ABERDEEN SCHOOL DISTRICT NO. 5
ABERDEEN, WASHINGTON

Regular Meeting of the Board of Directors
Remote Public Meeting

November 16, 2021 – 5 p.m.

AGENDA

Instructions for joining the meeting:
https://asd5-org.zoom.us/webinar/register/WN_PCcxcEJ8RR6zluQkSOyb7g
You will receive a confirmation email containing information about joining the webinar.

Join by phone: 1-253-215-8782; Meeting ID 874 9646 9177

5:00 p.m.   Regular Meeting Call to Order

Flag Salute

Consent Agenda

1. Minutes

2. Accounts Payable

3. Hello Foundation

Comments from Board Members

1. Board Transition

Comments from Student Representative

Comments from the Public

> Under the emergency provisions of Resolution 2020-02, public comment is welcome via email and should be submitted to schoolboard@asd5.org by noon the day of the meeting.

Old Business

Superintendent's Report

1. Instructional Program

2. Health & Safety Update

Teaching and Learning

1. Fall Assessment Data

2. School Improvement Plans

Financial Services

    1. Fiscal Status Report

New Business

    1. Next Meeting

Executive Session / Closed Session

Personnel Matters

    1. Personnel Report

Superintendent Search

    1. Superintendent Search Workshop

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

November 16, 2021, 5 p.m.

Link to join the meeting
https://asd5-org.zoom.us/webinar/register/WN_PCcxcEJ8RR6zluQkSOyb7g
You will receive a confirmation email containing information about joining the webinar.
Or, join by phone: 1-253-215-8782; Meeting ID: 874 9646 9177

5:00 p.m. – Regular Meeting Call to Order
This meeting is being conducted remotely in compliance with the governor's emergency
provisions of the Open Public Meetings Act.

Flag Salute

Consent Agenda – Enclosure 1

1. Minutes – The minutes from the special meeting on October 26, 2021, and the
   regular meeting on November 2, 2021, are enclosed for your review and
   approval.

2. Accounts Payable – The payroll and accounts payable for October are enclosed
   for your review and approval.

3. Hello Foundation –

   a. An agreement to place Tracy Adams in the District as a speech language
      pathologist (0.5 FTE) beginning November 2021, and

   b. An addendum adding 40 additional hours for speech language pathologist
      Sandra Lucas.

Comments from the Board

1. Board Transition

Comments from Student Representative

Comments from the Public

1. Under the emergency provisions of Resolution 2020-02, written public comment
   is welcome via email and should be submitted to schoolboard@asd5.org before
   noon on the day of the meeting.

Old Business

Superintendent's Report

1. Instructional Program – Superintendent Henderson will discuss the instructional
   programs and adjustments at schools to operate during the ongoing pandemic.

2. Health & Safety Update – Superintendent Henderson will provide and update on
   K-12 COVID-19 requirements and protocols for 2021-2022.

Board Information
November 16, 2021

Teaching and Learning

1. <u>Fall Assessment Data</u> – Teaching and Learning Director Traci Sandstrom will provide a report on the results of fall assessments. Enclosure 2

2. <u>School Improvement Plans</u> – Teaching and Learning Director Traci Sandstrom will present the annual school improvement plans for your review and approval. Enclosure 3

    A.J. West Elementary   Aberdeen High School   Central Park Elementary

    Harbor Learning Center   McDermoth Elementary   Robert Gray Elementary

    Stevens Elementary

Financial Services

1. <u>Fiscal Status Report</u> – x Executive Director of Business and Operations Elyssa Louderback will present the Fiscal Status Report for October. Enclosure 4

New Business

1. <u>Next Meeting</u> – The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, December 14, 2021.

Executive Session / Closed Session

At this time the meeting will recess for an executive session expected to last 10 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee) followed by a closed session expected to last 15 minutes for the purpose of hearing an appeal of a non-resident student attendance request.

1. Personnel Report Enclosure 5

Superintendent Search

1. <u>Superintendent Search Workshop</u> – Following conclusion of the business portion of the meeting, the Board will meet with Dr. Nathan McCann of McPherson & Jacobson, the consultant hired to assist the Board in the hiring of the next superintendent.

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Special Meeting of the
Board of Directors – October 26, 2021

President Sandra Bielski convened the special meeting of the Aberdeen School District Board of Directors at 6:00 p.m. Tuesday, October 26, 2021, via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. Directors present were Bill Dyer, Jennifer Durney, Jessica Jurasin and Suzy Ritter, along with Human Resources Director Christi Sayres, Executive Assistant Dee Anne Shaw and three patrons watching remotely.	CALL TO ORDER
The meeting began with the Flag salute.	
President Bielski stated the purpose of the meeting was to conduct interviews with the two search consultant finalists and to select a consultant to assist the Board in the search for the next superintendent.	
Dr. Nathan McCann, representing McPherson & Jacobson, LLC, offered a presentation and was interviewed.	MCPHERSON & JACOBSON, LLC
Dr. Thomas Rockefeller and Mr. Mark Hottowe, representing Northwest Leadership Associates, offered a presentation and were interviewed.	NORTHWEST LEADERSHIP ASSOCIATES
At 7:47 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 15 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The meeting was reconvened in regular session at 8:02 p.m.	EXECUTIVE SESSION
On a motion by Jennifer Durney and seconded by Suzy Ritter, the Board voted to contract with McPherson & Jacobson, LLC, with Dr. Nathan McCann as the lead consultant, to assist the district in the search for the next superintendent.	MCPHERSON & JACOBSON CONTRACT
There being no further business, the meeting was adjourned at 8:04 p.m.	ADJOURN

_____   _____
    Alicia Henderson, Secretary   Sandra Bielski, President

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – November 2, 2021

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5:00 p.m. Tuesday, November 2, 2021, via webinar following guidance for conducting remote meetings in compliance with the Open Public Meetings Act. Directors present were Bill Dyer, Jennifer Durney, Jessica Jurasin and Suzy Ritter, along with Student Representative Alexis Durr, Superintendent Alicia Henderson and 29 patrons and staff watching remotely.	CALL TO ORDER
The meeting began with the Flag salute.	
On a motion by Jennifer Durney and seconded by Bill Dyer, the Board approved the consent agenda, which included the minutes from the regular meeting on October 19, 2021, and a gift to the district from Jane Purinton of Aberdeen who donated a 1998 Lexus LS valued at $1,500 to for use in the Automotive Technology program.	CONSENT AGENDA
President Bielski noted that it is election day and that ballots must be postmarked or dropped off at official collection sites by 8 p.m. She discussed the transition following the election, noting that Nov. 16 is a regular meeting and the last meeting for President Bielski and Vice President Dyer and that two new members will be sworn in on Dec. 14, which is the first regular meeting following certification of the election.	COMMENTS FROM BOARD MEMBERS
President Bielski noted the WSSDA conference takes place right after the Nov. 16 meeting and she is hopeful the new directors will be able to attend as there is extensive training provided.	
President Bielski noted that Dr. Nathan McCann, the consultant hired to assist with the superintendent search, will be in attendance at the next meeting.	
Director Jessica Jurasin commented that she received a call from a community member who was frustrated at the lack of information available to voters on candidates seeking election. She said it was a good reminder that many patrons rely on traditional resources rather than social media to become informed during elections.	
Student Representative Alexis Durr reported that Foodball is in full swing after a very successful kickoff and that events have been well attended and that the Foodball schedule was adjusted to accommodate the football team's appearance in the playoffs. She provided an update on the fall sports schedule, and noted that elementary conferences are taking place all week.	COMMENTS FROM STUDENT REPRESENTATIVE
Superintendent Henderson provided an update on Health & Safety related to COVID in the district. She noted that case counts have dropped considerably both countywide and in the district. Protocols will remain in place, she said, as the goal is to maintain low counts so that students can remain in school.	SUPERINTENDENT REPORT HEALTH & SAFETY

Staffing remains a challenge, especially in transportation following the resignation of three bus drivers, she reported. Transportation Supervisor Ernie Lott will respond to shortages as they occur, she added, and it's very likely routes will be reduced and reorganized. In addition, the district is looking at ways other vehicles in the fleet can be utilized. Superintendent Henderson said staffing shortages remain a challenge elsewhere, as well. For example, the district hired a speech language pathologist who resigned before starting and that she has been assisting with IEP meetings and supervision in Special Education.

Superintendent Henderson reported that teachers put a lot of time into preparing for elementary conferences and they are going well. She noted that Aberdeen High School conducted its first all-school assembly in two years last Friday to kick off Foodball and it was very exciting to see students come together – both at the assembly and then later on Senior Night at Stewart Field.

INSTRUCTIONAL PROGRAM

Superintendent Henderson also discussed the increased need for social and emotional support for students, which is a need most districts are experiencing as the traumatic impact of the pandemic becomes more apparent with the return of students to in-person instruction. She said social media and the use of cell phones has become especially disruptive to the learning environment. She said district leadership is working with area agencies and law enforcement to help students understand the law and curb negative behaviors.

Superintendent Henderson reported she has received a large number of requests from staff to be excused on Friday, Nov. 12, which is the day after Veterans Day. She said she is concerned about whether there will be enough staff to keep school open because staffing has been short on a daily basis all year, and Fridays are routinely the day the district sees the largest number of staff calling in for sick leave. She noted Aberdeen is not alone with this concern. Rather than leave it to the last minute on whether there will be school that day, she consulted with union leadership on whether to ask board approval for an adjustment to the school calendar. She reported the board will not need to take action to adjust the school calendar because there was not agreement with all bargaining groups. The board discussed different views they had heard from staff and parents on the matter and expressed appreciation that the topic has been explored.

On a motion by Jennifer Durney and seconded by Bill dyer, the Board approved the contract with McPherson & Jacobson, LLC for Dr. Nathan McCann to be the lead consultant in the search for the next superintendent.

SEARCH CONSULTANT CONTRACT

On a motion by Suzy Ritter and seconded by Jessica Jurasin the Board approved an extension of the easement for the City of Aberdeen to continue its use of the property known as Garley Park to June 2022.

GARLEY PARK EASEMENT

On a motion by Jessica Jurasin and seconded by Jennifer Durney, the Board approved a memorandum of understanding with Catholic Community Services giving permission to meet student clients at their school.	CATHOLIC COMMUNITY SERVICES
On a motion by Jennifer Durney and seconded by Suzy Ritter, the Board approved a request from Miller Junior High School to declare outdated soccer and track attire as surplus so it can be sold as a fundraiser to benefit the teams.	MILLER SURPLUS
On a motion by Jessica Jurasin and seconded by Bill Dyer, the Board approved a cooperative agreement with the Willapa School District to allow Willapa girls to train and wrestle with the AHS team.	WILLAPA COOPERATIVE
The next regular meeting is scheduled for 5 p.m. Tuesday, Nov. 16, 2021, to be conducted remotely with proper notice and access provided under the governor's emergency provisions of the Open Public Meetings Act.	NEXT MEETING
At 5:34 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 30 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The meeting was reconvened in regular session at 6:04 p.m.	EXECUTIVE SESSION
Following a presentation by Human Resources Director Christi Sayres, on a motion by Bill Dyer and seconded by Jennifer Durney, the Board approved the Personnel Report, as amended to remove Ken Ashlock's resignation as wrestling coach at Miller Junior High School.	PERSONNEL REPORT
Under certificated matters the Board approved the hiring of Kacy Karnath as a teacher in the 21st Century Program at Aberdeen High School effective October 28 and Linda Hayes as a special education teacher in the Open Doors program at the Harbor Learning Center effective October 21; approved 2021-22 co-curricular contracts for Daniel Patterson, marching and pep bands, Erik Peterson, orchestra and Jeremy Totten, choral, at Aberdeen High School, Erik Peterson, orchestra, Gordon Shaw, band and Jeremy Totten, choral at Miller Junior High School, and Troy George and Lonni Tegelberg, vocal (0.5 FTE) at the elementary schools; accepted the resignation of Tina Caton as a teacher at Central Park Elementary School effective October 29, and approved the hiring of Benjamin Taylor as a substitute for the district.	CERTIFICATED
Under classified matters, the Board approved the hiring of Helen Brougher as a licensed practical nurse for the District, Cassandra Chesterman as a para-educator at the Harbor Learning Center effective November 1, Indigo Evensen as a para-educator at A.J. West Elementary School effective November 1, Jennifer Krasowski as an LRC technician at A.J. West Elementary School effective November 1 and Wendi Vergara as a student family support assistant at Robert Gray Elementary School effective November 18; approved the retirement of Tami Jacka as a custodian at the Hopkins Building effective November 5;	CLASSIFIED

accepted resignations from Dawn Peckler and Theodore Peckler as bus drivers for the district effective October 29 and Casey Shumacher as a bus driver effective October 22, and from Kristen Dublanko as a para-educator at the Hopkins Building effective November 5; approved extra-curricular contracts for Jason Garman as an assistant coach for boys wrestling at Aberdeen High School effective November 15, Ashley Aschim as head coach for girls basketball at Miller Junior High School effective October 26, Ken Ashlock as head coach for wrestling at Miller Junior High School effective October 25, Jeff Hatton as an assistant coach for wrestling (0.5 FTE) at Miller Junior High School effective October 25 and Shon Schreiber as an assistant coach for wrestling at Miller Junior High School effective October 26; and accepted the resignation of Jason Garman as assistant coach for wrestling at Miller Junior High School effective October 20.

