

**ABERDEEN SCHOOL DISTRICT NO. 5  
ABERDEEN, WASHINGTON**

Regular Meeting of the Board of Directors  
Community Room, Aberdeen High School  
November 5, 2019

**AGENDA**

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

Flag Salute

**Consent Agenda**

1. Minutes
2. Trip Requests
3. Gifts to the District

Comments from Board Members

Introduction of Student Representatives

Comments from the Audience

1. [McDermoth School Presentation](#)

Old Business

1. AHS Trimester Update

Superintendent's Report

1. [Bond and Levy Update](#)
2. Legislative Update

Instructional Services

1. [Elementary School Improvement Plans](#)

Financial Services

1. [Agreement with City of Aberdeen](#)
2. [Resolution 2019-13 Bond Election](#)
3. [2019 Levy Collection](#)
4. [2019 Bond Collection](#)
5. [Interdistrict Agreement](#)
6. [Transportation Co-op](#)

Board Meeting Agenda  
November 5, 2019

New Business

1. [Agreement with Rainier Lanes](#)
2. [2019-2020 Propane Bid](#)
3. [Library Surplus](#)
4. Next Meeting – AHS Community Room

Comments from the Audience

Executive Session

Personnel Matters

1. [Personnel Report](#)
  - a. Certificated
  - b. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

BOARD INFORMATION AND BACKGROUND

November 5, 2019 – McDermoth Elementary School, 409 North K St.

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on October 15, 2019, are enclosed for your review and approval.
2. Trip Requests
  - a. The Miller Prevention Group, sponsored by the Harbor Strong Coalition, is requesting permission to travel to a training in Yakima on November 4-6.
  - b. The Jazz Ensemble at Miller Junior High School is requesting permission to participate in the jazz festival at Central Washington University on May 15-16, 2020.
3. Gifts to the District
  - a. Schweitzer Engineering Laboratories of Pullman, Wash., has notified the district of an employee gift to Aberdeen High School in the amount of \$100 to be used to inspire learning in math and science.
  - b. Aberdeen High School has compiled a list of memorial donations on behalf of Karen Meikle.
  - c. Jeff Cook and Becky Walsh have donated a 2000 Volkswagen Golf hatchback valued at \$2,811 to the automotive program at Aberdeen High School.
  - d. A parent effort at Miller Junior High School resulted in various gifts of food and refreshment to the school in support of student-led parent conferences on Oct. 16.

Comments from Board Members

Comments from Student Representative

Comments from the Audience

1. McDermoth School Presentation – Principal Bryan McKinney will introduce the president of the McDermoth ASB who will give a presentation. [Enclosure 2](#)

Old Business

1. AHS Trimester Update – Principal Sherri Northington will provide follow-up information regarding the Trimester Report presented at the October 15 meeting. [Enclosure 3](#)

### Superintendent's Report

1. Bond and Levy Update – Superintendent Henderson will provide an update on renewal of the local levy and the bond for a new Stevens Elementary School planned for the February ballot. [Enclosure 4](#)
2. Legislative Update – Superintendent Henderson will update the Board on efforts to keep lawmakers informed of issues important to small and rural school districts.

### Instructional Services

1. Elementary School Improvement Plans – The elementary school principals will present the Title 1 School Improvement Plans for your review and approval. [Enclosure 5](#)

### Financial Services

1. Agreement with City of Aberdeen – Executive Director of Business and Operations Elyssa Louderback will present a letter of agreement with the City of Aberdeen describing plans for a “land swap” to create additional space for a new Stevens Elementary School. [Enclosure 6](#)
2. Resolution 2019-13 Bond Resolution – Elyssa Louderback will present the resolution for Board review and approval by roll call vote authorizing a ballot measure requesting authority to sell bonds for a new Stevens Elementary School to be placed before the voters on the February 11 ballot. [Enclosure 7](#)
3. 2019 Levy Collection – Correspondence from the Grays Harbor County Treasurer regarding uncollected levy funds and requesting whether the District wants to “re-levy” in 2020. Board Action is required. [Enclosure 8](#)
4. 2019 Bond Collection – Correspondence from the Grays Harbor County Treasurer regarding the bond funds that were uncollected this year and requesting whether the District wants to “re-levy” in 2020. Board Action is required. [Enclosure 9](#)
5. Interdistrict Agreement for Fire Science – An interdistrict agreement with the Montesano School District allowing Aberdeen students to access its fire science instructional program is presented for your review and approval. [Enclosure 10](#)
6. Transportation Co-op – Renewal of the Transportation Cooperative with the Hoquiam School District is presented for your review and approval. [Enclosure 11](#)

### New Business

1. Agreement with Rainier Lanes – Renewal of the agreement with Rainier Lanes in Aberdeen to host the Aberdeen High School Bowling team for its 2019 season is presented for your review and approval. [Enclosure 12](#)
2. 2019-2020 Propane Bid – Bids to provide propane fuel were opened October 22. A recommendation to award the contract to Ferrellgas is presented for your review and approval. [Enclosure 13](#)

Board Information  
November 5, 2019

3. Library Surplus – The librarian at Central Park Elementary School has prepared a log of books that are no longer used due to age or condition. Board action declaring the materials surplus is recommended. [Enclosure 14](#)
4. Next Meeting – The next regular meeting of the Board is set for 5 p.m. Tuesday, November 19, in the Community Room at Aberdeen High School. A reminder that the oaths of office for new and returning directors will be administered and the annual election of officers will take place.

