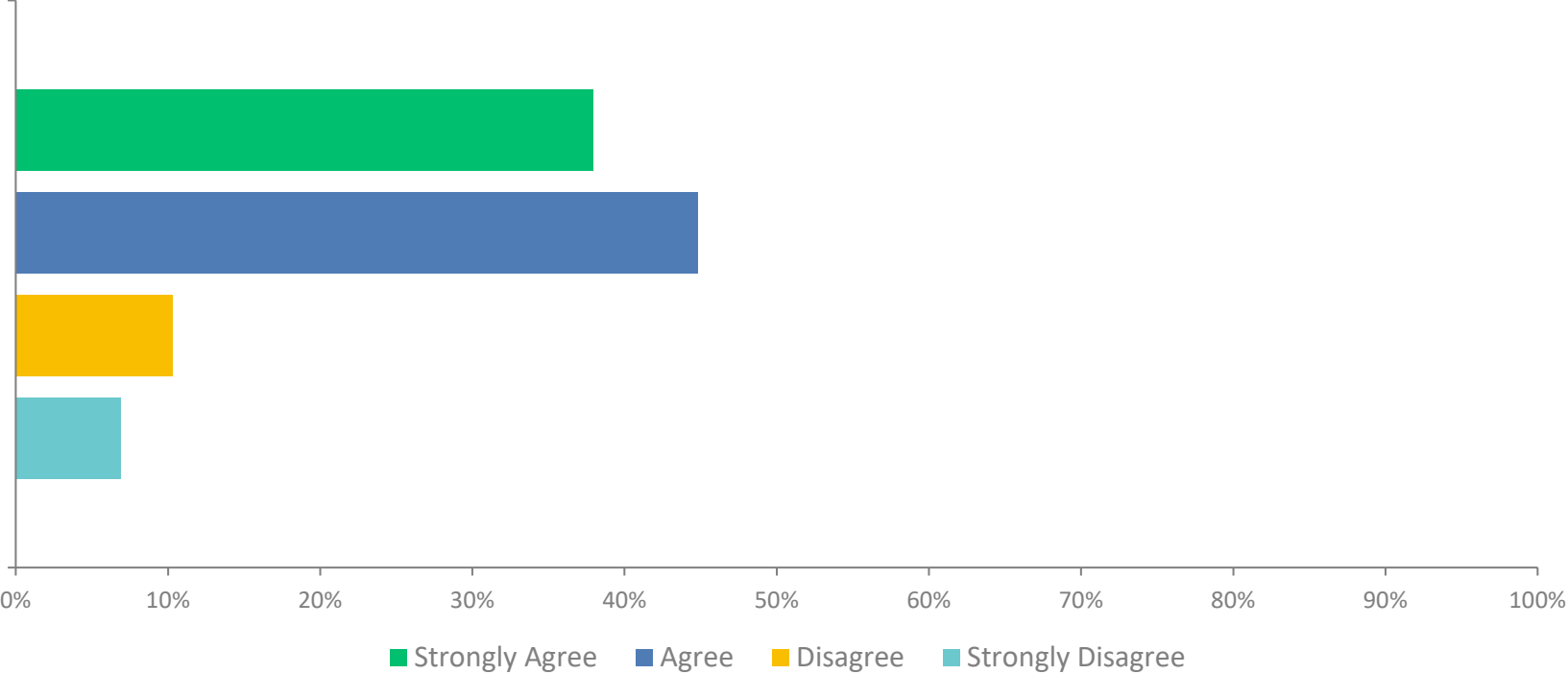
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
37.61%	43.59%	11.97%	6.84%	117	1.88
44	51	14	8		

# School staff keep me well informed about how my child is doing in school.



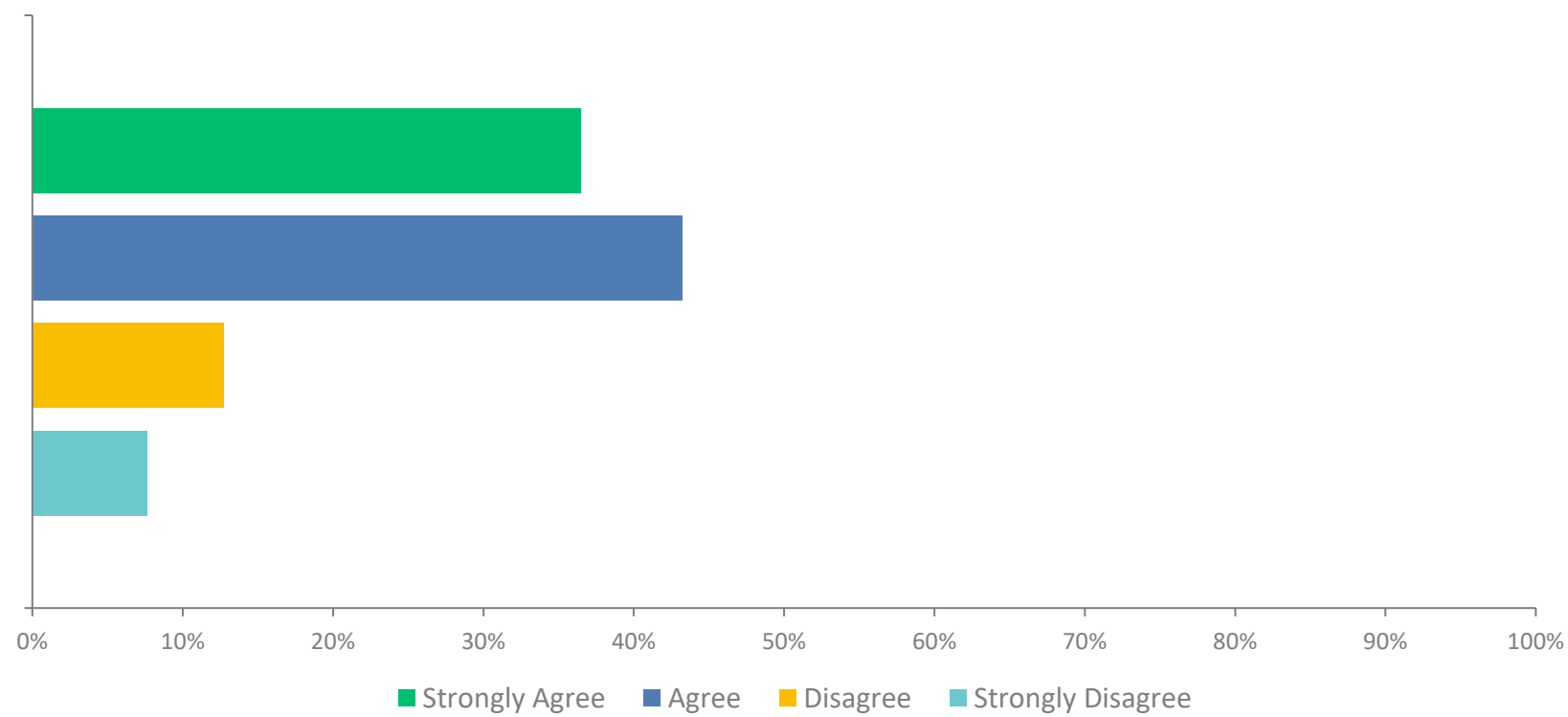
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
43.22%	38.98%	11.86%	5.93%	118	1.81
51	46	14	7		

I have a good working relationship with school staff in which we solve problems together.