There being no further business, the regular meeting was adjourned at 6:06 p.m.   ADJOURN

_____   _____

    Alicia Henderson, Secretary   Sandra Bielski, President

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

As of November 16, 2021, the board, by a _____ vote,
approves payments, totaling $1,718,166.13. The payments are further identified
in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 831718 through 831718, totaling $1,718,166.13

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____

Check Nbr Vendor Name   Check Date   Check Amount

   831718 1ST SECURITY BANK PAYROLL/PERS 10/28/2021   1,718,166.13

        1   Computer   Check(s) For a Total of   1,718,166.13

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

As of November 16, 2021, the board, by a _____ vote, approves payments, totaling $1,779,283.06. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 831719 through 831747, totaling $1,779,283.06

Secretary   _____   Board Member   _____

Board Member   _____   Board Member   _____

Board Member   _____

Check Nbr	Vendor Name	Check Date	Check Amount
831719	1st Security Bank-Child Suppo	10/29/2021	2,017.12
831720	Aberdeen High School-AHS Schol	10/29/2021	90.00
831721	Aberdeen School District-SERS	10/29/2021	146,407.03
831722	Aberdeen School District-TRS	10/29/2021	356,568.50
831723	Aberdeen School District Defer	10/29/2021	18,375.68
831724	AllState	10/29/2021	13,587.73
831725	Bank Of The Pacific	10/29/2021	589,693.30
831726	Cnty/city Mun Ees	10/29/2021	3,024.91
831727	Dynamic Collectors	10/29/2021	500.00
831728	E.S.D.#113 Unemployment Coop	10/29/2021	1,516.50
831729	Ed.Serv.Dist.#113	10/29/2021	33,593.53
831730	Employment Security Dept	10/29/2021	81.59
831731	Employment Security	10/29/2021	9,319.10
831732	GESA	10/29/2021	6,635.00
831733	HCA-SEBB BENEFITS-600D01	10/29/2021	537,571.08
831734	HCA-SEBB FLEX SPEND-600D01	10/29/2021	4,032.53
831735	Legal Shield	10/29/2021	97.70
831736	Pse Of Wa	10/29/2021	5,246.22
831737	The Standard Insurance Company	10/29/2021	2,019.29
831738	Tsa Consulting Group Inc	10/29/2021	13,222.00
831739	Twin Star Credit Union	10/29/2021	220.00
831740	Twin Star Scholarship Acct	10/29/2021	60.50
831741	Twinstar Pse Local Dues	10/29/2021	60.50
831742	United Way	10/29/2021	517.38
831743	Veba Contributions-Y1286.001	10/29/2021	12,498.52
831744	Wa State School Ret Assn	10/29/2021	49.00
831745	Wea Chinook	10/29/2021	35.09
831746	Wea Payroll Deductions	10/29/2021	21,817.86
831747	Payroll Warrant	11/04/2021	425.40

       28   Computer   Check(s) For a Total of   1,779,283.06

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

As of November 16, 2021, the board, by a _____ vote, approves payments, totaling $44,314.91. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL & ASB FUNDS Warrant Numbers 831748 through 831749, totaling $44,314.91

Secretary   _____   Board Member   _____

Board Member   _____   Board Member   _____

Board Member   _____

Check Nbr	Vendor Name	Check Date	Check Amount	
831748	1ST SECURITY BANK PC	11/17/2021	43,143.49	GF
831749	1ST SECURITY BANK PC	11/17/2021	1,171.42	ASB

| | 2 | Computer | Check(s) For a Total of | 44,314.91 |

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

As of November 16, 2021, the board, by a _____ vote,
approves payments, totaling $3,000.00. The payments are further identified
in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: PRIVATE PURPOSE TRUST
Warrant Numbers 831750 through 831751, totaling $3,000.00

Secretary   _____   Board Member _____

Board Member _____   Board Member _____

Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
831750	Aberdeen High School (asb)	11/17/2021	1,000.00
831751	DigiPen Institute of Technolog	11/17/2021	2,000.00
	2 Computer Check(s) For a Total of		3,000.00

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

As of November 16, 2021, the board, by a _____ vote, approves payments, totaling $6,876.30. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 831752 through 831761, totaling $6,876.30

Secretary   _____   Board Member   _____

Board Member   _____   Board Member   _____

Board Member   _____

Check Nbr	Vendor Name	Check Date	Check Amount
831752	Aberdeen School District #5	- 11/17/2021	81.40
831753	Aberdeen School District #5	11/17/2021	10.86
831754	Bsn Sports	11/17/2021	4,285.52
831755	D4 Sports Llc	11/17/2021	457.38
831756	Grays Harbor Stamp Works	11/17/2021	171.75
831757	Harbor Pacific Bottling Co	11/17/2021	135.26
831758	MinuteMan Press	11/17/2021	59.53
831759	Montoure, Tiffany L	11/17/2021	25.00
831760	Powell, Summer	11/17/2021	1,519.60
831761	Weatherwax Asb Fund	11/17/2021	130.00

     10   Computer   Check(s) For a Total of   6,876.30

ABERDEEN HIGH SCHOOL ASB

Accounts Payable November 2021

The following bills were submitted for payment by the Comptroller's office for the month of November:

DATE	CLUB/ACCOUNT	PAYEE	DESCRIPTION		AMOUNT
10-31-2021	FFA	AHS - CTE	Forestry CDE plaques	$	50.00
10-31-2021	Foodball	AHS - CTE	October print shop charges	$	31.40
10-31-2021	Foodball	ASD5 Business Office	October office copies	$	10.86
10-02-2021	Uniforms/Officials	BSN Sports	Girls basketball uniforms	$	4,285.52
10-29-2021	Cheerleading	D4 Sports	Senior night paraphernalia	$	457.38
10-28-2021	Boys Golf	Grays Harbor Stampworks	Team awards	$	171.75
10-07-2021	ASB Reserve	Minuteman Press	Comptroller business cards	$	59.53
10-21-2021	Girls Swim & Dive	Tiffany Montoure	WIACA membership dues	$	25.00
10-25-2021	Various	U.S. Bank	VISA procurement card purchases	$	48.68
11-04-2021	Various	Weatherwax ASB Fund	Imprest fund reimbursement	$	130.00
			Total:	$	5,270.12

Motion / Tabled By:
Lily Schrieber

Seconded By:
Hadley Bitter

ASB Meeting Date:
NOV - 4 2021

_____ 11/4/2021
Laura Sanz, Comptroller   Date

_____ 11/4/2021
Lily Schreiber, ASB Treasurer   Date

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

As of November 16, 2021, the board, by a _____ vote,
approves payments, totaling $660,308.86. The payments are further identified
in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 831762 through 831841, totaling $660,308.86

Secretary   _____   Board Member   _____

Board Member   _____   Board Member   _____

Board Member   _____

Check Nbr	Vendor Name	Check Date	Check Amount
831762	1ST SECURITY BANK PAYROLL/PERS	11/17/2021	2,157.95
831763	Aberdeen Office Equipment Inc	11/17/2021	17,135.48
831764	Aberdeen Sanitation	11/17/2021	10,388.43
831765	Aberdeen Sd #5 Revolving Fund	11/17/2021	4,655.25
831766	Acme Fast Fuel	11/17/2021	5,239.24
831767	Amazon Capital Services	11/17/2021	8,750.62
831768	Aramark Uniform Services	11/17/2021	72.21
831769	Auto-Chlor	11/17/2021	229.07
831770	B & H Photo Video	11/17/2021	680.28
831771	Batdorf & Bronson	11/17/2021	64.33
831772	BEHAVIORAL HEALTH RESOURCES	11/17/2021	2,719.17
831773	Berglund,schmidt & Associates	11/17/2021	5,282.50
831774	Bickar, Denny	11/17/2021	400.00
831775	Cascade Natural Gas	11/17/2021	9,401.41
831776	Caskey Industrial Supply Co In	11/17/2021	24.06
831777	Consolidated Electrical Distri	11/17/2021	68.85
831778	Centurylink	11/17/2021	254.76
831779	CHARLIES PRODUCE	11/17/2021	5,789.25
831780	Cintas Corporation	11/17/2021	7,215.98
831781	City Of Aberdeen	11/17/2021	7,833.36
831782	Comcast	11/17/2021	344.33
831783	Covenant Engineering, PLLC	11/17/2021	29,220.00
831784	Cts Language Link	11/17/2021	74.73
831785	D4 Sports Llc	11/17/2021	250.47
831786	Dairy Fresh Farms	11/17/2021	13,878.81
831787	Dept Of Labor And Indust	11/17/2021	85.20
831788	Dept Of Natural Resources	11/17/2021	20.60
831789	DYNAMIC LAUNDRY SYSTEMS INC	11/17/2021	299.97
831790	ESD 113	11/17/2021	17,146.40
831791	Ferrellgas	11/17/2021	1,896.86
831792	Follett School Solutions, Inc	11/17/2021	1,225.79
831793	Franz Family Bakeries	11/17/2021	2,298.54
831794	G12 Communications LLC	11/17/2021	835.11

Check Nbr	Vendor Name	Check Date	Check Amount
831795	Grays Harbor Stamp Works	11/17/2021	40.20
831796	Grays Harbor Community Hospita	11/17/2021	7,762.87
831797	Harbor Disposal Co Inc	11/17/2021	1,599.97
831798	Health Care Authority	11/17/2021	318.26
831799	HENRY SCHEIN, INC	11/17/2021	10,341.70
831800	Home Depot	11/17/2021	212.67
831801	Home Depot Pro Institutional	11/17/2021	667.77
831802	Houghton Mifflin Harcourt	11/17/2021	5,475.81
831803	Ixl Learning	11/17/2021	1,875.00
831804	James Bennett DBA Olympic Pen	11/17/2021	90.00
831805	Johnson Controls Inc (pay)	11/17/2021	29,719.94
831806	Jostens Inc	11/17/2021	32.09
831807	KCDA Purchasing Coop.	11/17/2021	16,635.17
831808	Knowledge Matters	11/17/2021	1,412.59
831809	Lemay Mobile Shredding	11/17/2021	182.80
831810	Micro K12	11/17/2021	5,879.41
831811	MinuteMan Press	11/17/2021	985.41
831812	Nasco Arts And Crafts	11/17/2021	1,159.47
831813	Newegg Business Inc	11/17/2021	79,161.92
831814	Northsound Refrigeration	11/17/2021	709.55
831815	Northwest Textbook Depository	11/17/2021	8,080.45
831816	Ocosta School Dst #172	11/17/2021	15,300.00
831817	OSPI	11/17/2021	6,033.52
831818	Parris, Trinity A	11/17/2021	1,833.32
831819	Petrocard Inc	11/17/2021	13,568.57
831820	Pioneer Healthcare Services LL	11/17/2021	11,025.00
831821	PresenceLearning Inc	11/17/2021	11,970.00
831822	Pud. #1 Of Grays Harbor Co	11/17/2021	46,367.72
831823	rethinkEd	11/17/2021	7,750.80
831824	Ricoh Usa Inc	11/17/2021	634.40
831825	Robert Opfer DBA Freeman Pest	11/17/2021	201.52
831826	Rosetta Stone, Ltd	11/17/2021	898.43
831827	Scrubs 365	11/17/2021	110.00
831828	Soliant Health	11/17/2021	7,345.00
831829	The Children's Health Market/	11/17/2021	8,162.00
831830	The Hello Foundation	11/17/2021	92,955.00
831831	Thermal Supply Inc	11/17/2021	117.04
831832	US Cellular	11/17/2021	5,365.60
831833	US Foods - Seattle	11/17/2021	51,330.87
831834	Us Postal Service (cmrs-Fp)	11/17/2021	2,000.00
831835	WAXIE SANITARY SUPPLY	11/17/2021	3,645.99
831836	Weatherwax Asb Fund	11/17/2021	350.00
831837	Western Governors University	11/17/2021	3,935.00
831838	White MD, Sean R	11/17/2021	9.36
831839	WSIPC	11/17/2021	322.33
831840	YMCA	11/17/2021	32,239.49
831841	Zones, Inc	11/17/2021	8,555.84

        80   Computer   Check(s) For a Total of   660,308.86

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05.21.06.00.00-010020

ABERDEEN SCHOOL DISTRICT NO 5

Check Summary

8:39 AM   11/10/21

PAGE: 1

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

As of November 16, 2021, the board, by a _____ vote, approves payments, totaling $2,720.26. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 831842 through 831843, totaling $2,720.26

Secretary   _____   Board Member   _____

Board Member   _____   Board Member   _____

Board Member   _____

Check Nbr	Vendor Name	Check Date	Check Amount
831842	Bank Of The Pacific (use Tax)	11/17/2021	2,672.40 GF
831843	Bank Of The Pacific (use Tax)	11/17/2021	47.86 ASB

2   Computer   Check(s) For a Total of   2,720.26

CONTRACTED EMPLOYEE
Schedule A

This is made part of the Account Services Contract entered by and between Aberdeen School District and the Account identified below.

PROVIDER PLACEMENT DETAILS:

Provider Name: Tracy Adams   **Term: Nov, 2021 – Aug, 2022**

Services Provided: SLP - .5 fte   **Hours: not to exceed 550 hours**

RATE & PAYMENT DETAILS:

Employee Name: Tracy Adams   **Position: SLP**
                                                             (Example: OT, PT, PTA, SLP)

Bill Rate: $ 85/ hour - .5 fte

Payment: Invoices received by the 5th, will be paid at the 2nd Board meeting of the month.

ADDITONAL INFORMATION:

Comments:

There will be 1 travel week (approximately 1 per month); each travel week consists of 2-3 travel days

to be compensated at a rate of $185/day.   .

_____

VENDOR: **ABERDEEN SCHOOL DISTRICT**

By: _____*Sharon Scheurer*_____   **By:** _____*Alicia Henderson*_____
                                                             Superintendent or Designee

Date: ___11-02-2021_____   **Date:** ___11-02-2021_____

Addendum to The Hello Foundation Engagement Agreement

Contract Originally Dated: 6/10/2021

Today's date: 11/2/2021

The Hello Foundation Engagement Agreement with Aberdeen SD will be amended to add 40 total additional billable hours for SLP Sandra Lucas through December 2021 in addition to her current 1.0 FTE at $85/hour.

The Hello Foundation, LLC

Aberdeen SD

Sharon Scheurer

Alicia Henderson

Sharon Scheurer
VP of Operations

Alicia Henderson
Superintendent

Teaching & Learning Report

Fall 2021 - 2022

New Requirements

- Social-Emotional Screening
  - DESSA
- Social-Emotional Instruction
- Benchmark and Progress Monitoring
  - Math - MAPs
  - English Language Arts - iReady & MAPs
- Dyslexia Screening
  - iReady
- Fall SBA Assessments (November 10)

English-Language Arts (ELA)
Kindergarten

4%   11%   85%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
8 Students	23 Students	182 Students	0 Students	0 Students

Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Literature (LIT)
Comprehension: Informational Text (INFO)