Comments from the Audience

Executive Session

At this time the meeting will recess for an executive session expected to last 20 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) and (b) to consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price.

1. Personnel Matters [Enclosure 15](#)
  - a. Certificated
  - b. Classified

ADJOURN

## ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the  
Board of Directors – October 15, 2019

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 5 p.m. Tuesday, October 15, 2019, in the Community Room at Aberdeen High School. Directors present were Jennifer Durney, Bill Dyer and Erin Farrer, along with student representative Molly Scroggs, Superintendent Alicia Henderson and 63 patrons and staff. Director Jeff Nelson was excused.

The meeting began with the Flag salute.

On a motion by Erin Farrer and seconded by Bill Dyer, the Board approved the Consent Agenda, which included the minutes of the meeting on October 1, 2019; September payroll vouchers 828275 through 808319 and 828321 through 828326 totaling \$3,477,967.61; General Fund vouchers 828320, 828355 through 828455, 828462 and 828464 through 828465 totaling \$1,287,124.96, ASB Fund vouchers 828327 through 828347, 828348, 828463 and 828466 totaling \$13,288.25, Capital Projects Fund vouchers 828456 through 828461 totaling \$604,539.95 and Private Purpose Trust Fund vouchers 828349 through 828354 totaling \$4,085.00; approved a trip request for the juniors and seniors in AVID to travel to Eastern Washington to visit colleges on October 21-23, staying overnight at EWU in Cheney, and accepted a gift of \$100 to the AHS Orchestra in memory Karen Meikle from the Ericksen Family of DeKalb, Ill.

Director Bill Dyer expressed thanks to the district for supporting the memorial on Saturday for Karen Meikle.

President Sandra Bielski thanked Erin Farrer for her years of service as a director.

Molly Scroggs gave the student representative's report. She noted conferences are coming, there's a dance group practicing for a flash mob later in October, and that Football starts in two weeks.

Ashley Kohlmeier, ASB advisor, presented information on the 39<sup>th</sup> Annual Football competition between the Aberdeen and Hoquiam student bodies. The kickoff is Friday, November 1.

Donnajeanne Williams, representing the Class of 1969, presented a check in the amount of \$2,345.10 to the AHS Band. She said the band's performance at the 50<sup>th</sup> class reunion was fantastic, and that the class was happy to make a donation in support of the program from its fundraiser.

Superintendent Henderson also thanked Director Erin Farrer for her service on the board, commenting that Director Farrer was on the Board when she was selected as superintendent and her support has been invaluable.

Superintendent Henderson reported that Outdoor School at Camp Bishop took place last week. She commented that it was the first time the 6<sup>th</sup> graders went as

CALL TO ORDER

CONSENT AGENDA

COMMENTS FROM  
BOARD MEMBERS

STUDENT  
REPRESENTATIVE  
REPORT

COMMENTS FROM  
THE AUDIENCE

SUPERINTENDENT  
REPORT  
DIRECTOR ERIN  
FARRER  
CAMP BISHOP

junior high school students and there were many reports of students who had a wonderful experience learning outdoors and getting to know each other as a class. She noted that the outdoor experience is further enjoyed by the high school students who serve as camp counselors and Outdoor School tutors. She thanked David Bruncke, AHS science teacher, for his organization and oversight of the outstanding program.

Superintendent Henderson reported that the district had granted a waiver of the facility fee for the service for Karen Meikle and upcoming service for Cindy Trautman. She commented that the celebration of life for Miss Meikle on October 12 was exquisite, and that the memorial for Mrs. Trautman is scheduled for Saturday, October 19, Central Park Elementary School.

Superintendent Henderson reminded board members that President Bielski and Directors Durney and Dyer are registered for the WSSDA Regional Meeting in Rochester on October 29.

Superintendent Henderson reported that she has been in discussions with the City of Aberdeen regarding a possible land swap that would enable the district to build a new Stevens Elementary School adjacent to the current school. This will mean students would not have to be relocated during the construction period. She reported that there are still details to work out, but the 40-year-lease on Garley Park, which the district owns but the city operates, is due to expire in 2020. The proposed trade involves property the city owns between the skate park and the school playground, she said.