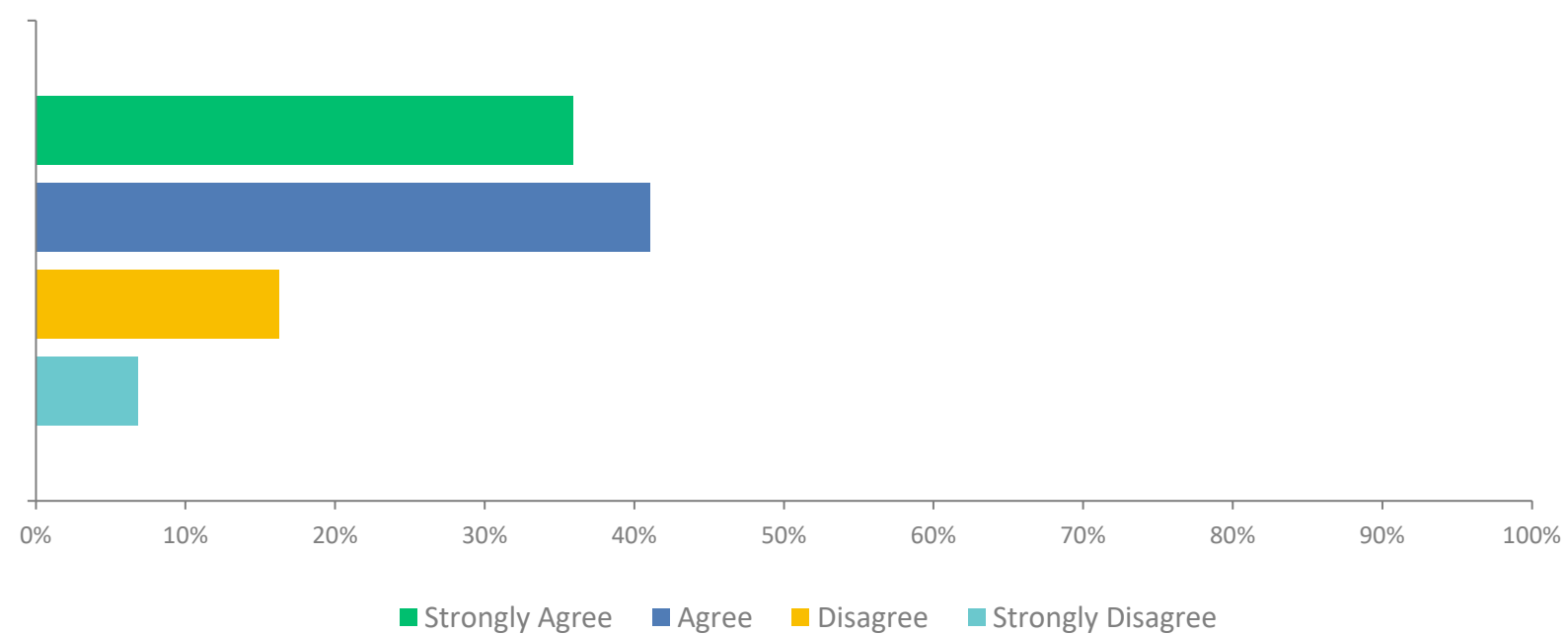
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
37.93%	44.83%	10.34%	6.90%	116	1.86
44	52	12	8		

# I'm provided useful information about how to support my child's learning.



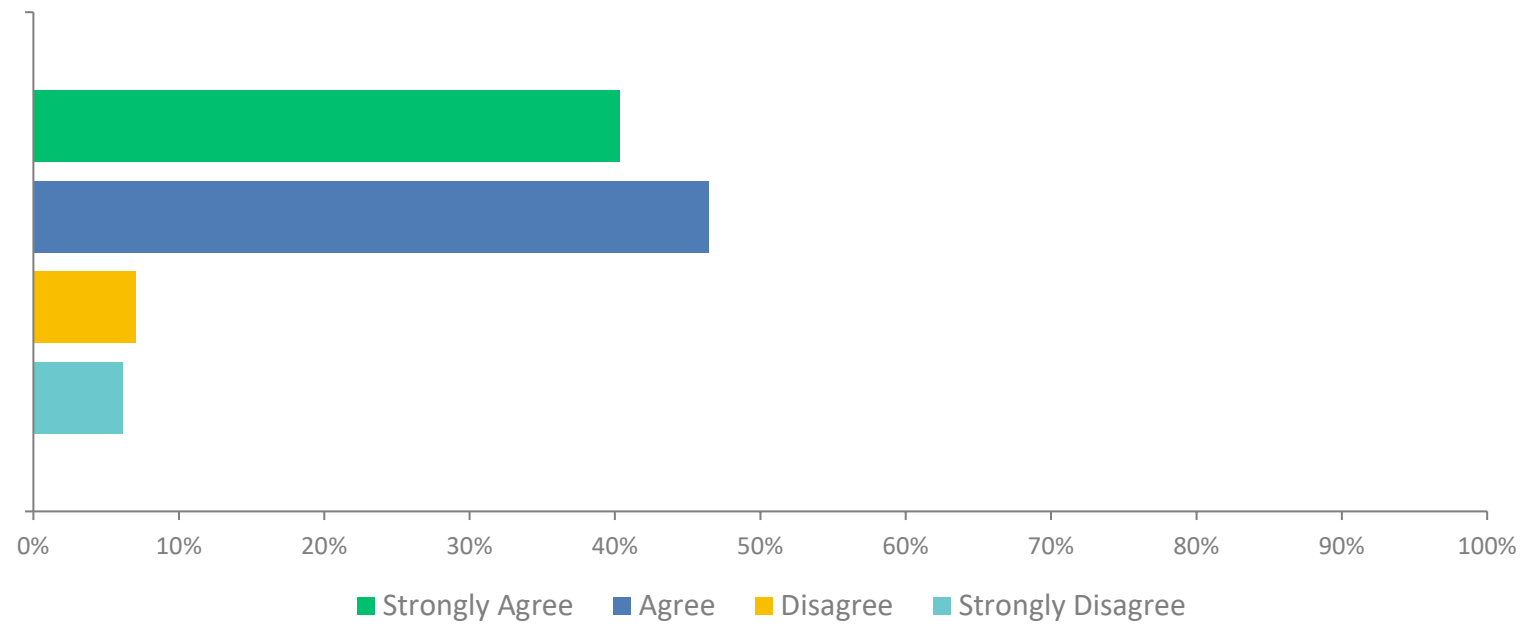
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
36.44%	43.22%	12.71%	7.63%	118	1.92
43	51	15	9		

# I have a good understanding of the academic content and skills my child is learning at school.



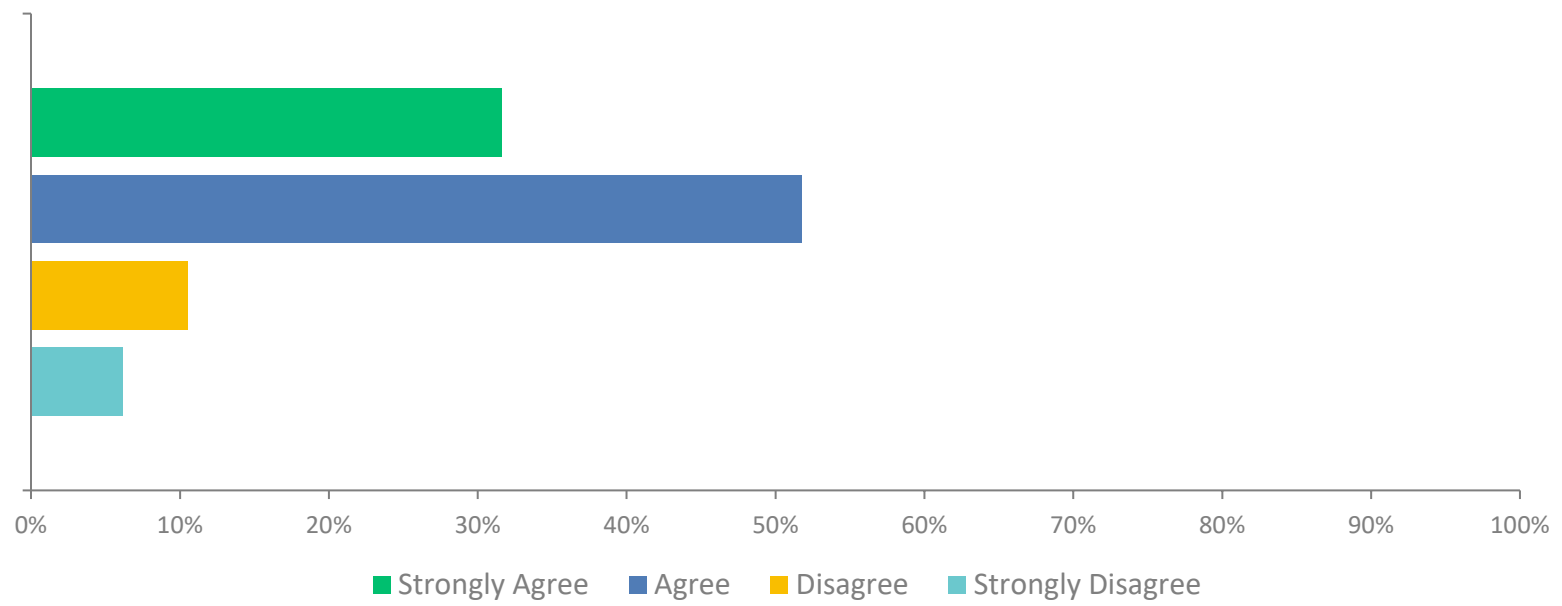
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
35.90%	41.03%	16.24%	6.84%	117	1.94
42	48	19	8		

My child is learning digital citizenship skills, including how to use technology safely, effectively, and responsibly.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
40.35%	46.49%	7.02%	6.14%	114	1.79
46	53	8	7		