English-Language Arts (ELA)
First Grade
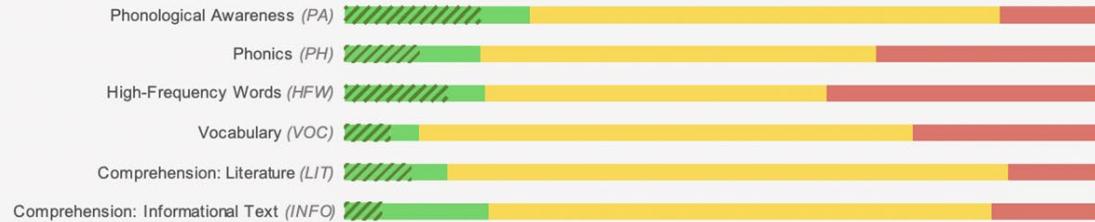
English-Language Arts (ELA)
Second Grade
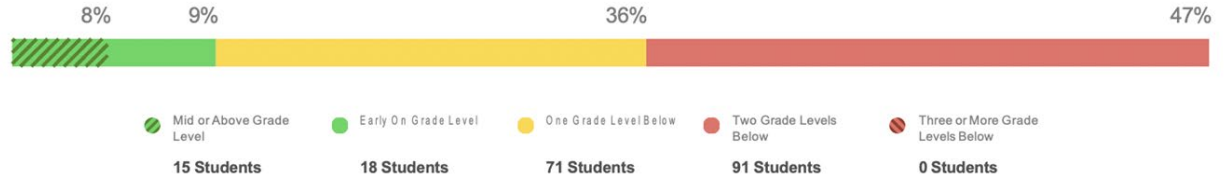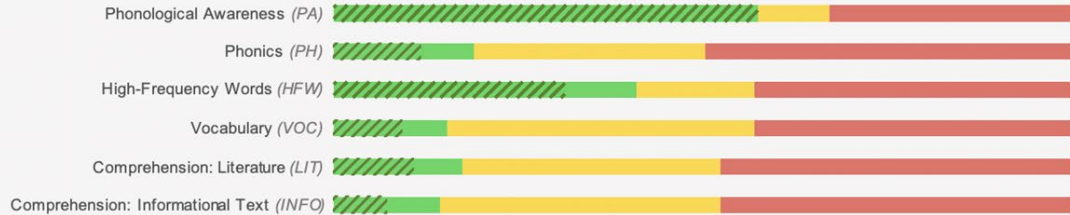
English-Language Arts (ELA)
Third Grade

| | 10% | 13% | 25% | 37% | 15% |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
24 Students	33 Students	62 Students	92 Students	38 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)
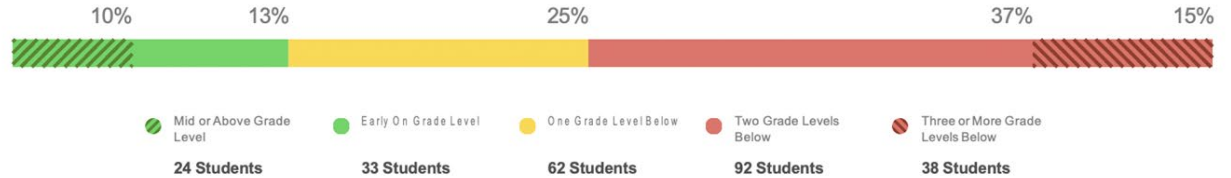
English-Language Arts (ELA)
Fourth Grade

| 12% | 14% | | 39% | 14% | 21% |

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
24 Students	29 Students	79 Students	28 Students	42 Students

Placement by Domain

Phonological Awareness (PA)
Phonics (PH)
High-Frequency Words (HFW)
Vocabulary (VOC)
Comprehension: Literature (LIT)
Comprehension: Informational Text (INFO)
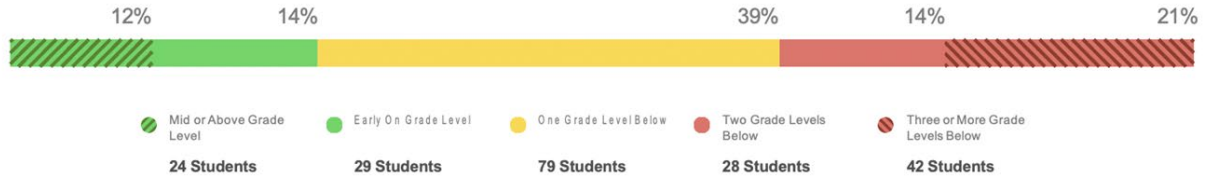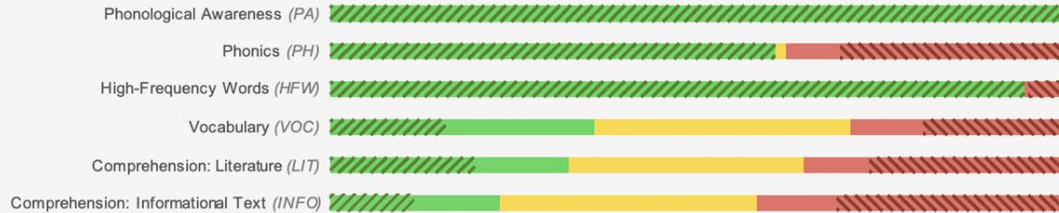
English-Language Arts (ELA)
Fifth Grade

8%   13%   24%   29%   25%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
18 Students	28 Students	51 Students	62 Students	54 Students

Placement by Domain

- Phonological Awareness (PA)
- Phonics (PH)
- High-Frequency Words (HFW)
- Vocabulary (VOC)
- Comprehension: Literature (LIT)
- Comprehension: Informational Text (INFO)
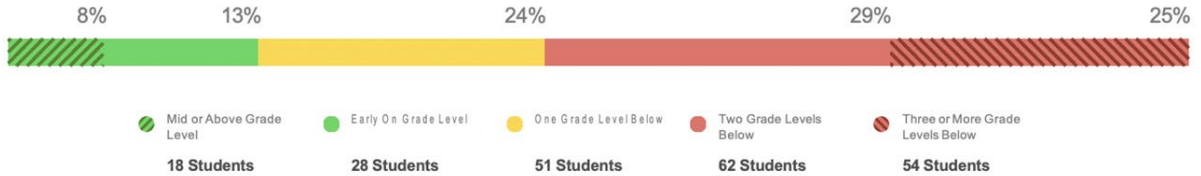
English-Language Arts (ELA)
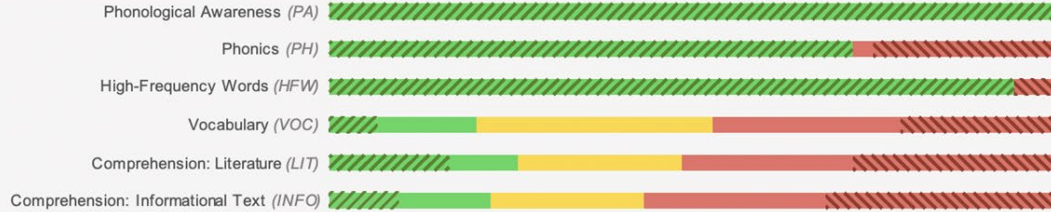
ENGLISH-LANGUAGE ARTS MAPS
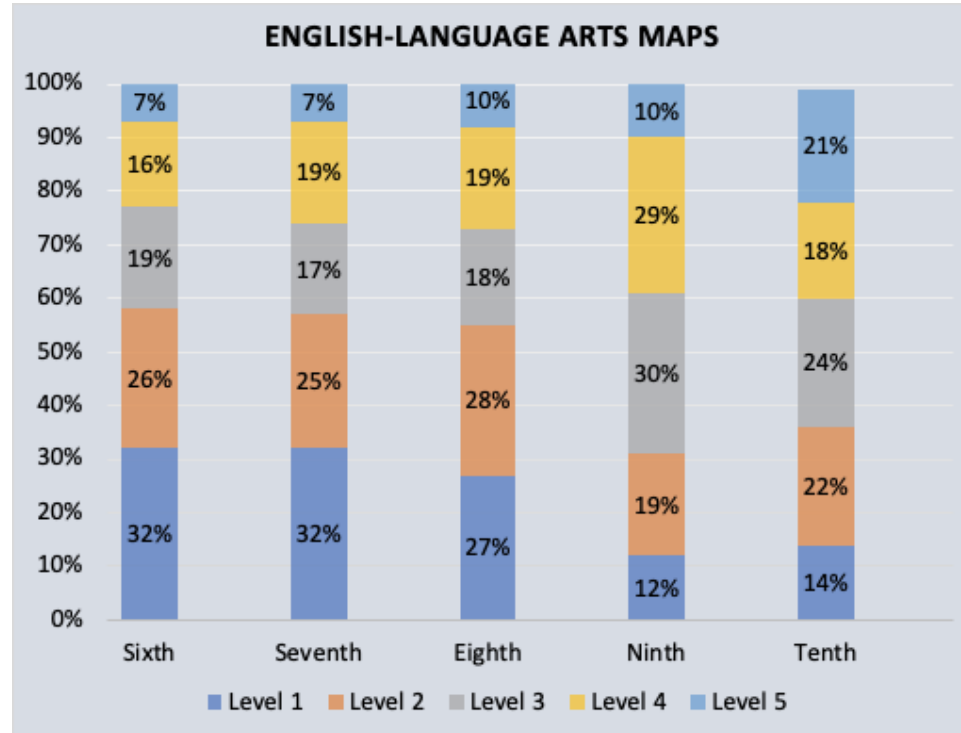
ELA Focus

- Tier I Enhanced
- What I Need
  - Phonemic Awareness
    - Kindergarten
  - Phonics
    - Grades 1 - 4
  - i-Period Support
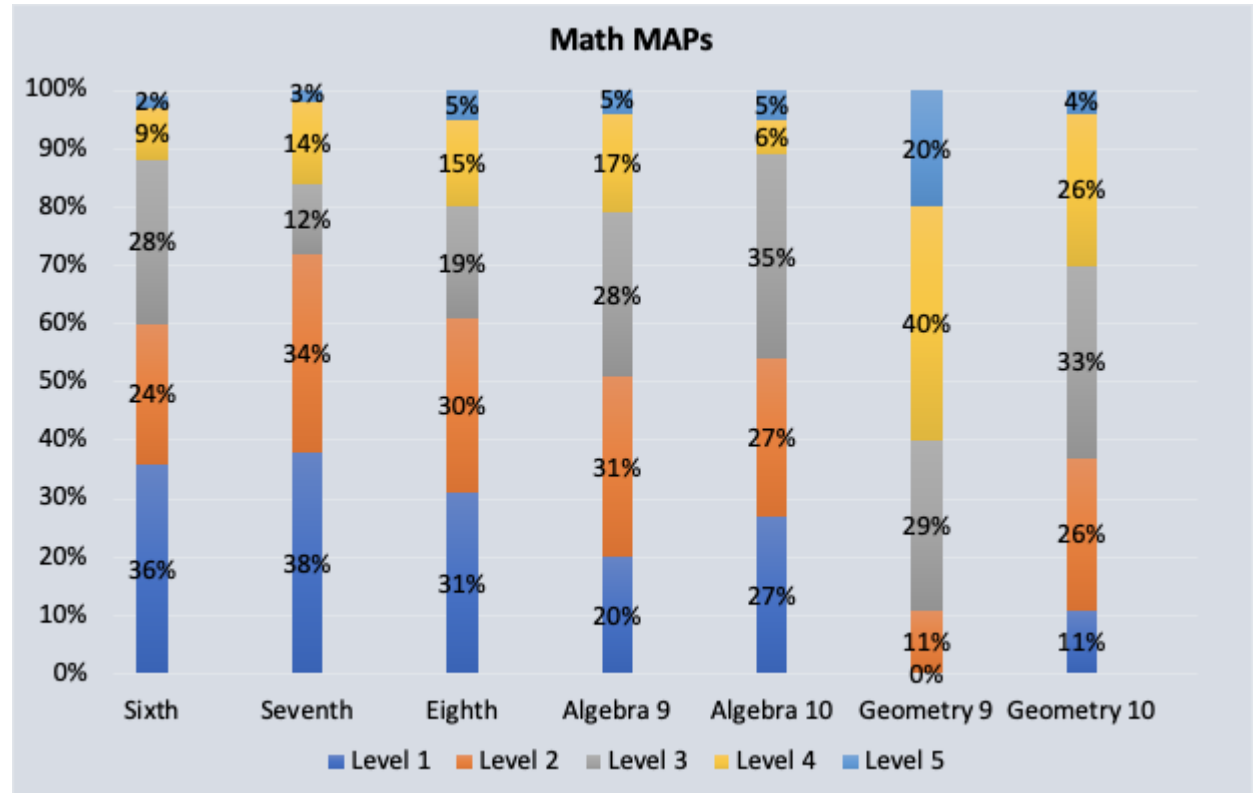   - High School
- Step Up to Writing
  - Grades 6 - 12

Math

MATH MAPS

Math

Math MAPs

	Sixth	Seventh	Eighth	Algebra 9	Algebra 10	Geometry 9	Geometry 10
Level 5	2%	3%	5%	5%	5%	20%	4%
Level 4	9%	14%	15%	17%	6%	40%	26%
Level 3	28%	12%	19%	28%	35%	29%	33%
Level 2	24%	34%	30%	31%	27%	11%	26%
Level 1	36%	38%	31%	20%	27%	0%	11%
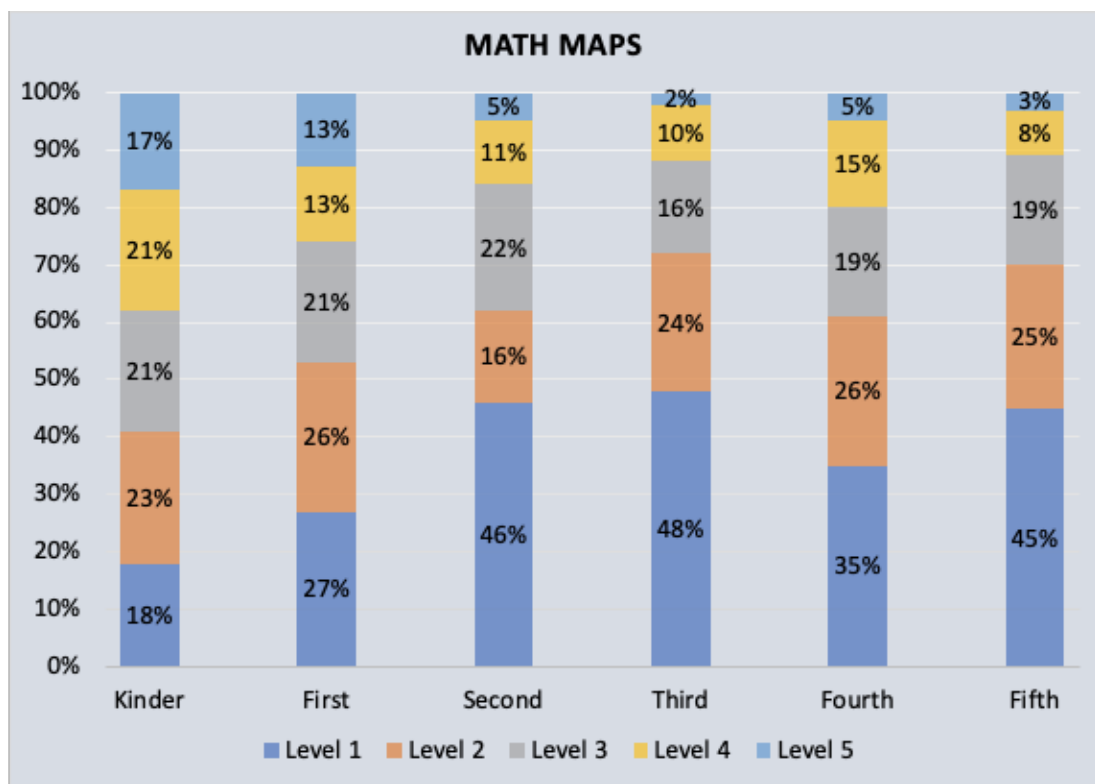
Math Focus

- Data Analysis
- Math Adoption
  - Targeted Student Groups
  - Tier 3 Math Curriculum
- ESD 113 Support

Social-Emotional Learning (SEL)

Kindergarten	
Need	11%
Typical	51%
Strength	37%

First Grade	
Need	11%
Typical	71%
Strength	18%

Second Grade	
Need	10%
Typical	66%
Strength	24%

Third Grade	
Need	6%
Typical	76%
Strength	19%

Aberdeen
School District

Our Children,
Our Schools,
Our Future

Social-Emotional Learning (SEL)

Fourth Grade	
Need	9%
Typical	68%
Strength	22%

Fifth Grade	
Need	9%
Typical	59%
Strength	32%

Sixth Grade	
Need	16%
Typical	61%
Strength	23%

Seventh Grade	
Need	24%
Typical	53%
Strength	24%

Aberdeen School District

Our Children,
Our Schools,
Our Future

Social-Emotional Learning (SEL)

Eighth Grade	
Need	12%
Typical	72%
Strength	16%

Ninth Grade	
Need	20%
Typical	64%
Strength	16%

Twelve Grade	
Need	16%
Typical	62%
Strength	22%

Tenth Grade	
Need	25%
Typical	49%
Strength	25%

Eleventh Grade	
Need	17%
Typical	64%
Strength	19%

Aberdeen
School District

Our Children,
Our Schools,
Our Future

SEL Focus

- Classroom lessons
- PBIS Reboot
  - AHS
- Behavior data analysis
  - Cell phone issues
- Behavioral Health Resources partnership support
  - Student
  - Staff
  - Parents

OSPI School Improvement Plan 2021-2022

Building data

Please, provide your school district and building name below.

School District: Aberdeen
Building Name: AJ West Elementary
Date: October 28,

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2021-22. Please refer to the OSSI SY 2021-2022 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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

Washington Office of Superintendent of
PUBLIC INSTRUCTION

SY 2021-2022 SMARTIE Goal #1: By May 31, 2022 AJ West Elementary School will demonstrate a minimum of a 5% increase of K-5 students in overall Tier 1 placement as measured by iReady End of Year Benchmark reading scores.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Recurring Six-Week Data Meetings with grade level teams on a rotating schedule. to analyze student growth and skill gaps	Groups will be ongoing throughout the year with progress monitoring and data meetings taking place every six weeks. Students will be given benchmark assessments quarterly.	The building principal, MTSS Instructional Coach, MTSS Assistants, and grade-level general education teachers will work collaboratively to implement instruction, administer benchmark and progress monitoring, make qualification determinations, and analyse data on a set data and assessment schedule.	iReady Assessment, iReady Pathways, Really Great Reading	iReady benchmark and Really Great Reading progress monitoring.
2) Dedicated daily WIN time in the master schedule	Master schedule developed in August 2021 to include dedicated WIN time. This schedule will be followed throughout the year.	Building Principal and MTSS Instructional Coach	Google Sheets	iReady benchmark and Really Great Reading progress monitoring.
3) Implementation of evidence-based curriculum for Core and intervention and instruction	Evidence-based strategies will be used throughout the year.	Principle, MTSS Instructional Coach, EL Teacher, MTSS Assistants, Grade Level Teachers	iReady, Really Great Reading, Ongoing professional development and instructional support.	iReady benchmark and Really Great Reading progress monitoring.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1. Title 1/LAP funds
2. ESSAR Funds

SY 2021-2022 SMARTIE Goal #2: Using a six-week data cycle, 2nd and 3rd grade will target skill deficits as identified using Really Great Reading progress monitoring. The iReady benchmark assessment will be utilized to show growth in phonics from fall to spring:

*2nd Grade-54.5% of students score at a kindergarten level. The overall percentage of students scoring at the kindergarten level in phonics will decrease by 10% on the
iReady assessment as compared from Fall to Spring testing.

*3rd Grade- 51% of students score two grade levels below in the area of phonics. The overall percentage of students scoring two grade levels below will decrease 10% on the iReady assessment as compared from the Fall to Spring testing.

Benchmark	Fall 2021	Spring 2022
Grade Level	# of Students	# of Students
2nd	24	18
3rd	28	19

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?	What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?	Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?	What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?

1)WIN daily interventions for remediation and enrichment.	The schedule for the 2021-2022 year will include dedicated time for WIN time.	Principle, MTSS Instructional Coach, EL Teacher, MTSS Assistants, Grade Level Teachers	iReady, Really Great Reading, Ongoing professional development and instructional support	iReady benchmark and Really Great Reading progress monitoring.
2)Ongoing professional development and instructional coaching in the area of evidence-based strategies	Throughout the 2021-2022 school year	Principal, MTSS Instructional Coach	Projector, chart paper, various office supplies	iReady benchmark and Really Great Reading progress monitoring.
3) Teacher use of iReady Phonics "Tools for Instruction"	"Tools for Instruction" will be used throughout the year to help guide specific interventions based on skill gaps	2nd and 3rd Grade Teachers	iReady	iReady benchmark and Really Great Reading progress monitoring.
4) Flexible small groups designed to meet the needs of individual students	Throughout the 2021-2022 school year. Groups will be adjusted based on data reviewed during data meetings.	Principle, MTSS Instructional Coach, EL Teacher, MTSS Assistants, Grade Level Teachers	Designated classroom space, time in the master schedule, iReady and Really Great Ready data, space for data meetings	iReady benchmark and Really Great Reading progress monitoring.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1. Title I/LAP Funds
2. ESSAR

SY 2021-2022 SMARTIE Goal #3: By May 2022, **15%** of 1st-5th grade students (93 students) who are identified as Title I/LAP will improve their phonics proficiency as measured by the iReady demonstrated by moving from Tier 3 to Tier 2 or from Tier 2 to Tier 1 as defined by iReady three level placement standard view. On the Fall 2021 iReady benchmark, 33% of Kinder-5th grade are at risk for Tier 3, 34% of Kinder-5th grade are at Tier 2.

Progress will be measured by:
* iReady, Fall, Winter, Spring Assessment

AJ West Campus   X intensive   X strategic   X benchmark

Activities What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?	Timeframe What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?	Lead Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?	Resources What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?	Measures What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?
1)Implement evidence-based systematic and explicit phonics instruction in MTSS flexible groups to serve students who qualify for Title 1/LAP services.	Groups will be ongoing throughout the year with progress monitoring and data meetings taking place every six weeks. Students will be given benchmark assessments quarterly.	Principal, MTSS Instructional Coach, MTSS Assistants	iReady, Really Great Reading, Ongoing professional development and instructional support	iReady benchmark and Really Great Reading progress monitoring.
2)Frequent progress monitoring to identify skill gaps and establish skill-based groups	Throughout the 2021-2022 school year. Groups will be adjusted based on data reviewed during data meetings.	Principal, MTSS Instructional Coach, 2nd and 3rd Grade Level Teachers	Designated classroom space, time in the master schedule, iReady and Really Great Ready data, space for data meetings	iReady benchmark and Really Great Reading progress monitoring.
3)Daily prescriptive small group instruction	Instructional coaching and professional development will be ongoing throughout the 2021-2022 school year	Principle, MTSS Instructional Coach, EL Teacher, MTSS Assistants, Grade Level Teachers	iReady, Really Great Reading, Ongoing professional development and instructional support	iReady benchmark and Really Great Reading progress monitoring.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1. Title I/LAP Funds
2. ESSAR

OSPI School Improvement Plan 2021-2022

Building data

Please, provide your school district and building name below.

School District: Aberdeen
Building Name: JM Weatherwax
Date: 10/18/2021

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2021-22. Please refer to the OSSI SY 2021-2022 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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

Washington Office of Superintendent of
PUBLIC INSTRUCTION

SY 2021-2022 SMARTIE Goal #1: Aberdeen High School freshmen will demonstrate a minimum of 10% increase of mean RIT scores on the MAPS in ELA by grade level cohort, as compared to Fall 2021 MAP assessment data.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Develop priority standards by department teams. Monthly meetings will monitor Step Up to Writing goals and implementation.	1) Beginning in October departments will meet monthly throughout the school year.	Department heads along with department teams will partner with admin and MTSS teams.	Collaborative Leadership Team (CLT) days will be used to formulate and review plans monthly.	MAP test will be given three times throughout the school year and data will be reviewed after each test session.
2) 21st Century Afterschool Program will provide tutoring along with a (What I Need) WIN class offered during the school day.	October to June	Teachers and paraprofessionals will provide support and instruction.	Using the 2021 Standards Priority Guide provided by Achieve the Core Step Up to Writing curriculum	Completion of 75% of missing assignments and improvement in course grades.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1. District Curriculum for Step Up to Writing materials and training.
2. 21st Century Grant

SY 2021-2022 SMARTIE Goal #2: Aberdeen High School freshmen will demonstrate a minimum of 10% increase of mean RIT scores on the MAPS in math by grade level cohort, as compared to Fall 2021 MAP assessment data.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Develop priority standards by department teams.	2) Beginning in October departments will meet monthly throughout the school year.	Department heads along with department teams will partner with admin and MTSS teams.	Collaborative Leadership Team (CLT) days will be used to formulate and review plans monthly.	MAP test will be given three times throughout the school year and data will be reviewed after each test session.
2) 21st Century Afterschool Program will provide tutoring along with a (What I Need) WIN class offered during the school day. Gear Up math graduation specialist will support Juniors.	October to June	Teachers and paraprofessionals will provide support and instruction.	Using the 2021 Standards Priority Guide provided by Achieve the Core	Completion of 75% of missing assignments and improvement in course grades.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1. School Improvement iGrant (Math PD and Support)
2. 21st Century Grant and Gear Up funding

SY 2021-2022 SMARTIE Goal #3: By June 2022 of the 9th-12th grade students who are identified as EL (95) students will demonstrate a minimum of 10% increase of mean RIT scores on the ELA MAPS.

| Activities

What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal? | Timeframe

What is the projected length of time of the activity?

When or how often will progress be monitored or data reviewed? | Lead

Who will be responsible for implementing, measuring and adjusting the activity?

Who else will be involved? | Resources

What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)? | Measures

What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal? |
|---|---|---|---|---|
| 1)Intentional EL support in in all classes (MTSS EL assistant)

2)Family support personnel will directly work with families and students. | September-June

Progress monitor in winter and again in the spring. | EL teacher and MTSS assistant and SFSA | WIDA, MAP and Imagine Learning Galileo assessment | Imagine Learning Galileo progress monitoring, WIDA and MAP |
| 3)Rosetta Stone

4) 21st Century After School Program support targeted for EL students | October - June | EL Teacher

21st Century staff | Rosetta Stone Computer Software

Modified curriculum | MAP & Galileo |

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.

1. School Improvement iGrant (staffing support,instructional software, supplemental instructional materials & support curriculum)

2. 21st Century Grant

3. District curriculum funding

OSPI School Improvement Plan 2021-2022

Building data

Please, provide your school district and building name below.

School District: Aberdeen School District #5
Building Name: Central Park Elementary School
Date: November 1, 2021

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2021-22. Please refer to the OSPI SY 2021-2022 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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

Washington Office of Superintendent of
PUBLIC INSTRUCTION

SY 2021-2022 SMARTIE Goal #1: Central Park School, grades 1-5, will demonstrate a minimum of 15% improvement. Students will increase the overall schoolwide grade level reading percentage by 15% from 31% to 46% measured by I-Ready as compared from Fall to Spring assessment

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?	*What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	*Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	*What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1) Really Great Reading Phonics intervention Program for students qualifying for the Learning Assistance Program.	Really Great Reading Program will continue all year for qualified students. Progress monitoring will be done at least 3 times a year via the i-ready diagnostic assessments, and phonics surveys. Based on the assessment data the program can be adjusted to meet student needs or discontinued if students perform at grade level.	The MTSS team which consists of MTSS Coach, MTSS para-educators, and the classroom teachers will provide academic support as well as monitor the data to track progress and make adjustments as necessary. If improvements aren't seen the GPS / SST team will be included to problem solve and help establish a new intervention.	We will need the Really Great Reading Phonics suite of curriculum. Countdown, Blast, and HD Word manuals, workbooks, and student kits. We will also need 25 - 30 minutes to teach the program daily. A space to teach small groups and technology to display the online portion of the lessons.	i-Ready Diagnostic assessment will be used each benchmark period to place students in the program. The CORE phonics surveys will be used intermittently between benchmark assessments to monitor specific progress towards goals and to adjust intervention levels.
2) i-Ready learning pathways for differentiated instruction	Students will participate weekly in the i-ready learning pathways. Progress can be checked monthly via the i-ready growth assessment reports.	The classroom teachers as well as the MTSS team will be responsible for tracking progress, making adjustments, and providing additional instruction as needed.	20 - 30 minutes daily. i-Ready learning pathways and an online device such as a Chromebook will be required to participate in the learning pathways. Teachers and the MTSS team will need time every 6 -8 weeks to meet and discuss the data that the program provides.	i-Ready Diagnostic assessment will be used each benchmark period to track overall performance and i-Ready growth assessments will show progress toward each student's individual goals. The CORE phonics surveys will be used intermittently between benchmark assessments to monitor specific progress towards goals and to adjust instruction as needed.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.