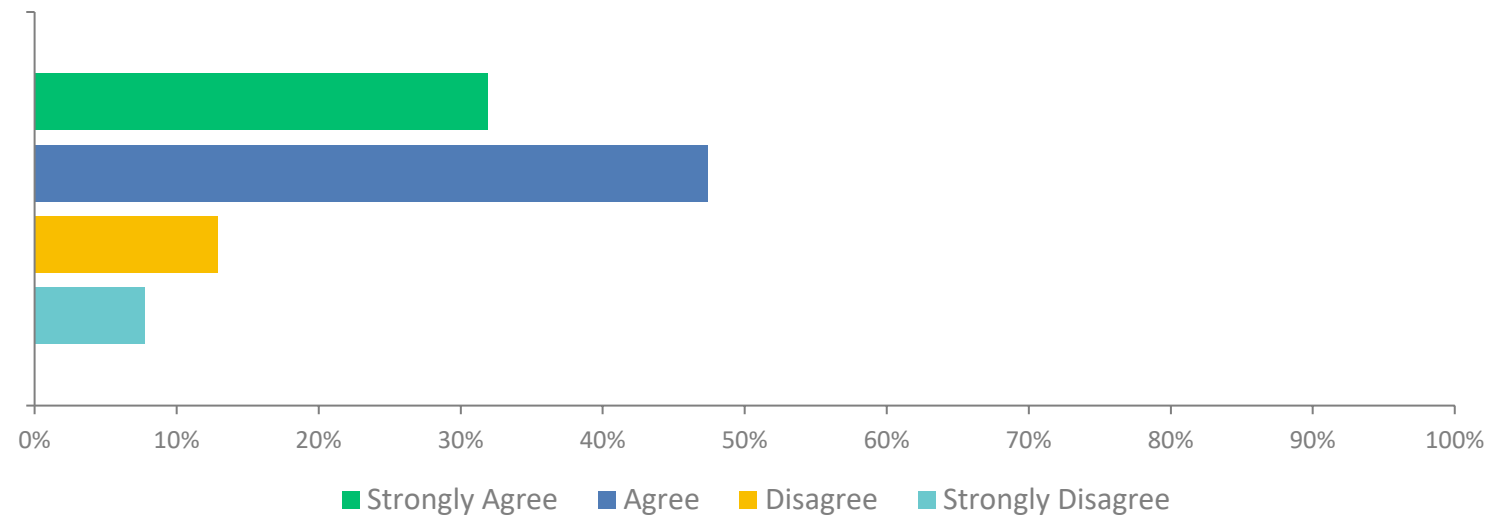
My child is learning social, life and employment skills such as critical thinking, effective communication, and conflict resolution.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
31.58%	51.75%	10.53%	6.14%	114	1.91
36	59	12	7		

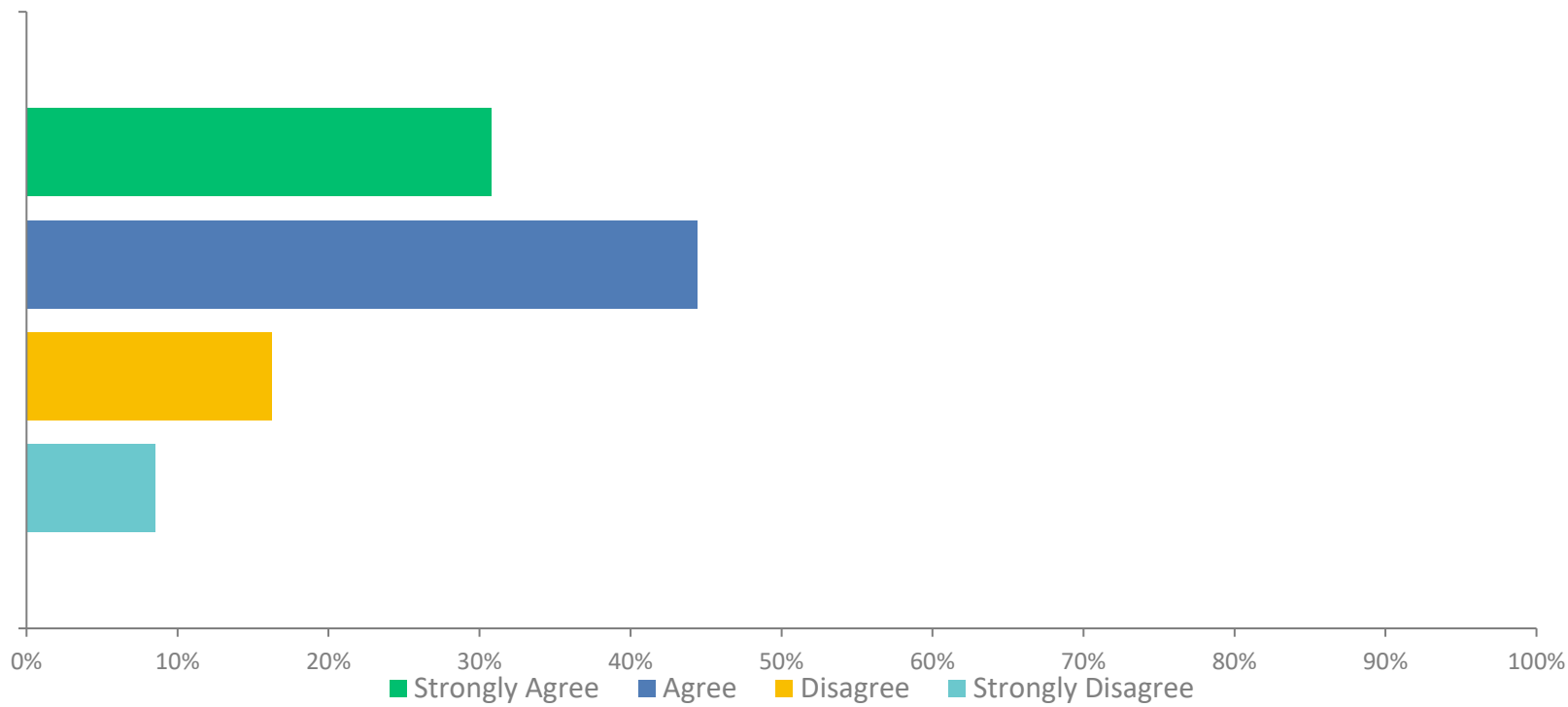


The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).



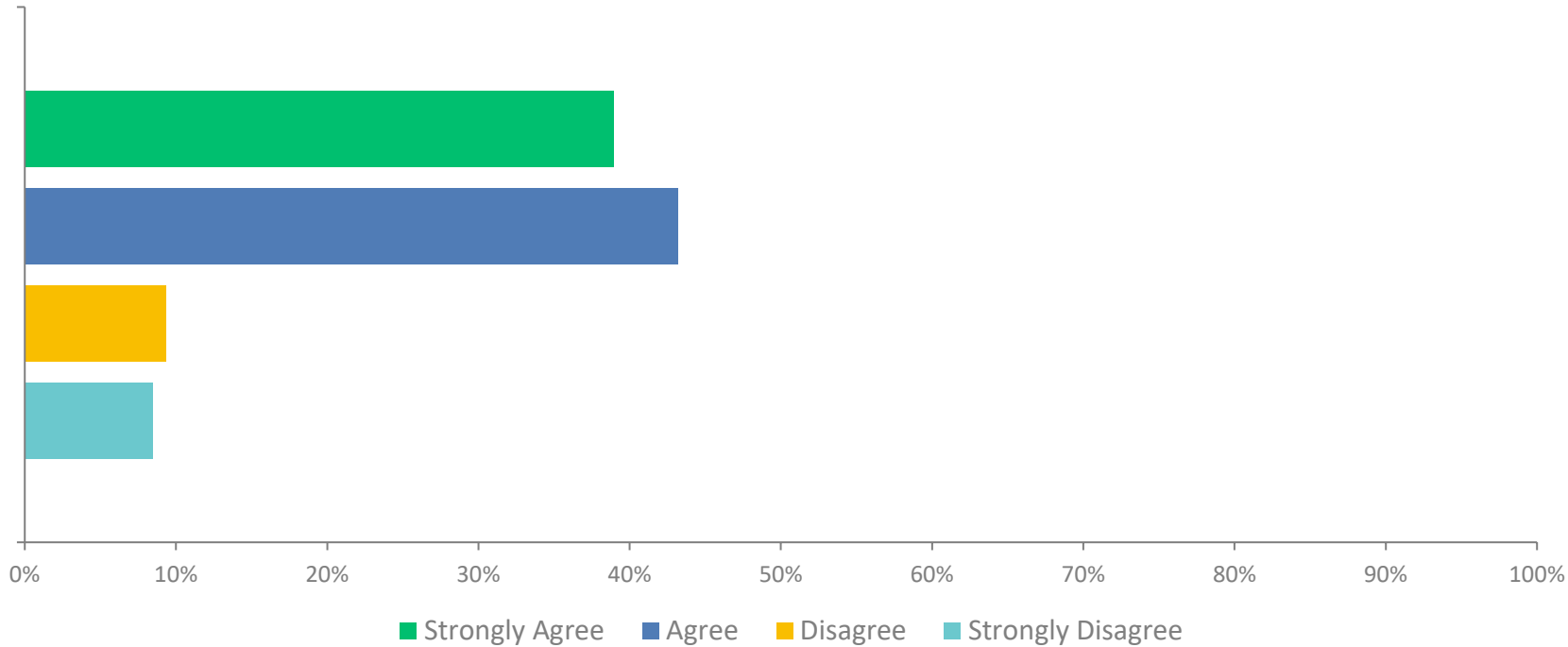
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
31.90%	47.41%	12.93%	7.76%	116	1.97
37	55	15	9		