1. Title 1 Funds

2.   Click or tap here to enter text.

SY 2021-2022 SMARTIE Goal #2: 1st grade will implement practices or strategies for reading from September 1 - June 1 focusing on reading areas identified as assessed on I-Ready impacting student success

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?	*What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	*Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	*What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)i-Ready learning pathways for differentiated instruction	Students will participate weekly in the i-ready learning pathways. Progress can be checked monthly via the i-ready growth assessment reports.	The classroom teachers as well as the MTSS team will be responsible for tracking progress, making adjustments, and providing additional instruction as needed.	20 - 30 minutes daily. i_ready learning pathways and an online device such as a Chromebook will be required to participate in the learning pathways. Teachers and the MTSS team will need time every 6 -8 weeks to meet and discuss the data that the program provides.	i-Ready Diagnostic assessment will be used each benchmark period to track overall performance and i-Ready growth assessments will show progress toward each student's individual goals. The CORE phonics surveys will be used intermittently between benchmark assessments to monitor specific progress towards goals and to adjust instruction as needed.
2)Really Great Reading Phonics intervention Program for students qualifying for the Learning Assistance Program.	Really Great Reading Program will continue all year for qualified students. Progress monitoring will be done at least 3 times a year via the i-ready diagnostic assessments, and phonics surveys. Based on the assessment data the program can be adjusted to meet student needs or discontinued if students perform at grade level.	The MTSS team which consists of MTSS Coach, MTSS para-educators, and the classroom teachers will provide academic support as well as monitor the data to track progress and make adjustments as necessary. If improvements aren't seen the GPS / SST team will be included to problem solve and help establish a new intervention.	We will need the Really Great Reading Phonics suite of curriculum. Countdown, Blast, and HD Word manuals, workbooks, and student kits. We will also need 25 - 30 minutes to teach the program daily. A space to teach small groups and technology to display the online portion of the lessons.	i-Ready Diagnostic assessment will be used each benchmark period to place students in the program. The CORE phonics surveys will be used intermittently between benchmark assessments to monitor specific progress towards goals and to adjust intervention levels.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2021-2022 SMARTIE Goal #3: Goal: By June 2022, **15%** of students that have been identified as adopted out of foster care or are in foster care and that are at least one grade level below standard in Fall 2021, will improve their reading scores one grade level as measured by I-Ready diagnostic assessment by Spring 2022.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Same as above (i-Ready and Really Great Reading)plus the Heggerty Phonemic Awareness Program to build foundational reading skills.	Students will participate 15 - 20 minutes daily in lessons that target phonemic awareness. Progress will be monitored via i-Ready diagnostic	Classroom teachers will implement the program, measure success informally, and adjust activities to target the skills that need improvement. Data regarding	Each classroom will need a Heggerty Manual. Professional development can be done via website.	Informal observation of progress of phonemic awareness skills will be done daily. i-Ready diagnostic assessment also monitors progress

	assessments with a focus on the phonological awareness strand of the assessment.	progress will be discussed with the MTSS coach to help make adjustments as needed.	https://heggerty.org/training/	in the phonemic awareness strand which is done 3 times a year.
2)Social emotional learning support via 2nd Step Program as well as Kelso' Choices.	These lessons are done at least every other week for the entire school year. Progress is monitored via the DESSA social emotional screener assessment.	Classroom teachers and the school counselor will take the lead implementing the programs and providing lessons as needed. The school PBIS team will also be involved in reinforcing school wide expectations and reinforcing positive behaviors. After School program/Cougar Club support for SEL instruction	Each grade level will receive grade specific materials for the 2nd Step Program. Kelso's Choices requires posters to be placed in each classroom and around common areas of the school. Video lessons are also available to help support learning.	DESSA screeners are done three times a year to gauge where the students are on the social emotional spectrum so that interventions and support can be provided as needed.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1.   21 Century Grant
2. $7600 grant from Gray Harbor Community Foundation

OSPI School Improvement Plan for 2021-2022
(and End-of-Year Improvement Plan Review for School Year 2020-21)
(Corresponds to Sections 15c, 16b, 17a, and 17b of the OSPI Consolidated School Improvement Plan Template)

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

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

This section will serve as a summative evaluation of SY 2020-2021 goals, activities, measures, and results. Please, use Sections 13, 15a, 15b, and 16a of OSSI's Consolidated Improvement Plan Template—or comparable sections if using your own custom SIP form—for reference in reflecting on your implementation and results.
Note: For schools operating a Title I, Part A, Targeted Assistance Program do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Building Data: *Please provide your school district, building name, and date of submission of this template to OSSI's SharePoint if applicable below.*		
School District Name: Aberdeen	**Building Name:** Harbor Junior Senior High School (Formerly known as Harbor High School)	**Date of Submission to OSSI SharePoint (if applicable):** June 17, 2021

SY 2020-2021 High-Priority Goal #1 On time graduation rate will be increased each of the next 3 years by 3% from 51% in the 2019-20 school year.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above.	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) Weekly tracking of targeted cohort- targeted call and text messages to students	A tracking sheet that was shared with staff was developed for entry of calls/communication and shared weekly with all HH staff	This tracking allowed for school wide communication on student intervention and prevented overly contacting one student or NOT contacting another.
2)Mastery Based/Contract Learning.	Each mentor tracks a set number of students toward their class/credit goals in a FileMaker pro. This allows each staff member to know exactly the progress each student is making and each student to see exactly where they are in each class to earn the class/credit.	The system allows students to start each semester, each year exactly where they left off in each class/credit without having to start completely over.

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SY 2020-2021 High-Priority Goal #2:

In reviewing student data, students coming to our school are anywhere from a semester up to a year and a half behind cohort peers in mathematics and ELA. As a result, our performance on the end of the year SBA exam in math has been traditionally low. During the 2019-20 school year, our goal in Math is to:
- 10th Grade – The percentage of students meeting proficiency will increase from 10% to 20%
- 11th Grade – The percentage of students meeting proficiency in this cohort will increase from from 10% to 25%
- 12th Grade – The percentage of students meeting proficiency in this cohort will increase from 46.4% to 60%

Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.	Measures: How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	Results/Progress: Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1)We did not give the SBA in the 20-21 school year	There was no testing given in the 20-21 school year	No progress.
2)Each student will have an individual plan for assessment reviewed prior to the start of the 21-22 school year	With the addition of a school counselor for the 21-22 school year, the counselor will work with the advisors to determine what state assessments still need to be met for each student per their graduation plan.	This will be done prior to start of school in Fall 2021

SY 2020-2021 High-Priority Goal #3:

\In reviewing student data, students coming to our school are anywhere from a semester up to a year and a half behind cohort peers in mathematics and ELA. As a result, our performance on the end of the year SBA exam in ELA has been traditionally low. During the 2019-20 school year, our goal in ELA is to:

- 10th Grade – The percentage of students meeting proficiency will increase from 27.8% to 35%
- 11th Grade – The percentage of students meeting proficiency in this cohort will increase from from 40% to 55%

Activities: Choose and describe two high-leverage activities implemented or tested related to achieving the stated high-priority goal above.	Measures: How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	Results/Progress: Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1)Click We did not give the SBA in the 20-21 school year	There was no testing given in the 20-21 school yearClick or tap here to enter text.	No progress.
2)Each student will have an individual plan for assessment reviewed prior to the start of the 21-22 school year	With the addition of a school counselor for the 21-22 school year, the counselor will work with the advisors to determine what state assessments still need to be met for each student per their graduation plan.	This will be done prior to start of school in Fall 2021

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

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

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

School wide, it was identified that providing Harbor High supports only half time for students resulted in students leaving the program, leaving the district, and/or leaving education all together- therefore struggling to complete their graduation goals. As a result, the school will return to full time status in 21-22 with even more support systems and opportunities including, but not limited to, counseling support, bi-lingual staff and an increase in Special Services support.

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

Each summer in August, our district meets with the local Quinault tribe to examine data and plan for supports for students and families based on that data. Our district's Indian Education Coordinator has office space at Harbor High and regularly connects and supports students at Harbor High. Our Indian Ed Coordinator and Indian Ed Director interface directly with Education Manager for the Quinault Indian Nation to insure that the support plan is implemented effectively,

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

Two of the three goals were relying on SBA data, which was not administered this 2020-2021 school year. So we did not meet those two goals.

We did not meet the graduation goal either. As of June 8, 2021, the Harbor High enrollment was 52 students. Approximate number of graduates were 15 students.

- In the 19/20 school year, Harbor High enrollment was 100. Graduates were 33.

- In the 18/19 school year, Harbor High enrollment was 105. Graduates were 27.

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

One of the activities was the weekly tracking of a targeted cohort. A communication spreadsheet was shared weekly with Harbor High Staff that tracked staff outreach to students. This increased communication among staff as they worked together to assist students in graduating. In a year of distance learning, hybrid learning, teachers working ½ time at the district's comprehensive high school and ½ time at home, it allowed for easier communication among a disjointed and fragmented staff in a year of fragmented delivery of instruction. So this communication spreadsheet assisted in communication.

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

The 20-21 School Year was a challenge for implementing goal activities due to Distance Learning and the Hybrid Model. Additionally, due to budget constraints, our school went from a full time school in 19-20 to half time in 20-21. Students were served ½ the time at Harbor High and then scheduled for their additional classes/courses at Aberdeen High School or using the on-line platform Edgenuity. Additionally, the principal position was eliminated and the Aberdeen High School Principal picked up the additional Harbor High responsibilities. Like all schools, we struggled due to the increased challenges that providing services during a pandemic presented.

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

Our school will return to full time status for the 21-22 school year with numerous additional supports including the return of a full time building principal, a designated school counselor, adding junior high grades 7 and 8, and other support staff added as well, like a Student Family Support Assistant who is bi-lingual and an MTSS assistant.

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

Harbor Junior/Senior High will be participating in all progress monitoring and data collection expected for our district's Student Academic and Wellness Recovery Plan. We will be assessing all students in math and reading three times a year using MAPs and using the DESSA as a student wellness measure.

Section III. OSPI School Improvement Plan for 2021–2022

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

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

SY 2021-22 SMARTIE Goal #1: On time graduation rate will be increased each of the next 3 years by 3% from 51% in the 2021–2022 school year.				
Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	**Timeframe** *What is the projected length of time of the activity?*	**Lead** *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	**Resources** *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	**Measures** *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Each student returning and any new student enrolling will have graduation status/credit review and an individual graduation plan drawn up for each student which will be communicated to staff, student, and family. This new general information will also be available on website and in printed materials in English and Spanish.	By the end of September 2021	Principal, Counselor, and Mentor teacher	1) Create and implement Harbor Jr/Sr High Communication Plan 2) Research computer program to make the plans visible to students, staff, and families/choose the model/implement the new model 3) Updated website and updated materials for families in English and Spanish	1) Communication with families will be tracked weekly 2) Graduation rate
2) Weekly communication to student, staff and families of the students' progress toward goals	September '21-June '22	Mentor Teachers and SFSA (Student Family Support Assistant)	1) Additional time for SFSA 2) Training time for staff on the new computer model for tracking	1) Communication will be tracked weekly 2) Survey of families on communication of students goals and progress 3 times a year
Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*				
1) Additional time added to the Student Family Support Assistant for the purpose of communicating progress				
2)Training of staff in the new computer program if chosen or how to use the current program more efficiently				

SY 2021-22 SMARTIE Goal #2: *Using the Fall and Winter DESSA results, the number of students identified in the "area of need" category will decrease by 5%*

| Activities

What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities. | Timeframe

What is the projected length of time of the activity? | Lead

Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved? | Resources

What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)? | Measures

What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal? |
|---|---|---|---|---|
| **1)In the fall, we will administer the DESSA mini, identify students in need, then screen those students using the DESSA comprehensive.** | Three days | Principal, School Counselor, and Mentor Teachers | - Training for staff in administering mini and comprehensive DESSA

- Time for staff to administer the DESSA comprehensive | - Number of students "in need"

-Specific Interventions for each student

-Family Contacts when needed |
| **2) Character Strong Curriculum will be used school wide by mentors with their advisees in a Tier One SEL Intervention and school counselor and mentors will plan implementation for Tier Two interventions in DESSA from the Administration of the Comprehensive to "students in need"** | Sept 21- June '22 | Principal, School Counselor, Mentor Teachers | Character Strong Curriculum for school wide SEL support and Tier One interventions

-Training for staff in Character Strong Curriculum | Survey of students 3 times a year

DESSA data |

**Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*

1Purchase of Character Strong Curriculum and training for staff in use

2)Training for staff in DESSA and time to administer the mini and the comprehensive

SY 2021-22 SMARTIE Goal #3:*Using the Fall to WInter MAPS results, the percentage of students meeting their Math growth goal will be 50%*

| Activities

What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities. | Timeframe

What is the projected length of time of the activity? | Lead

Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved? | Resources

What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)? | Measures

What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal? |
|---|---|---|---|---|

1) **All Aberdeen students are taking MAPs 3 times yearly to track post COVID academic progress and these results will be used to plan targeted interventions for each student**	Fall of '21- May of '22	Principal and Counselor	1) Staff will need to be trained in administering MAPs and interpreting results 2) Each student will need a reliable device to take the MAPs	Students will be scheduled into math support activities based on Fall MAPs and impact will be measured by the WInter MAPs AND the number of students completing their math courses/credits.
2)**Students will be sorted into intervention tiers based on MAPS results** **Tier Two- extra time on assignments, work at pace comfortable for student, master learning, smaller class size, differentiated learning contracts, and peer/staff tutoring** **Tier Three- Support from the Special Services teacher**	Fall of '21-May of '22	Counselor, Math Teacher, and Tutor	1) Additional Math Tutoring Time 2) Time to analyze math results and planning their interventions	Data Collection from Tutor

**Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*

1) **Student Devices if needed**   2) **Tutoring time - Additional para hour**   3) **Assessment analysis and intervention planning time for staff**

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

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

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

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

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

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

Building Data: *Please provide your school district, building name, and date of submission of this template to OSSI's SharePoint if applicable below.*		
School District Name:	**Building Name:**	**Date of Submission to OSSI SharePoint (if applicable):**
Aberdeen	McDermoth Elementary	

SY 2020-2021 High-Priority Goal #1:		
Our school will average 90% or higher on our daily attendance rate throughout the entire school year. During 2019, our school's average daily attendance rate was 85.3%.		
Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above.	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) Our Office Coordinator and Student Family Support Worker called parents/guardians when their student(s) had an absence.	Our school used Skyward and our attendance procedures to analyze and evaluate student attendance. These were appropriate as they are what we use to complete attendance each school day. Teachers took daily attendance of their classes by using Zoom and Canvas. Our 2020 - 2021 attendance daily was 92.1%, which shows an increase from the prior school year.	While our attendance rate improved from the prior school year, attendance was changed significantly due to remote and hybrid instruction. Some of the students counted as present did not engage as much as they would have if we were fully in-person during a non-pandemic school year. Thus, it is difficult to compare our 2020-2021 school year to attendance rates for prior school years.
2) Consistent attendance issues were referred to our Connections Team, which made plans with families and worked to explain the importance of regular school attendance. Members of the		

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Connections Team made several home visits throughout the year and tried to incentivise students to attend.		

SY 2020-2021 High-Priority Goal #2:

Students will increase their Imagine Learning participation rate by 10% from September 2020 to May 2021.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) **Parents and students were regularly reminded over the course of the school year that it was important for students to complete their Imagine Learning time.**	Coming up with goals based on data was difficult during a school year affected by school closure. The academic data we did get from students was not reliable. Our school determined that Imagine Learning usage was one of the few items that could be continuously and reliably measured during remote, hybrid, or in-person learning. Each week, the principal tracked data and added students who completed their time to a spreadsheet. There were grade level, classroom, and individual rewards regarding usage during the school year. After our school went to a hybrid model, Imagine Learning usage dipped slightly due to students being at school longer and not as many students completing their Imagine Learning from home.	Overall, our school achieved the 10% growth goal from September to March. This was important as Imagine Learning can be an effective tool during distance learning. Staff and parents shared that they appreciated the program meeting students' needs at their individual academic levels - which is more difficult to do in a distance learning model.
2) Each week data was tracked on which students completed 100% or more of their time in Imagine Learning Language & Literacy. Students were entered into a drawing for a prize and announced in a weekly video update.		

SY 2020-2021 High-Priority Goal #3:

EL students will increase their Imagine Learning participation rate by 10% from September 2020 to May 2021.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) **Our Student Family Support Work tracked data on EL students weekly. She organized and shared weekly data with teachers.**	Coming up with goals based on data was difficult during a school year affected by school closure. The academic data we did get from students was not reliable. Our school determined that Imagine Learning usage was one of the few items that could be continuously and reliably measured during remote, hybrid, or in-person learning. Each week, the principal tracked data and added students who completed their time to a spreadsheet. There were grade level, classroom, and individual rewards regarding usage during the school year. After our school	Overall, our school achieved the 10% growth goal from September to March. This was important as Imagine Learning can be an effective tool during distance learning. Staff and parents shared that they appreciated the program meeting students' needs at their individual academic levels - which is more difficult to do in a distance learning model. Many of our EL students had success in using

	went to a hybrid model, Imagine Learning usage dipped slightly due to students being at school longer and not as many students completing their Imagine Learning from home. Communication to EL families successfully supported this goal.	Imagine Learning and had higher usage rates than our student population that does not qualify as EL.	
2) Our Student Family Support Work called parents to discuss their student(s) usage for the week.			

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

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

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

   We love and care for all of our students at McDermoth. We have strong systems of support in place to help all learners grow. In 2019, our school was recognized by the state for closing achievement gaps.

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

   Our school worked with our district support staff and had an additional support worker from the Quinault Education Department.

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

   Yes, we achieve all three goals listed above. We have a fantastic school staff who work hard to help our students succeed. We have terrific students.

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

   Tracking and rewarded Imagine Learning usage was fun and motivational for many students. It was great to see the growth from our EL student population.

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

   The biggest challenges were not having reliable data to create a SMART goal and creating goals for a year full of unknowns.

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

I would like to focus on other data now that we have school coming back full time to in-person learning.

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

Our school will be using DESSA, iReady, WIDA, and other assessment tools that we have not used before. Learning these programs and how to use the data we get from them will be important as we implement strategies/interventions that support high student growth.

Section III. OSPI School Improvement Plan for 2021-2022

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

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

SY 2021-22 SMARTIE Goal #1: *Behavior*
McDermoth Elementary will have less than 500 Behavior Incidents at the conclusion of the 2021-2022 school year as measured by SWIS. Data will be reviewed for students in regards to race/ethnicity, SPED, and EL to ensure that behavior incidents are evenly distributed among all subgroups and categories.

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.	*What is the projected length of time of the activity?*	*Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	*What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1) All students and staff members will work together to define and communicate expectations for behavior.	Classroom expectations will be created and developed in the first two weeks of school. School expectations will be shared throughout the school year. Recess Rodeo will be conducted as needed to review playground expectations.	The principal and behavior support specialist will input data into SWIS.	Continuous Communication with staff members, students and parents/guardians. Incentives/Rewards	SWIS Data will be tracked and compared monthly. Data is also compared each school year (starting 2017-2018).
2) Through our PBIS system, we will recognize and reward positive behavior.	Daily Drawing to recognize good behavior (Gold PAWS).	All staff will give PAWS to recognize student behavior. Our PBIS Team will develop strategies regarding how to best use our resources.	Continuous Communication with staff members, students and parents/guardians. Incentives/Rewards	SWIS Data will be tracked and compared monthly. Data is also compared each school year (starting 2017-2018).

	Weekly drawing for treat/recognition during lunch (Red PAWS) Monthly Behavior Reward for grade level with the most PAW Points. Larger Drawings for rewards will be given to students throughout the school year at our Monthly Awards Assemblies.			

Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*

1) The McDermoth PBIS Budget will be used to purchase rewards and incentives.

2) We have $50 Gift Cards to support Red PAWS, Gold PAWS, Growth Mindset Award Recipients, and more.

SY 2021-22 SMARTIE Goal #2: *Math MAPS*

Students at McDermoth Elementary School will meet an average of 100% of their Projected Growth on the Math MAPS Assessment from Fall to Spring. This projected growth will also be achieved for our SPED and EL populations.

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	Timeframe *What is the projected length of time of the activity?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1) Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings **The Data Action Meeting will focus on identifying data trends in Math, discussing the action to be taken based on the data, and implementing new instructional strategies.**	MTSS Self-Assessment: Sept. 2021 and May 2022 2021-22 School Year: 6-week Cycle of Data Action Meetings-Meet with each grade level team once every 6 weeks. NWEA Math MAPs Growth Reports reviewed during Winter and Spring of the 2021-22 school year.	MTSS Coach and Leadership Team (Bulldog Squad) will score the MTSS Self-Assessment Grade Level Teams, MTSS Coach, and Principal will adjust math instruction based on available data at the Data Action Meeting every 6 weeks	MTSS Self-Assessment Integrated Multi-Tiered Systems of Support by McIntosh and Goodman NWEA Math MAPs Reports	MTSS Self-Assessment (Specifically reviewing the "Data-Evaluations Domain" Items 34-39) MAPs Summary of Growth Report Winter and Spring 2021-22
2) Targeted math practice utilizing an online digital supplement in the core classroom for all students, such as XtraMath, IXL, Imagine Math, Imagine Math Facts, and more that will be:	Students will be active on the digital supplement at least 3xweek for the 2021-22 School Year	Certificated Classroom Teachers, Principal, and MTSS Coach	The Digital Supplement: Xtra Math, IXL, Imagine Math, Imagine Math Facts	MAPs Summary of Growth Report Winter and Spring 2021-22

• Tailored to learning needs based on MAPs Math assessment results • Focused on skills/standards • Support Below/On/Above students • Compliment Curriculum Objectives used to target students' areas of need and practice.				

Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity*): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:
1)MAPs Suite has been purchased by the school district.
2) Our school district has purchased online math support programs.

SY 2021-22 SMARTIE Goal #3: *iReady*
Students at McDermoth Elementary will average 100% of the Typical Growth measure from the iReady Diagnostic Reading Assessment from Fall to Spring. This typical growth measure will be achieved for our SPED and EL populations.

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	Timeframe *What is the projected length of time of the activity?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1) **Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings** **The Data Action Meeting will focus on identifying data trends in Reading, discussing the action to be taken based on the data, and implementing new instructional strategies.**	MTSS Self-Assessment: Sept. 2021 and May 2022 2021-22 School Year: 6-week Cycle of Data Action Meetings-Meet with each grade level team once every 6 weeks. i-Ready Growth Reports reviewed during Winter and Spring of the 2021-22 school year.	MTSS Coach and Leadership Team (Bulldog Squad) will score the MTSS Self-Assessment Grade Level Teams, MTSS Coach, and Principal will adjust reading instruction based on available data at the Data Action Meeting every 6 weeks	MTSS Self-Assessment Integrated Multi-Tiered Systems of Support by McIntosh and Goodman iReady Reading Growth Reports	MTSS Self-Assessment (Specifically reviewing the "Data-Evaluations Domain" Items 34-39) iReady Growth Reports Winter and Spring 2021-22
2) Implement the Bulldog Best Block, where all students (below/on/above) will receive targeted skills instruction in Reading.	Oct. 2021-June 2022 Daily Bulldog Best Block of 50-60 minutes	Certificated Teachers, Classified staff/paraprofessionals, Principal, MTSS Coach, EL Certified Teacher, SpEd Certified Teacher	iReady Diagnostic Assessment and Growth Monitoring Assessment iReady Professional Development	iReady Diagnostic Assessment Reports reviewed Fall, Winter, and Spring iReady Growth Monitoring Reports reviewed at Data Action Meetings

			Really Great Reading (Countdown, Blast, HD Word) Phonics Program Really Great Reading Professional Development	Really Great Reading Phonics Program Embedded Student Practice reviewed at Data Action Meetings
• Reading interventions, EL services, and SpEd services are provided during this block of time in order to provide targeted support for all. • iReady assessment utilized to identify student need and group placement. • ALL students below grade level in phonics will receive an accelerated phonics intervention.				
Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*				
1) iReady Reading Diagnostic Assessment funded by…				
2) Really Great Reading Phonics Program funded by…				

OSPI School Improvement Plan 2021-2022

Building data

Please, provide your school district and building name below.

School District: Aberdeen School District No. 5
Building Name: Robert Gray Elementary
Date: October 26th 2021

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2021-22. Please refer to the OSSI SY 2021-2022 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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

SY 2021-2022 SMARTIE Goal #1: 51% of students who score below grade level in the phonics portion of the Fall i-Ready Diagnostic assessment will improve by at least one grade level based on the Spring i-Ready Diagnostic assessment with structured support and staff conferencing with each student..

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Really Great Reading Phonics intervention Program for students qualifying for the Learning Assistance Program.	Really Great Reading Program will continue all year for qualified students. Progress monitoring will be done at least 3 times a year via the i-ready diagnostic assessments, and phonics surveys. Based on the assessment data the program can be adjusted to meet student needs or discontinued if students perform at grade level.	The MTSS team which consists of MTSS Coach, MTSS para-educators, and the classroom teachers will provide academic support as well as monitor the data to track progress and make adjustments as necessary. If improvements aren't seen the GPS / SST team will be included to problem solve and help establish a new intervention.	We will need the Really Great Reading Phonics suite of curriculum. Countdown, Blast, and HD Word manuals, workbooks, and student kits. We will also need 25 - 30 minutes to teach the program daily. A space to teach small groups and technology to display the online portion of the lessons.	i-Ready Diagnostic assessment will be used each benchmark period to place students in the program. The CORE phonics surveys will be used intermittently between benchmark assessments to monitor specific progress towards goals and to adjust intervention levels.
2)i-Ready learning pathways for differentiated instruction	Students will participate weekly in the i-ready learning pathways. Progress can be checked monthly via the i-ready growth assessment reports.	The classroom teachers as well as the MTSS team will be responsible for tracking progress, making adjustments, and providing additional instruction as needed.	20 - 30 minutes daily. i_ready learning pathways and an online device such as a Chromebook will be required to participate in the learning pathways. Teachers and the MTSS team will need time every 6 -8 weeks to meet and discuss the data that the program provides.	i-Ready Diagnostic assessment will be used each benchmark period to track overall performance and i-Ready growth assessments will show progress toward each student's individual goals. The CORE phonics surveys will be used intermittently between benchmark assessments to monitor specific progress towards goals and to adjust instruction as needed.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.

1. MTSS, Title 1, and Learning Assistance Program funds will be used to purchase materials, purchase assessments, and pay staff responsible for providing instruction and Really Great Reading intervention.

2. Click or tap here to enter text.

SY 2021-2022 SMARTIE Goal #2: 51% of ELL students who score below grade level in the phonics portion of the Fall i-Ready Diagnostic assessment will improve by at least one grade level based on the Spring i-Ready Diagnostic assessment through EL interventions and individualized academic supports.

Activities	Timeframe	Lead	Resources	Measures
What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?	*What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	*Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	*What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Really Great Reading Phonics intervention Program for students qualifying for the Learning Assistance Program.	Really Great Reading Program will continue all year for qualified students. Progress monitoring will be done at least 3 times a year via the i-ready diagnostic assessments, and phonics surveys.	The MTSS team which consists of MTSS Coach, MTSS para-educators, and the classroom teachers will provide academic support as well as monitor the data to track	We will need the Really Great Reading Phonics suite of curriculum. Countdown, Blast, and HD Word manuals, workbooks, and student kits. We will	i-Ready Diagnostic assessment will be used each benchmark period to place students in the program. The CORE phonics surveys will be used intermittently between benchmark

plus i-Ready learning pathways for differentiated instruction (see above)	Based on the assessment data the program can be adjusted to meet student needs or discontinued if students perform at grade level.	progress and make adjustments as necessary. If improvements aren't seen the GPS / SST team will be included to problem solve and help establish a new intervention.	also need 25 - 30 minutes to teach the program daily. A space to teach small groups and technology to display the online portion of the lessons.	assessments to monitor specific progress towards goals and to adjust intervention levels.
2)Frames for fluency language development program to build proficiency in English to help promote improved reading, writing, listening, and speaking skills.	Students work with the program weekly in small groups for the entire school year. Activities are adjusted by the EL teacher based on student progress and WIDA / ELPA 21 scores.	The EL Teacher takes the lead teaching the program and also provides research based activities for the classroom teachers to help support EL students at their language proficiency level.	Frames for fluency primary and intermediate programs. Space for working with small groups of students. Ongoing training for program and assessment administration.	i-Ready Diagnostic assessment will be used each benchmark period to place students in the program. The CORE phonics surveys will be used intermittently between benchmark assessments to monitor specific progress towards goals and to adjust intervention levels. Also our yearly WIDA assessment provides data regarding student performance levels in the areas of reading, writing, listening and speaking.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2021-2022 SMARTIE Goal #3: By June 2022, there will be a 10% decrease in office discipline referrals during the second half of the school year based on SWIS data, staff interventions with Restorative Practices when comparing the first half of the school year from Sept - January, to the second half of the school year from Feb - June.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Social emotional learning support via 2nd Step Program as well as Kelso' Choices.	These lessons are done at least every other week for the entire school year. Progress is monitored via the DESSA social emotional screener assessment.	Classroom teachers and the school counselor will take the lead implementing the programs and providing lessons as needed. The school PBIS team will also be involved in reinforcing school wide expectations and reinforcing positive behaviors.	Each grade level will receive grade specific materials for the 2nd Step Program. Kelso's Choices requires posters to be placed in each classroom and around common areas of the school. Video lessons are also available to help support learning.	DESSA screeners are done three times a year to gauge where the students are on the social emotional spectrum so that interventions and support can be provided as needed.
2)PBIS developed schoolwide expectations taught, posted around the building, and revisited throughout the school year	We start day 1 and continue to reinforce and revisit expectations as needed. SWIS data is reviewed monthly at the PBIS team meetings.	The entire Robert Gray staff is responsible for implementing the schoolwide expectations. Data from DESSA and SWIS help guide any adjustments / modifications as needed. PBIS team meets to review the data then presents findings to staff at monthly staff meetings.	First 20 day rules and time to review them each morning after announcements. Schoolwide common area posters. Staff training explaining the expectations for new teachers or staff members.	DESSA screeners are done three times a year to gauge where the students are on the social emotional spectrum so that interventions and support can be provided as needed. SWISS data reviewed monthly is analyzed for patterns in unwanted behaviors as well as quantity of referrals.

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

OSPI School Improvement Plan 2021-2022

Building data

Please, provide your school district and building name below.

School District: Aberdeen School District
Building Name: Stevens Elementary
Date: October 20, 2021

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2021-22. Please refer to the OSSI SY 2021-2022 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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

Washington Office of Superintendent of
PUBLIC INSTRUCTION

SY 2021-2022 SMARTIE Goal #1: Stevens Elementary will demonstrate a minimum of a 10% increase on the iReady assessment at benchmark level or above in ELA for grades K-5, *by grade level cohort,* as compared on Fall iReady assessment to the Spring iReady assessment. Fall iReady ELA assessment data is: Kindergarten = 12%; 1st = 5%; 2nd = 18%; 3rd = 14%; 4th = 16%; and 5th = 16%.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1) Sixty minutes of uninterrupted instructional blocks for Super Kids and Wonders ELA curriculum.	September 2021 - June 2022	Jamie Stotler General Education Teachers	Super Kids curriculum Wonders curriculum Step Up to Writing	iReady assessment data will be collected three times throughout the year: Fall, Winter, and Spring.
2)Layered Tier 1 intervention using Heggerty Phonemic Awareness K-2, and 95% group Multisyllabic Routine Cards 3-4 daily.	September 2021 - June 2022	General Education Teachers Amber Metke	Heggerty Phonemic Awareness 95% Multisyllabic Routine Cards	Program progress monitoring tools
3) Daily push-in, pull out, and walk to intervention model for MTSS and EL instructional groups.	September 2021 - June 2022 30 minutes per group/day for MTSS 30 minutes per group/day for EL	Amber Metke Heather Colwell General Education Teachers MTSS Para Educators	Frames for Fluency Superkids curriculum Wonders curriculum Heggerty Phonemic Awareness Really Great Reading	iReady assessment data ORF passages Really Great Reading Diagnostic Assessments
4) Data Action Meetings by grade level every 6 weeks	November 2021 - June 2022	Jamie Stotler Amber Metke General Education Teachers	Data Action Meeting Plan/Do/Study/ Act Template	iReady assessment/progress monitoring data Really Great Reading Progress Monitoring MAP data

		Specialists		DESSA data SBA data: Fall and Spring
5) Daily use of iReady and/or Imagine Learning digital, individualized learning platform	September 2021-June 2022	Jamie Stotler Amber Metke	iReady Imagine Learning	iReady program minutes and progress reports Imagine Learning program minutes and progress report

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1. Purchase Really Great Reading to target phonics deficits using LAP funds - District
2. Click or tap here to enter text.