# The school helps my family connect with community resources that we need.



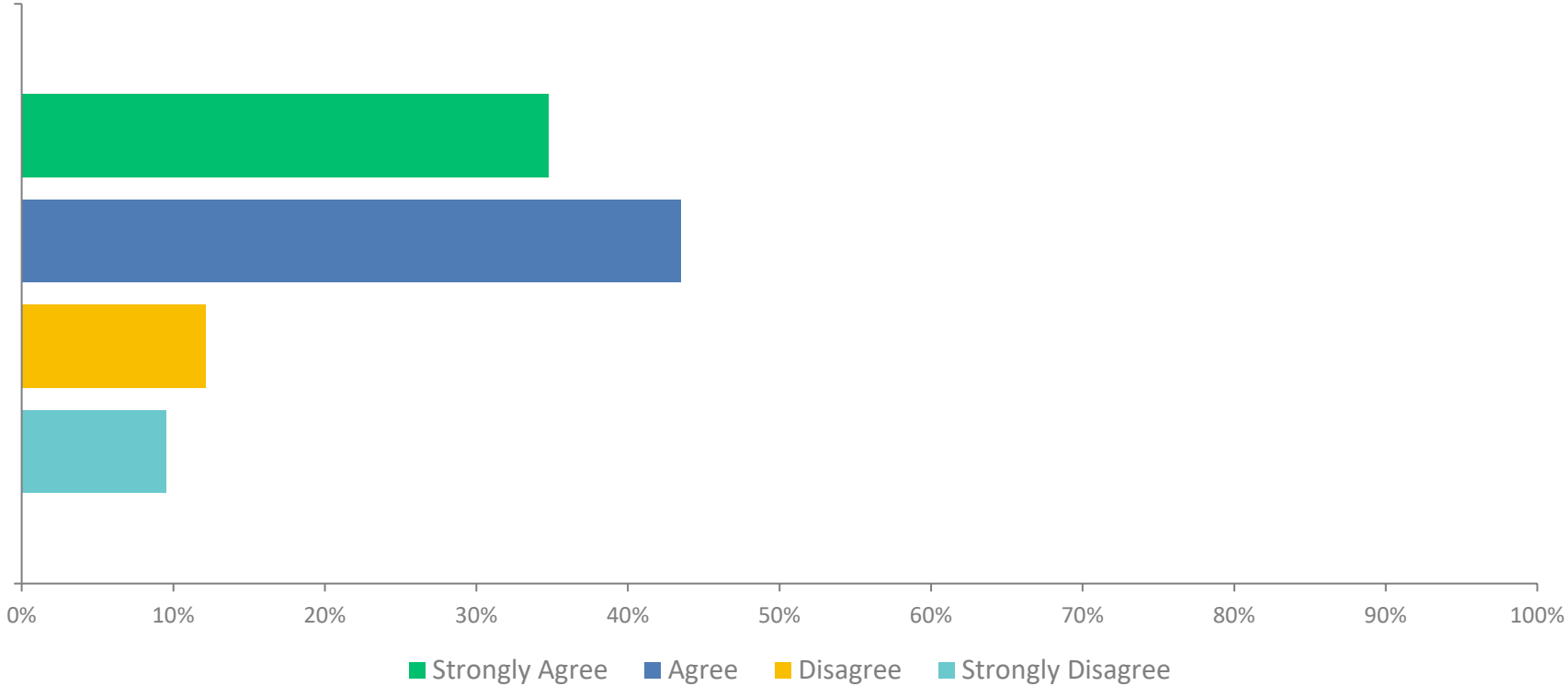
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
30.77%	44.44%	16.24%	8.55%	117	2.03
36	52	19	10		

Information from my child's school is provided in the language that my family speaks at home.



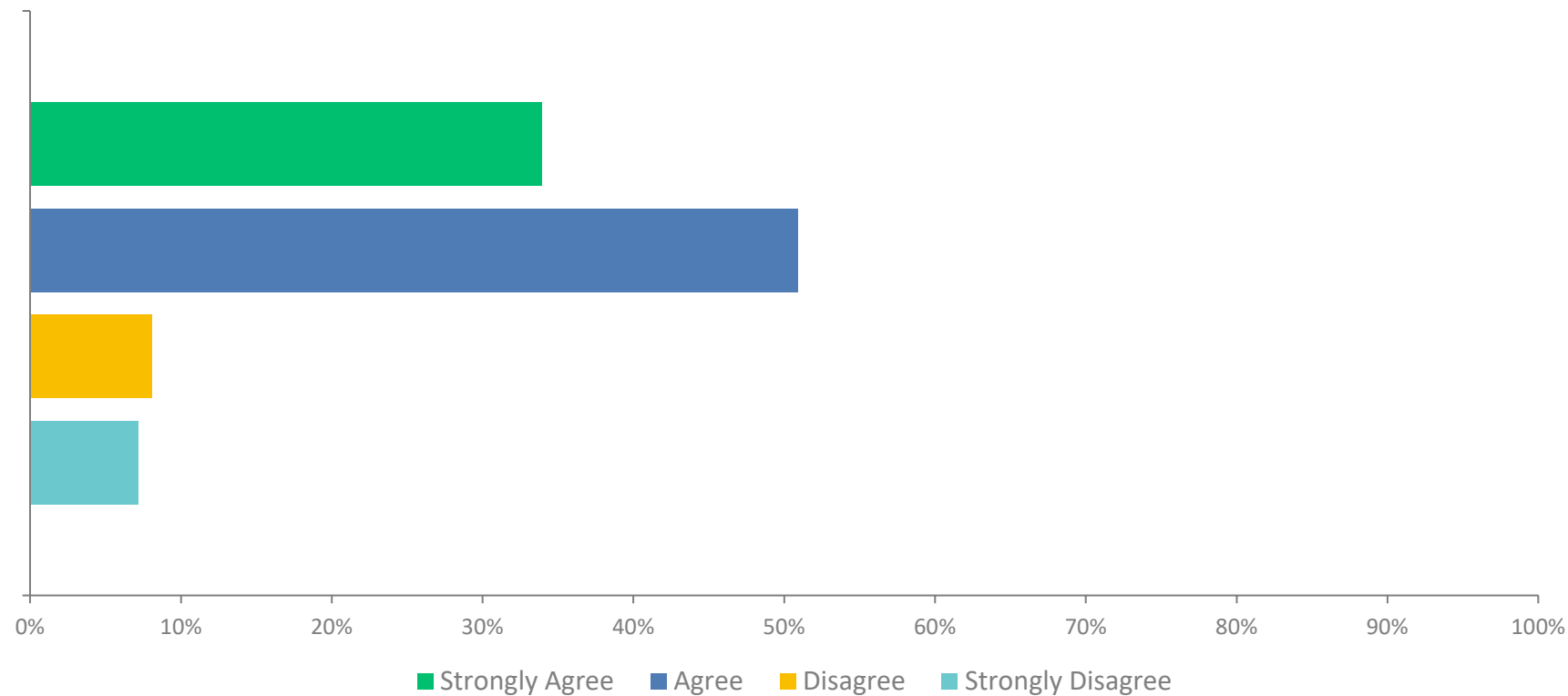
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
38.98%	43.22%	9.32%	8.47%	118	1.87
46	51	11	10		