SY 2021-2022 SMARTIE Goal #2: By May 2022, **10% of the K - 5th grade students** will improve their overall math proficiency as measured by the MAP math assessment demonstrated by moving from one instructional level to the next (e.g., from intensive to strategic or from strategic to benchmark).

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
2) Sixty minutes of intentional math instruction daily using the adopted math curriculum.	September 2021 - June 2022	Jamie Stotler General Education Teachers	My Math	MAP math data will be collected three times throughout the year: Fall, Winter, and Spring.
4) Data Action Meetings by grade level every 6 weeks	November 2021 - June 2022	Jamie Stotler Amber Metke General Education Teachers Specialists	Data Action Meeting Plan/Do/Study/ Act Template	MAP math assessment/progress monitoring data DESSA data SBA data: Fall and Spring

5) Daily use of digital math learning platforms: IXL, Imagine Math; Math Facts practice	September 2021-June 2022	General Education Teachers	Imagine Math IXL Other learning platforms	Learning program data Teacher data collection SBA Spring (3rd - 5th) MAP math data

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1.
2.   Click or tap here to enter text.

SY 2021-2022 SMARTIE Goal #3: By May 2022, **10% of the K-5th grade students who are identify EL** will improve their **phonics** proficiency as measured by the iReady, demonstrated by moving from one instructional level to the next (e.g., from intensive to strategic or from strategic to benchmark).

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
3) Sixty minutes of uninterrupted instructional blocks for Super Kids and Wonders ELA curriculum.	September 2021 - June 2022	Jamie Stotler General Education Teachers	Super Kids curriculum Wonders curriculum Step Up to Writing	iReady assessment data will be collected three times throughout the year: Fall, Winter, and Spring.

2)Layered Tier 1 intervention using Heggerty Phonemic Awareness K-2, and 95% group Multisyllabic Routine Cards 3-4 daily.	October 2021 - June 2022 Daily	Click or tap here to enter text.	Heggerty Phonemic Awareness 95% Multisyllabic Routine Cards	Program progress monitoring tools
3) Daily push-in, pull out, and walk to intervention model for MTSS and EL instructional groups.	September 2021 - June 2022 30 minutes per group/day for MTSS 30 minutes per group/day for EL	Amber Metke Heather Colwell General Education Teachers	Frames for Fluency Wonders EL curriculum Heggerty Phonemic Awareness Really Great Reading MTSS Para Educators	iReady assessment data MAP assessment data SBA data Fall and Spring
4) Data Action Meetings by grade level every 6 weeks	November 2021 - June 2022	Jamie Stotler Amber Metke General Education Teachers Specialists	Data Action Meeting Plan/Do/Study/ Act Template	iReady assessment/progress monitoring data Really Great Reading Progress Monitoring MAP data DESSA data SBA data: Fall and Spring
5) Daily use of iReady and/or Imagine Learning digital, individualized learning platform	September 2021-June 2022	Jamie Stotler Amber Metke	iReady Imagine Learning	iReady program minutes and progress reports Imagine Learning program minutes and progress report
6) Daily 45 minute morning program for EL students K-5.	October 2021 - May 2022	Heather Colwell 21st Century Program Coordinators & Support Staff	21st Century Afterschool Program Grays Harbor Community Foundation Grant	iReady assessment data Imagine Learning progress

Funding: Please list and describe funding amount(s) and source(s) associated with the above activities.
1.   21st Century grant funding
2. $10,000.00 Grays Harbor Community Foundation Grant

Aberdeen School District

Our Children,
Our Schools,
Our Future

GENERAL FUND SUMMARY:

<u>Revenue</u>--Receipts were $ 4,523,862.38.

<u>Expenditures</u>-- Expenditures totaled $ 4,024,967.32. Expenditures for staff salary and benefits account for 86.9% of all expenditures for the month, and 88.2% of the year to date total expenditures.

<u>Fund Balance</u>— Preliminary current month ending fund balance is $ 3,786,188.94 all transactions to date have been posted. We had a <u>positive</u> cash flow of $ 498,895.06 for the month.

Additional General Fund Information

Revenue by Major Category:

Revenue Source	Budgeted	Actual YTD	% Actual	Largely Comprised of:
Local Taxes	$ 4,115,438	$ 1,168,827	28.40%	Prop taxes - received Oct/Nov and April/May
Local Nontax	$ 653,151	$ 53,937	8.26%	Donations, Traffic Safety, Food Service, Misc
State, General	$ 30,047,146	$ 4,863,944	16.19%	Apportionment and LEA
State, Special	$ 10,949,518	$ 1,615,089	14.75%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	$ 25,000	$ -	0.00%	Federal Forest; deducted from apportioment
Federal, Special	$ 14,068,092	$ 190,328	1.35%	Food Service, Fed Grants (Title I, Title 2,ESSER, etc)
Other Districts	$ 71,871	$ 80	0.11%	Non high payments from Cosmopolis SD
Other Agencies	$ 52,000	$ 6,507	12.51%	Private Foundations, ESD 113
Other Fin Sources	$ -	$ -		
Totals	**$ 59,982,216**	**$ 7,898,711**	**13.17%**	
			16.67%	**% of fiscal year elapsed**

General Fund Expenditures by Activity: (The budget is an estimate and actual expenditures may be less or more than the estimates. Line item expenditures may exceed the estimated budget as long as total expenditures do not exceed the overall budget.)

Activity	Budgeted	Actual YTD	Actual %	District payroll and/or:
Board of Directors	$ 137,094	$ 9,701	7.08%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	$ 366,310	$ 60,329	16.47%	General Admin/ Supt Office
Business Office	$ 619,325	$ 107,901	17.42%	Fiscal operations
Human Resources	$ 243,016	$ 26,706	10.99%	Personnel & recruitment, labor relations
Public Relations	$ 34,500	$ -	0.00%	Educational/admin info to public
Supervision of Instruction	$ 1,135,036	$ 174,003	15.33%	includes secretarial support
Learning Resources	$ 307,328	$ 48,220	15.69%	Library resources & staffing
Principal's Office	$ 2,776,583	$ 420,771	15.15%	includes Secretarial support
Guidance/Counseling	$ 1,462,959	$ 266,100	18.19%	Counselors/support services
Pupil Management	$ 5,250	$ -	0.00%	Bus & playground aides, etc
Health Services	$ 2,626,240	$ 304,353	11.59%	Health including: nursing, OT/PT/SLP, etc
Teaching	$ 31,165,361	$ 4,520,880	14.51%	classroom teachers/para support
Extra-curricular	$ 1,011,158	$ 111,350	11.01%	Coaching, advising, ASB supervision
Payments to Other District	$ -	$ -	0.00%	Payments to other districts/ Skills Center
Instructional Prof Dev	$ 455,180	$ 117,137	25.73%	Prof development; instructional staff
Instructional Technology	$ 1,489,686	$ 50,520	3.39%	classroom technology
Curriculum	$ 792,341	$ 445,441	56.22%	District materials adoptions/purchases; staff
Food Services	$ 1,971,073	$ 311,646	15.81%	Mgmt of food service for district
Transportation	$ 1,269,477	$ 119,988	9.45%	Co-op payments, fuel, insurance
Maint & Operations	$ 9,205,167	$ 436,527	4.74%	custodial/maint/grounds, security
Other Services	$ 2,499,756	$ 198,670	7.95%	Insurance, utilities, tech, print, motor pool
Transfers	$ (280,841)	$ -	0.00%	in district use of buses, vehicles, food service
Interfund Transfers	$ 285,000	$ -	0.00%	Transfers (to Cap Proj/ Debt Service)
Totals	$ 59,291,997	$ 7,730,245	13.04%	
			16.67%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were $ 1,596.57 and consist of interest payments and rental fees.
Expenditures— There were no expenditures for the month.
Fund Balance—Current monthly ending fund balance is $ 1,839,760.96.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were $ 859,302.27 and consists of interest/tax payments.
Expenditures— There were no expenditures for the month.
Fund Balance—Current month ending fund balance is $ 3,369,934.16. Funds in this account are held for bond principal and interest payments.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue—There was $10,003.36 for the month.
Expenditures-- Expenditures totaled 9.99% of the budgeted expenditures for this fiscal year.
Fund Balance—Current month ending fund balance is $ 279,660.00.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were $ 12.29 and consists of interest.
Expenditures— There were no expenditures for the month.
Fund Balance—Current month ending fund balance is $ 357,894.74

SUMMARY OF BUDGET EXPENDITURE CAPACITY
Budget Capacity as of October, 2021:

Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	$ 59,292,017	$ 7,730,245	$ 51,561,772	13.04%	86.96%
Capital Projects	$ 1,450,000	$ -	$ 1,450,000	0.00%	100.00%
Debt Service	$ 3,206,583	$ 770	$ 3,205,813	0.02%	99.98%
ASB	$ 430,765	$ 43,041	$ 387,724	9.99%	90.01%
Trans Vehicle	$ 200,000	$ -	$ 200,000	0.00%	100.00%

General Fund
Fund Balance Trends
End of October, 2021
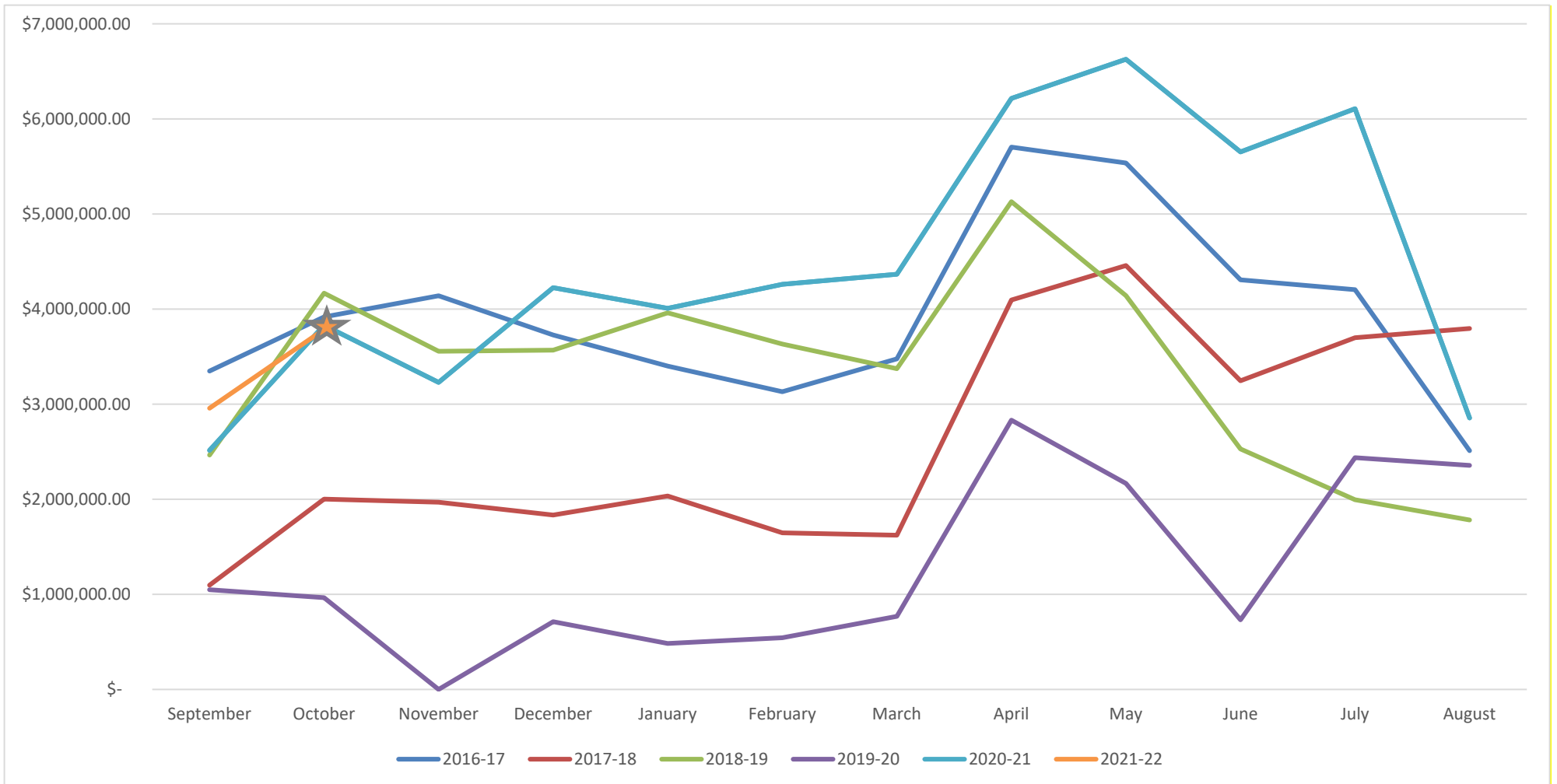
ENROLLMENT TRENDS as of November, 2021
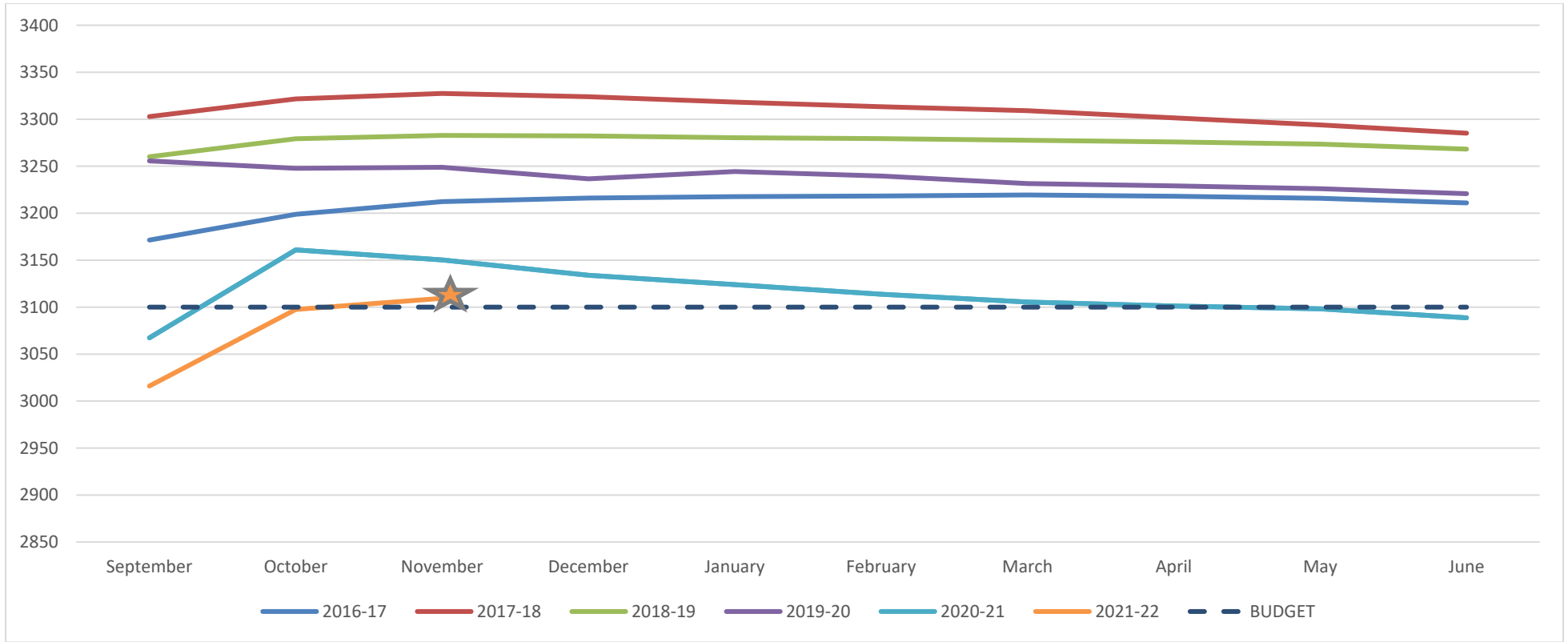
AAFTE	Grades K – 5	Gr. 6 – 8	HS	Subtotal	Run Start/ Open Door	+/- (Budget) **
2021-22 Budget	1,246	773	981	3,000	100	(+ 9.38) 3,100
2021-22 Actual	1,290.07	771.90	987.65	3,049.62	59.77	**3,109.38**
2020-21 Actual	1,287.98	777.52	943.61	3,009.04	85.44	**3,094.48**
2019-20 Actual	1,445.35	805.48	980.66	3,231.49	98.98	**+ 40.47 (3,290)**
2018-19 Actual	1,778.50	496.06	993.69	3,268.24	82.30	**+ 60.54 (3,290)**
2017-18 Actual	1,800.62	484.33	1,000.19	3,285.13	47.83	**+ 120.13 (3,165)**
2016-17 Actual	1,775.14	478.49	957.34	3,210.97	62.58	**+ 100.97 (3,110)**

** New to the 2018-19 school year, RS/Open Doors are being included in the Budget enrollment data. They had not been included in budget projections as the funds "pass through" to other entities.

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         10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
                    Fiscal Year 2021 (September 1, 2021 - August 31, 2022)


  For the     ABERDEEN SCHOOL DISTRICT NO 5     School District for the Month of   October  ,  2021
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		ANNUAL	ACTUAL	ACTUAL			
A. REVENUES/OTHER FIN. SOURCES		BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 LOCAL TAXES		4,115,438	1,094,579.73	1,168,827.26		2,946,610.74	28.40
2000 LOCAL SUPPORT NONTAX		653,151	18,118.55	53,936.99		599,214.01	8.26
3000 STATE, GENERAL PURPOSE		30,047,146	2,431,210.67	4,863,943.60		25,183,202.40	16.19
4000 STATE, SPECIAL PURPOSE		10,949,518	786,783.10	1,615,089.34		9,334,428.66	14.75
5000 FEDERAL, GENERAL PURPOSE		25,000	.00	.00		25,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE		14,068,092	190,327.82	190,327.82		13,877,764.18	1.35
7000 REVENUES FR OTH SCH DIST		71,871	79.75	79.75		71,791.25	0.11
8000 OTHER AGENCIES AND ASSOCIATES		52,000	2,762.76	6,506.70		45,493.30	12.51
9000 OTHER FINANCING SOURCES		0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES		59,982,216	4,523,862.38	7,898,711.46		52,083,504.54	13.17
B. EXPENDITURES							
00	Regular Instruction	22,754,799	1,751,815.67	3,680,894.31	149,488.90	18,924,415.79	16.83
10	Federal Stimulus	8,673,247	126,474.94	236,310.87	104,452.37	8,332,483.76	3.93
20	Special Ed Instruction	6,738,932	570,420.79	996,983.25	364.19	5,741,584.56	14.80
30	Voc. Ed Instruction	2,007,455	188,989.89	350,313.36	67,545.25	1,589,596.39	20.82
40	Skills Center Instruction	371,988	24,471.77	48,197.48	522.34	323,268.18	13.10
50+60	Compensatory Ed Instruct.	6,102,225	432,806.92	843,466.68	50,293.44	5,208,464.88	14.65
70	Other Instructional Pgms	553,206	23,650.08	39,685.29	38,973.45	474,547.26	14.22
80	Community Services	1,925,290	134,317.38	264,602.09	225.97	1,660,461.94	13.76
90	Support Services	10,164,875	772,019.88	1,269,791.43	376,003.92	8,519,079.65	16.19
Total EXPENDITURES		59,292,017	4,024,967.32	7,730,244.76	787,869.83	50,773,902.41	14.37

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C. OTHER FIN. USES TRANS. OUT (GL 536)   285,000         .00            .00


D. OTHER FINANCING USES (GL 535)               0         .00            .00


E. EXCESS OF  REVENUES/OTHER FIN.SOURCES
   OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)   405,199    498,895.06     168,466.70              236,732.30-  58.42-


F. TOTAL BEGINNING FUND BALANCE         3,243,883                   3,617,722.24


G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)  XXXXXXXXX                        .00


H. TOTAL ENDING FUND BALANCE            3,649,082                   3,786,188.94
   (E+F + OR - G)
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I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restric Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	370,513	1,162,042.81
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	219,505.33
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	13,370	14,070.00
G/L 872 Committd to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	405,199	127,661.68-
G/L 891 Unassigned Min Fnd Bal Policy	2,610,000	2,518,232.48
TOTAL	3,649,082	3,786,188.94

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            20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
                         Fiscal Year 2021 (September 1, 2021 - August 31, 2022)
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For the _____ABERDEEN SCHOOL DISTRICT NO 5_____ School District for the Month of __October__ , __2021__

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	30,500	1,596.57	3,781.72		26,718.28	12.40
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	30,500	1,596.57	3,781.72		26,718.28	12.40

B. EXPENDITURES						
10 Sites	1,450,000	.00	.00	621,328.59	828,671.41	42.85
20 Buildings	0	.00	.00	0.00	.00	0.00
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	1,450,000	.00	.00	621,328.59	828,671.41	42.85

C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)	1,419,500-	1,596.57	3,781.72		1,423,281.72	100.27-
F. TOTAL BEGINNING FUND BALANCE	1,832,044		1,835,979.24			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	412,544		1,839,760.96			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	124,465	1,250,000.00
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	288,079	589,760.96
G/L 890 Unassigned Fund Balance	0	.00
TOTAL	412,544	1,839,760.96

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        30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
                        Fiscal Year 2021 (September 1, 2021 - August 31, 2022)


  For the    ABERDEEN SCHOOL DISTRICT NO 5     School District for the Month of   October  ,  2021


                                ANNUAL          ACTUAL          ACTUAL
  A. REVENUES/OTHER FIN. SOURCES BUDGET       FOR MONTH       FOR YEAR    ENCUMBRANCES     BALANCE    PERCENT
  1000 Local Taxes             2,945,330      859,182.49      917,082.66                2,028,247.34   31.14
  2000 Local Support Nontax       41,000          119.78         231.64                   40,768.36    0.56
  3000 State, General Purpose          0             .00            .00                         .00    0.00
  5000 Federal, General Purpose        0             .00            .00                         .00    0.00
  9000 Other Financing Sources   285,000             .00            .00                  285,000.00    0.00


    Total REVENUES/OTHER FIN. SOURCES 3,271,330  859,302.27    917,314.30              2,354,015.70   28.04


  B. EXPENDITURES
     Matured Bond Expenditures   2,885,000          .00            .00        0.00      2,885,000.00    0.00
     Interest On Bonds             320,683          .00            .00        0.00        320,683.00    0.00
     Interfund Loan Interest             0          .00            .00        0.00              .00     0.00
     Bond Transfer Fees                900          .00         770.00        0.00           130.00    85.56
     Arbitrage Rebate                   0          .00            .00        0.00              .00     0.00
     Underwriter's Fees                 0          .00            .00        0.00              .00     0.00


    Total EXPENDITURES          3,206,583          .00         770.00        0.00      3,205,813.00    0.02


  C. OTHER FIN. USES TRANS. OUT (GL 536)    0      .00            .00


  D. OTHER FINANCING USES (GL 535)         0       .00            .00


  E. EXCESS OF REVENUES/OTHER FIN.SOURCES
     OVER(UNDER)EXPENDITURES   (A-B-C-D)  64,747  859,302.27    916,544.30                851,797.30   > 1000


  F. TOTAL BEGINNING FUND BALANCE       2,300,000               2,453,389.86


  G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)  XXXXXXXXX                   .00


  H. TOTAL ENDING FUND BALANCE          2,364,747               3,369,934.16
       (E+F + OR - G)


  I. ENDING FUND BALANCE ACCOUNTS:
  G/L 810 Restricted for Other Items          0                      .00
  G/L 830 Restricted for Debt Service  2,364,747               3,369,934.16
  G/L 835 Restrictd For Arbitrage Rebate      0                      .00
  G/L 870 Committed to Other Purposes         0                      .00
  G/L 889 Assigned to Fund Purposes           0                      .00
  G/L 890 Unassigned Fund Balance             0                      .00


    TOTAL                       2,364,747               3,369,934.16
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40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the ____ABERDEEN SCHOOL DISTRICT NO 5____ School District for the Month of __October__ , __2021__

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	82,940	1,615.01	25,773.85		57,166.15	31.08
2000 Athletics	81,400	8,215.12	20,553.63		60,846.37	25.25
3000 Classes	2,000	.00	.00		2,000.00	0.00
4000 Clubs	160,550	173.23	5,033.23		155,516.77	3.13
6000 Private Moneys	80,200	.00	1,530.00		78,670.00	1.91
Total REVENUES	407,090	10,003.36	52,890.71		354,199.29	12.99
B. EXPENDITURES						
1000 General Student Body	67,020	850.83	3,841.46	0.00	63,178.54	5.73
2000 Athletics	106,195	12,792.12	28,423.94	10,935.74	66,835.32	37.06
3000 Classes	2,000	.00	.00	0.00	2,000.00	0.00
4000 Clubs	175,350	5,589.72	10,219.37	0.00	165,130.63	5.83
6000 Private Moneys	80,200	110.00	556.00	0.00	79,644.00	0.69
Total EXPENDITURES	430,765	19,342.67	43,040.77	10,935.74	376,788.49	12.53
C. EXCESS OF REVENUES						
OVER(UNDER)EXPENDITURES (A-B)	23,675-	9,339.31-	9,849.94		33,524.94	141.60-
D. TOTAL BEGINNING FUND BALANCE	270,108		269,810.06			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	246,433		279,660.00			
C+D + OR - E)						
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	238,933		272,160.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	246,433		279,660.00			

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        90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
                        Fiscal Year 2021 (September 1, 2021 - August 31, 2022)
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For the _____ ABERDEEN SCHOOL DISTRICT NO 5 _____ School District for the Month of __October__ , _2021_

A. REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	2,300	12.29	23.78		2,276.22	1.03
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	134,083	.00	.00		134,083.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	30,000	.00	.00		30,000.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	166,383	12.29	23.78		166,359.22	0.01
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	166,383	12.29	23.78		166,359.22	0.01

D. EXPENDITURES

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
Type 30 Equipment	200,000	.00	.00	0.00	200,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	200,000	.00	.00	0.00	200,000.00	0.00

E. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
F. OTHER FINANCING USES (GL 535)	0	.00	.00			

G. EXCESS OF REVENUES/OTHER FIN SOURCES
   OVER(UNDER)EXP/OTH FIN USES(C-D-E-F)   33,617-   12.29   23.78   33,640.78 100.07-

H. TOTAL BEGINNING FUND BALANCE   183,415   357,870.96

I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)   XXXXXXXXX   .00

J. TOTAL ENDING FUND BALANCE   149,798   357,894.74
     (G+H + OR - I)

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0		.00
G/L 819 Restricted for Fund Purposes	149,798		357,894.74
G/L 830 Restricted for Debt Service	0		.00
G/L 835 Restrictd For Arbitrage Rebate	0		.00
G/L 850 Restricted for Uninsured Risks	0		.00
G/L 889 Assigned to Fund Purposes	0		.00
G/L 890 Unassigned Fund Balance	0		.00
TOTAL	149,798		357,894.74

*********************** End of report ***********************

CERTIFICATED

HIRE: We recommend the Board approve the following certificated hire:

Name	Location	Position	Effective Date
Benjamin Taylor	Aberdeen High School	SpEd Teacher	11/08/21

CO-CURRICULAR RESIGNATION: We recommend the Board approve the following co-curricular resignation:

Name	Location	Position	Effective Date
Tamara Hellend	Aberdeen High School	Drama/Musical Director	11/09/21

CLASSIFIED

HIRES: We recommend the Board approve the following classified hires:

Name	Location	Position	Effective Date
Joey Singharath	Stewart Building	Technology Support – Tech 1	12/10/21
Kameron Covall	Miller Junior High	MTSS Assistant	01/03/22
Elizabeth Powell	Miller Junior High	Paraeducator	11/15/21

RETIREMENT: We recommend the Board approve the following classified retirement:

Name	Location	Position	Effective Date
Connie Hebish	District	Therapy Assistant	12/31/21

RETIREMENT REVISION: We recommend the Board approve the following classified retirement revision:

Name	Location	Position	Effective Date
Kevin Oleson	Transportation	Bus Driver	12/17/21

EXTRA-CURRICULAR HIRE: We recommend the Board approve the following extra-curricular hire:

Name	Location	Position	Effective Date
Shana Conrad	Aberdeen High School	Assistant Boys' Swim Coach	11/15/21

EXTRA-CURRICULAR RESIGNATIONS: We recommend the Board approve the following extra-curricular resignation:

Name	Location	Position	Effective Date
Tamar Yakovich	Aberdeen High School	Head Volleyball Coach	11/05/21
Rachel Wenzel	Miller Junior High	Head Volleyball Coach	11/10/21