# I have opportunities to learn about and provide input on district and school programs.



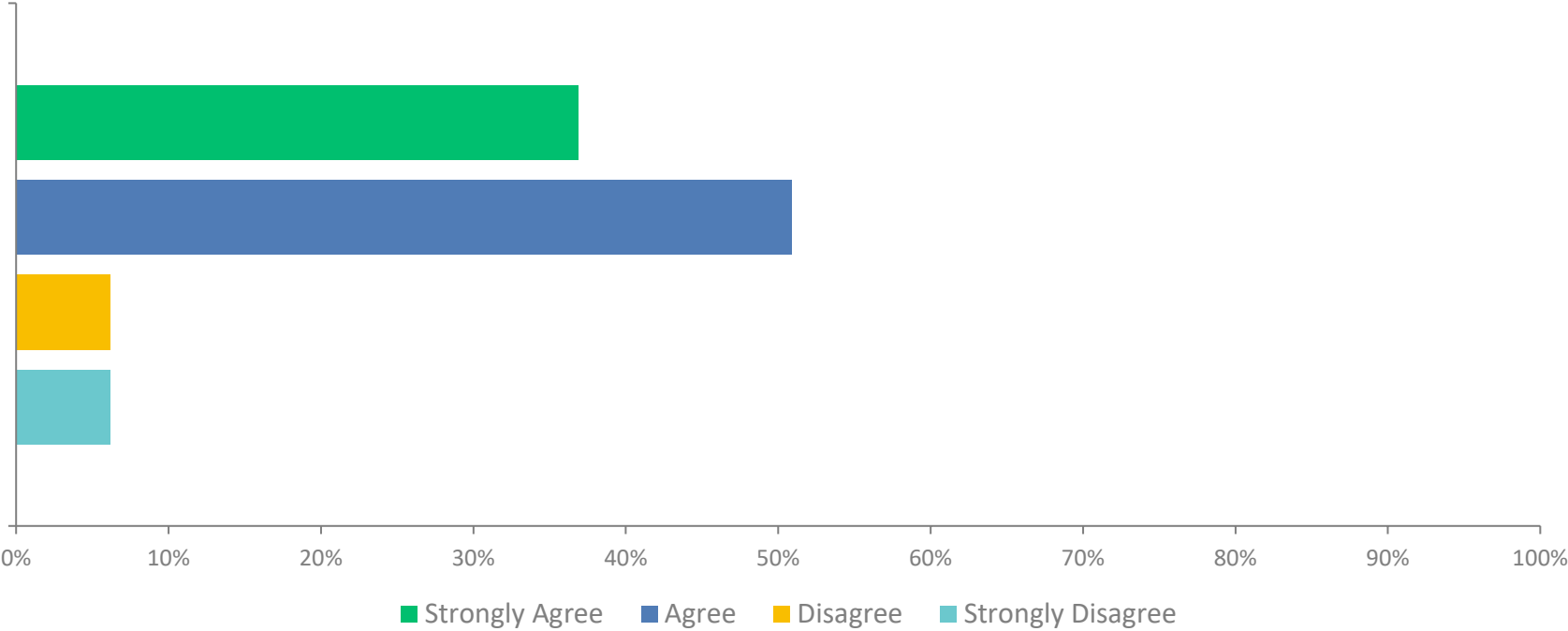
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
34.78%	43.48%	12.17%	9.57%	115	1.97
40	50	14	11		

# My child has the opportunities to learn digital citizenship, social, life and employment skills.



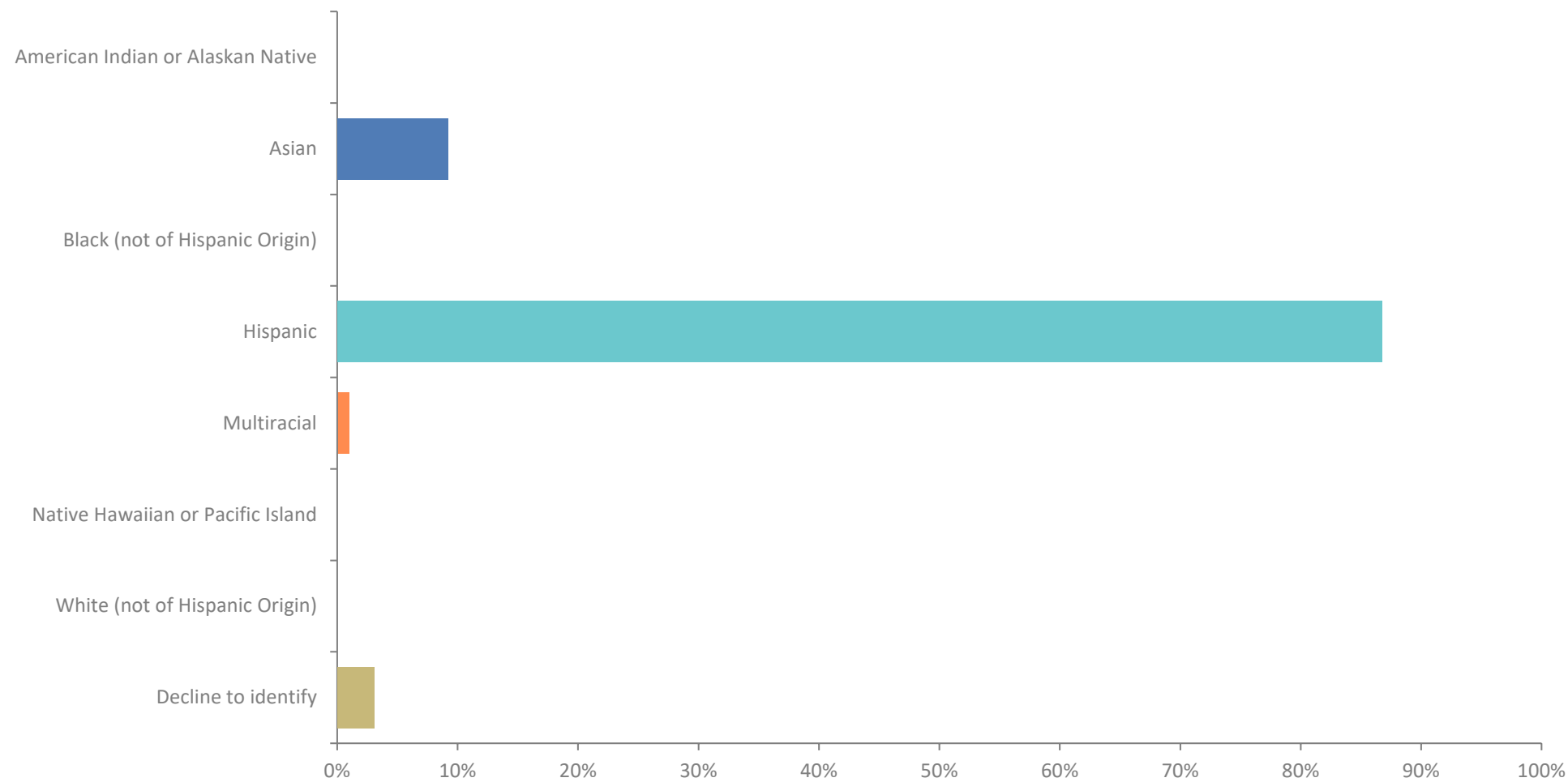
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
33.93%	50.89%	8.04%	7.14%	112	1.88
38	57	9	8		

# My child has access to diverse course offerings, activities and athletics.



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
36.84%	50.88%	6.14%	6.14%	114	1.82
42	58	7	7		

# Please indicate your ethnicity (optional).



Q46: Please indicate your ethnicity (optional).

ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0%	0
Asian	9.18%	9
Black (not of Hispanic Origin)	0%	0
Hispanic	86.73%	85
Multiracial	1.02%	1
Native Hawaiian or Pacific Island	0%	0
White (not of Hispanic Origin)	0%	0
Decline to identify	3.06%	3
TOTAL		98

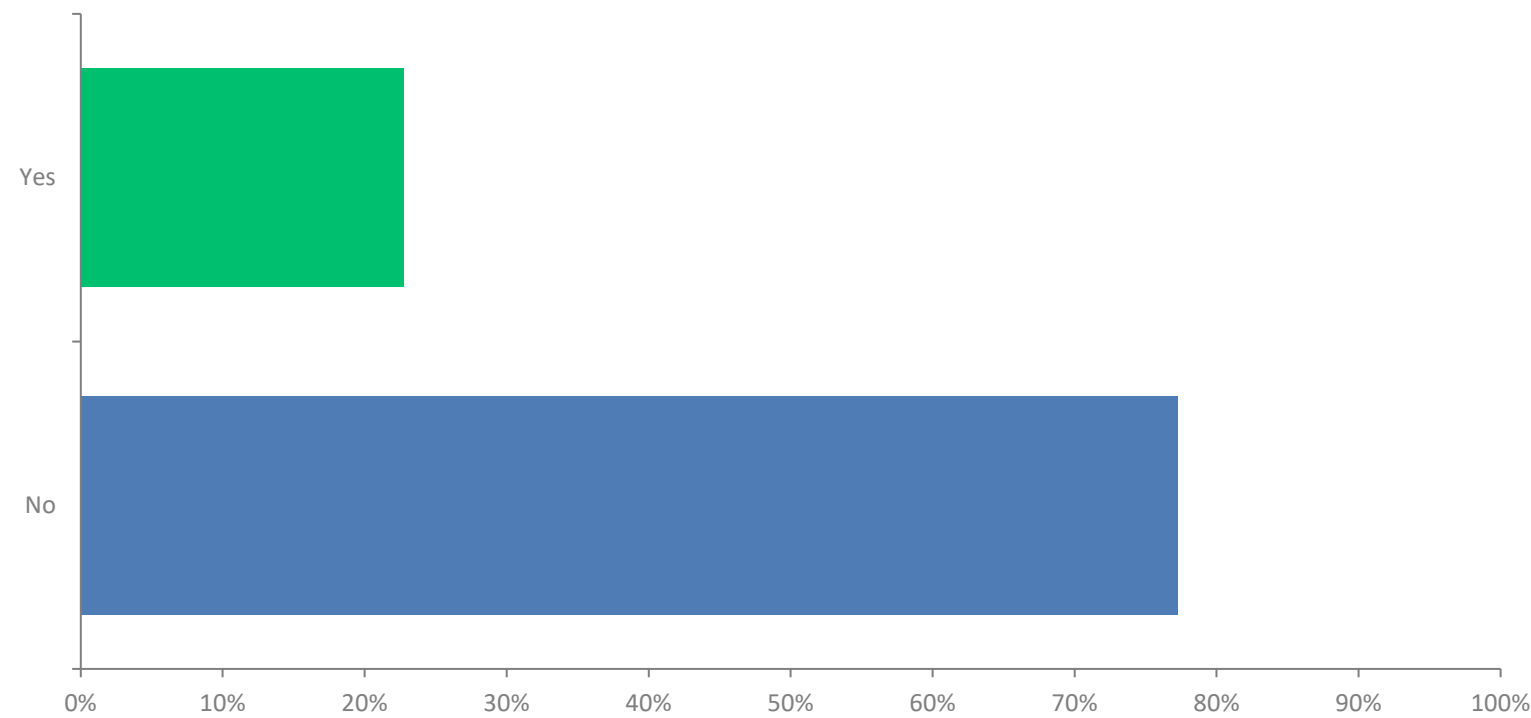


# Families with 12<sup>th</sup> graders

Additional Questions/Responses

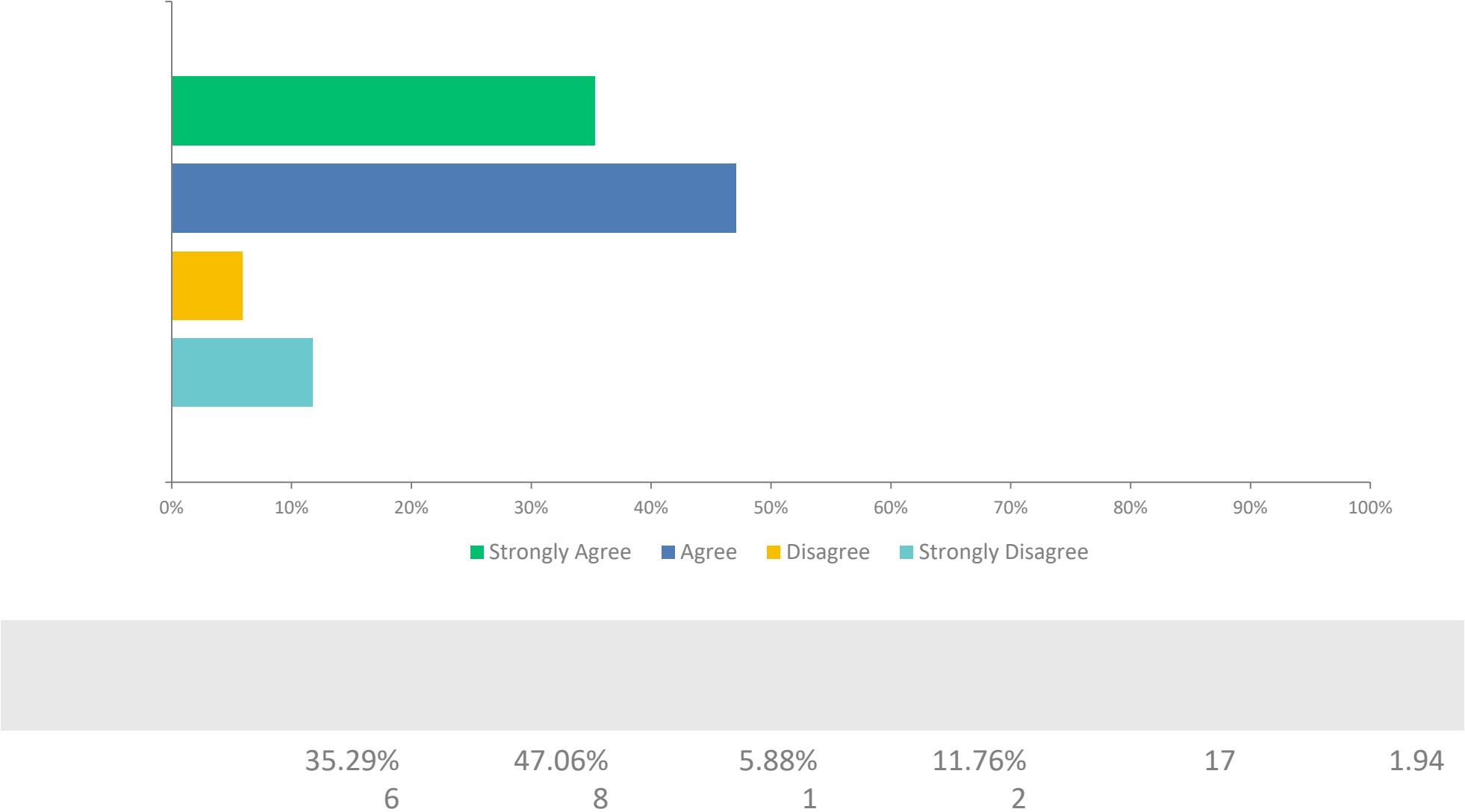


# My child is a high school senior this year.

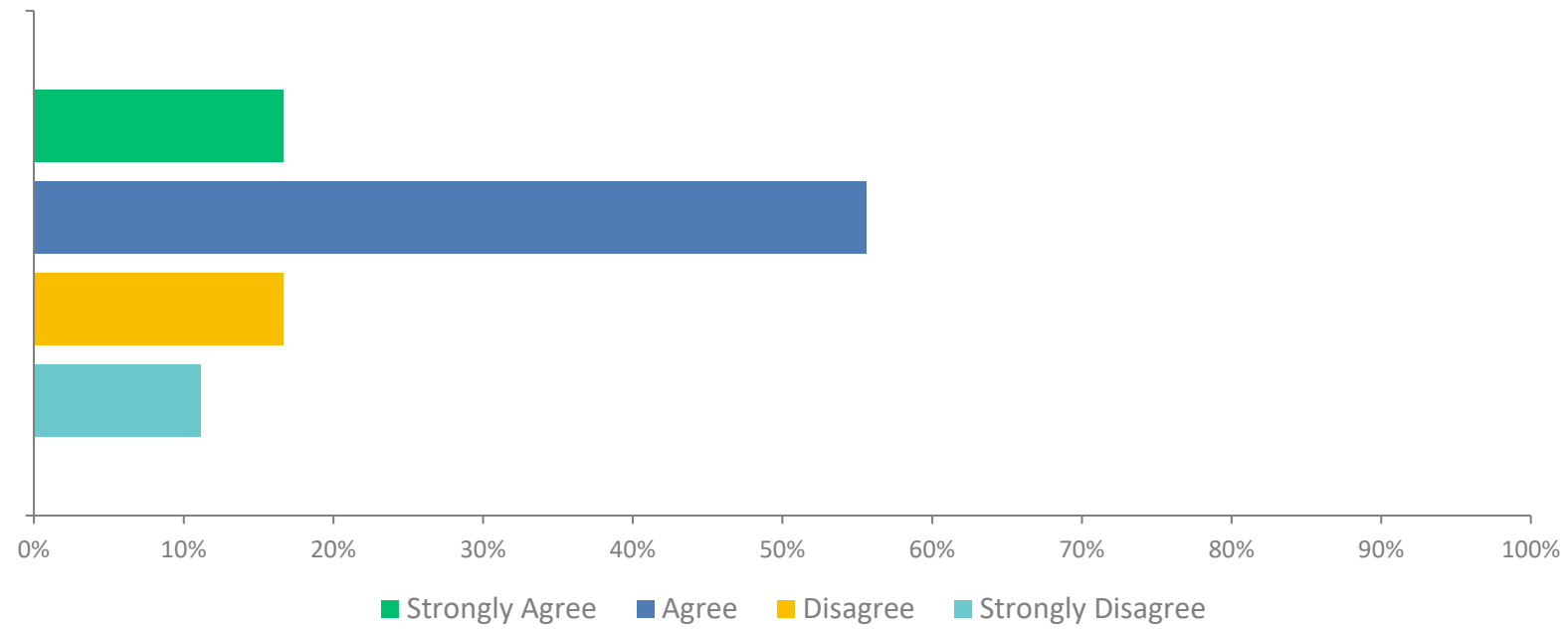


ANSWER CHOICES		RESPONSES	
Yes		22.73%	25
No		77.27%	85
TOTAL			110

# Thinking back over your child's entire experience in school at Kennewick School District, are you satisfied that they received a well-rounded, challenging, and valuable education?

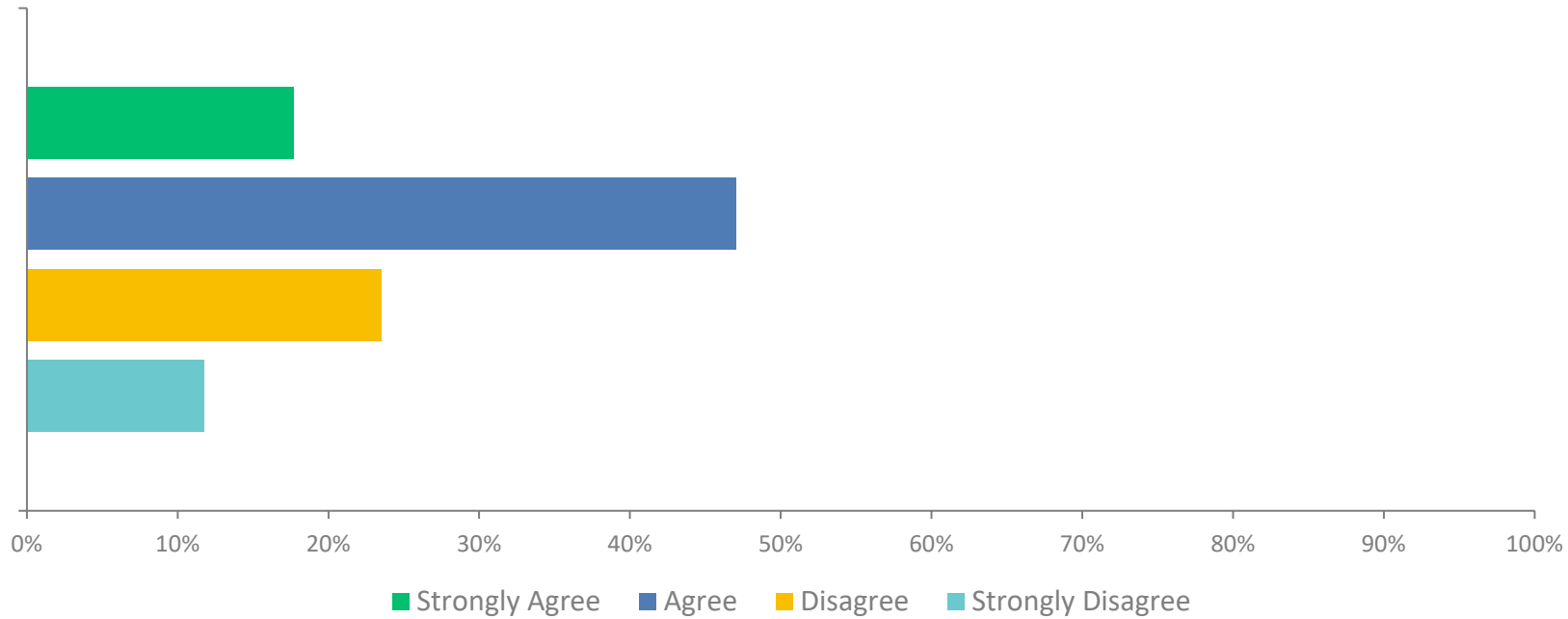


# Is your senior prepared for the next endeavor in their life after high school? (this could be college, post-secondary education, vocational or certification training, military, or family life etc.)



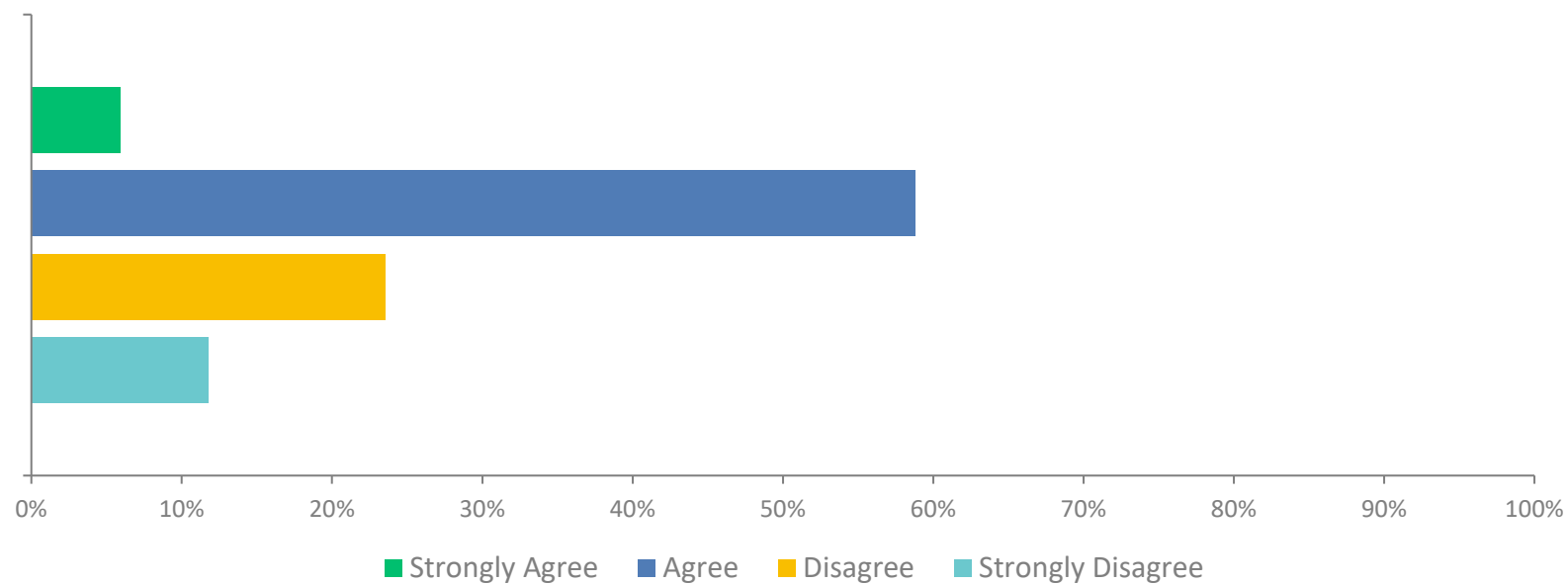
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
16.67%	55.56%	16.67%	11.11%	18	2.22
3	10	3	2		

# Was your student able to access and take the courses in high school that they needed in order to be prepared to pursue life beyond high school?



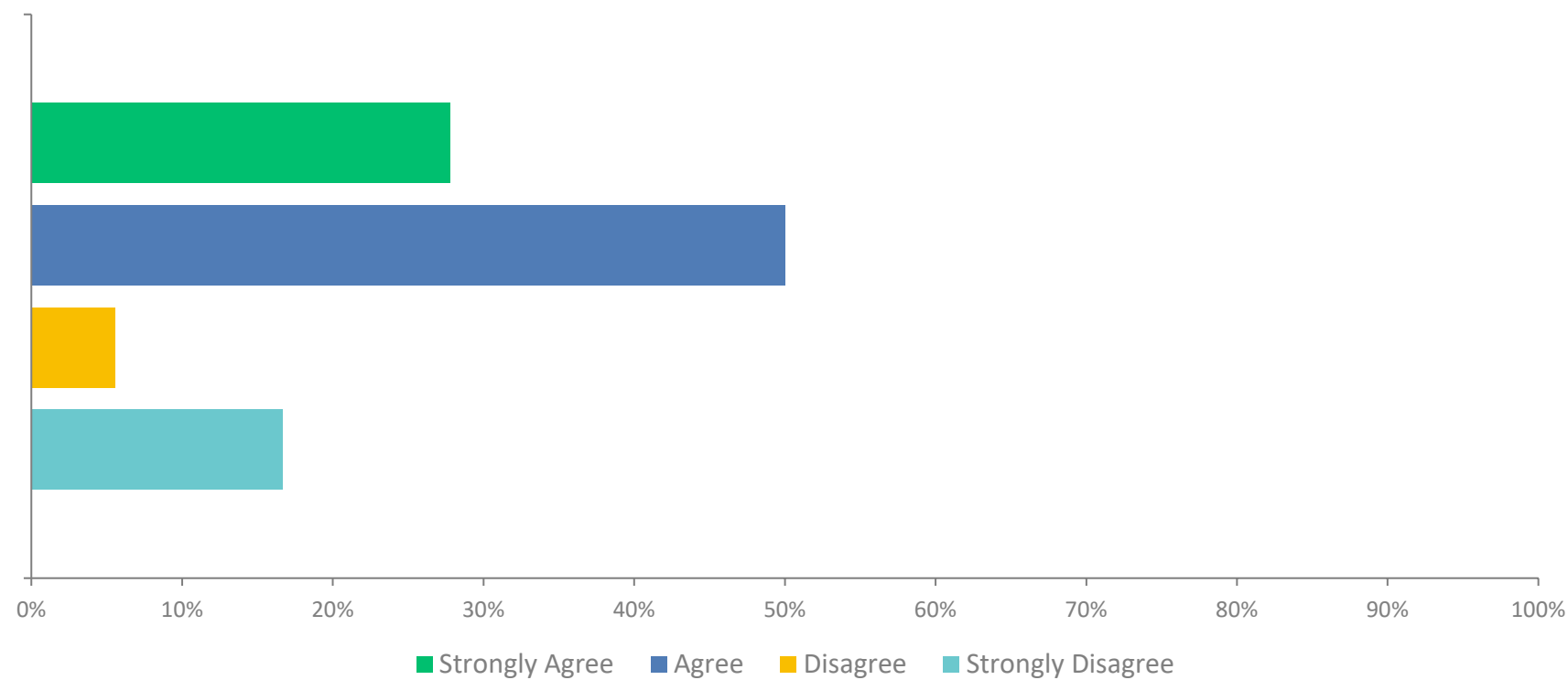
STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
17.65%	47.06%	23.53%	11.76%	17	2.29
3	8	4	2		

# Do you feel that the courses that your senior took throughout high school were challenging and relevant to their lives and future goals?



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
5.88%	58.82%	23.53%	11.76%	17	2.41
1	10	4	2		

During your student's time in high school, was your senior properly informed by the school about graduation requirements, along with requirements for college, vocational school, financial aid, for their future endeavors?



STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
27.78%	50.0%	5.56%	16.67%	18	2.11
5	9	1	3		

## STUDENTS

### Extracurricular Activities Enrollment/Academic Eligibility/Interscholastic Academic Eligibility

**SCHOLARSHIP:** In order to maintain interscholastic ~~extracurricular activity~~ eligibility during the current semester, the student shall maintain passing grades in a minimum of:

5 ~~five (5)~~ classes in a 6 period class schedule

6 classes in a 7 period schedule

7 classes in an 8 period schedule

~~full time subjects in high school or five (5) full time subjects in middle school in a 6 period class schedule or six (6) full time subjects in middle school in a 7 period class schedule with an overall 2.0 GPA in all subjects taken. (Any class taken one period daily for the duration of the semester shall be considered a full time subject.)~~

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Students must also have an overall 2.0 GPA for the current semester.

Class schedule and GPA guidelines referenced above shall be the requirement of all full-time student in the school.

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### Academic Suspension

A student who failed to make the grade and GPA requirements at the end of semester one shall be placed on academic suspension starting semester two. -The student will be ineligible to participate in competition during the suspension period. -At the end of the suspension period, if the student is meeting the grade and GPA requirements above, the student will be reinstated for interscholastic competition.

- A. The suspension period for high school students will be the first five (5) weeks of the second semester or the school year. -If the suspension period includes a non-school week and the athlete is missing scheduled competition, the week may count toward the five (5) weeks suspension.
- B. The suspension period for middle school students will be first three (3) weeks of the second semester of the school year.

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### Academic Probation

At the start of the fall sport season a student will be placed on academic probation through the fourth (4<sup>th</sup>) Saturday of September if they failed to meet the grade and GPA requirements referenced above for the second semester of the previous school year. -Academic probation means that the student can practice and participate during the probation period. -After the 4<sup>th</sup> Saturday of September, the student's grades and GPA will be checked. -If the student is meeting the grade and GPA requirements above, the student will be removed from probation. If the student does not meet the grade and GPA requirements above, they will be placed on academic suspension for a minimum period of three (3) weeks. A student shall have passed at least five (5) full time subjects in high school or five (5) full time subjects in middle school in a 6 period

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Policy No. 3545  
Extra Curricular Activities Enrollment/Academic Eligibility – Continued

~~class schedule or six (6) full-time subjects in middle school in a 7-period class schedule with an overall 2.0 GPA in the immediately preceding semester in order to be eligible for extracurricular participation in the following semester with the exception upon first entry into high school at first semester of ninth grade. — In the fall, an incoming ninth-grade student is not required to meet the previous scholarship rules provided they have met all other eligibility requirements. First-semester ninth-grade students will also be subject to grade checks at mid-quarter and quarter and must earn a 2.0 to continue to be eligible.~~ The grade record at the end of the second semester shall be final, except for those credits earned in a regular accredited summer school program and accepted by the school district.

Schools may allow seniors who are on track to graduate to enroll in one less class than the minimum number of classes required to be passed by other students. In order to remain academically eligible, seniors must maintain passing grades in all classes in which they initially enrolled. -Seniors may not drop or withdraw from a class in order to remain eligible.

~~Incompletes may be made up for credit during the first five (5) weeks of the subsequent semester. The student shall be ineligible for extracurricular participation until the incomplete(s) are cleared.~~

~~A student who has been in regular attendance at least fifteen (15) weeks of the previous semester, but who failed to make the grade requirements above, shall be placed on probation. The probation period for high school students shall be from the end of the previous semester through the last Saturday of September in the fall and the first five (5) weeks of the succeeding semester. The probation period for middle school students shall be during the first three (3) weeks of the succeeding semester. If, at the end of the probation period, the student is passing in at least five (5) full-time subjects in high school or five (5) full-time subjects in middle school in a six (6) period class schedule or six (6) full-time subjects in middle school in a 7-period class schedule with an overall 2.0 GPA, he/she may then be reinstated for extracurricular participation. Each student is eligible on the Monday after the last Friday in September, or on Monday of the sixth week in succeeding semesters for high school and Monday of the fourth week for middle school. (In the event of a school holiday, three or more teaching days shall constitute a week.)~~

ENROLLMENT:~~Enrollment~~

-In order to participate in extracurricular activities, students must be enrolled in at least five (5) subjects at the high school level and six (6) classes at the middle school level. -Students must be enrolled in courses planned to ultimately complete graduation requirements.

Home-Based Instruction Students~~HOME-BASED INSTRUCTION STUDENTS:~~

-Home-based instruction students are required to file a Declaration of Intent to Home School with Kennewick School District (Policy 3114) and meet the same academic eligibility standards required of all students. -Acceptable documentation must be provided to the school administration regarding subjects and grades.

Eligibility Hearings: ~~ELIGIBILITY HEARINGS:~~

Policy No. 3545  
Extra Curricular Activities Enrollment/Academic Eligibility – Continued

—The superintendent shall arrange a fair hearing process, consistent between the secondary schools, in order to review and make recommendations regarding the eligibility problems of students with special educational difficulties and/or rules violations (Regulation 3550.1).

Penalties ~~PENALTIES~~:

—Any violation of this policy may result in forfeiture of the affected game(s).

Adopted: September 8, 1993

Revised: August 8, 2007

August 27, 2008

February 10, 2021

September 14, 2022

# Students — Parents — Community

Policy No. 6100  
Adopted 10/11/93  
Amended 09/10/08  
Amended 05/10/17  
Amended 12/11/19  
Amended 9/14/22

## Board of Directors

### Superintendent