The bond resolution announcing the district's intent to place a ballot measure before voters on February 11, 2020, and setting the amount, will be presented for board approval at the November 5 meeting, the superintendent said. She noted that the district is working with local legislators to request additional capital funds for the new school.

Superintendent Henderson reported that classes began on Monday, October 14, in the new building for 6<sup>th</sup> Grade at Miller Junior High School. The first day went extremely well, she said, and while a few details remain, such as the installation of the lockers, everyone is pleased to be settling in. The superintendent's "shout out" to Maintenance Manager Mike Pauley, was received with a spontaneous and enthusiastic round of applause.

Superintendent Henderson reported that area superintendents will meet again next week to continue discussions about proposals to the Legislature for equitable funding for rural school districts.

Superintendent Henderson presented the Fiscal Status Report for September. With the school year 8.33 percent elapsed, the district has received 6.26 percent of expected revenue and 9.03 percent of expenditures.

On a motion by Bill Dyer and seconded by Jennifer Durney, the board voted unanimously by roll call to ask voters to approve a four-year replacement levy to continue at the current rate of \$2.50 per \$1,000 of assessed property valuation to

FACILITY WAIVER  
FOR MEMORIALS

WSSDA REGIONAL  
MEETING

STEVENS SCHOOL  
PROPERTY

BOND  
RESOLUTION  
PLANNED

MILLER MODULAR  
BUILDING

WSSDA REGIONAL  
MEETING

FISCAL STATUS  
REPORT

RESOLUTION  
2019-12

support enrichment and extra-curricular activities in the district. Superintendent Henderson noted the request is for a four-year levy, instead of two, to provide voters with certainty about the tax rate at a time when the district will also be asking for funds to build a new school. Director Dyer noted that a key reason for the board's decision to place both the bond and the levy requests before voters on February 11 is so that voters will have the full picture about expected tax rates, and that the bond issue will be timed to have the least impact on the tax rate until the high school bonds are retired in three years.

REPLACEMENT  
LEVY

Principal Sherri Northington presented a report on the trimester system, which is entering its fourth year at Aberdeen High School. AHS Teacher Jessie Winter assisted in a review of three years of attendance and assessment data. Ms. Northington reviewed results of a survey of staff, students and parents. While a majority of staff at the high school favor looking at another schedule, the data and survey overall do not present a clear picture, except for displeasure among staff, students and parents about gaps in student schedules. Ms. Northington reported that a task force will be convened to work on the issues that have been raised and will prepare a recommendation to the board for the 2021-2022 school year. The board asked questions about percentages of Running Start students, credit retrieval and behavior expectations.

AHS TRIMESTER  
UPDATE

On a motion by Erin Farrer and seconded by Jennifer Durney, the board approved a contract with Soliant Health to place Jennifer Lynn in the district as a speech language pathologist assistant.

SOLIANT HEALTH  
SLPA CONTRACT

On a motion by Jennifer Durney and seconded by Erin Farrer, the board approved a surplus declaration for a list of library books and materials at Miller Junior High School that are too worn or no longer used for instruction.

LIBRARY SURPLUS

President Bielski announced that the next regular meeting of the board is set for 5 p.m. Tuesday, November 5, at McDermoth Elementary School, 409 North K St.

NEXT MEETING

Donna Portmann, an English teacher at Aberdeen High School, offered comment on why the school should return to a semester system.

COMMENTS FROM  
THE AUDIENCE

At 6:06 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 20 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 and to consider real estate matters). The session began at 6:15 p.m. At 6:35 p.m. the session was extended for three minutes. The regular meeting reconvened at 6:38 p.m.

EXECUTIVE  
SESSION

On a motion by Bill Dyer and seconded by Erin Farrer, the Board approved the Personnel Report.

PERSONNEL  
REPORT

Under certificated matters, the Board approved the hiring of Laura Carle as a math teacher in the 21<sup>st</sup> Century Program at Miller Junior High School effective September 30 and Holly Furth as an ELA teacher in the 21<sup>st</sup> Century Program at Miller Junior High School effective September 30 and the hiring of Miles Hartt, Kari Morgan and Robyn Sweet-Smith as substitutes for the district.

CERTIFICATED



CLASSIFIED

Under classified matters, the Board approved the hiring of Kathryn Boyer at Miller Junior High School, Jennifer Dean at A. J. West Elementary School, Janet Eaton at McDermoth Elementary and Teresa Glasscock at Robert Gray Elementary, all as Food Service workers in the 21<sup>st</sup> Century program effective September 30; approved the hiring of Talisa Clifton as a student helper at the Administration Building effective September 27, and the hiring of Sheri Frafjord as a para-educator at A.J. West Elementary School effective September 30; approved leaves of absence for Stefani Joesten, a para-educator at Aberdeen High School, effective January 6 through May 1, 2020, and for Dawn Borns, a para-educator at Robert Gray Elementary School, effective November 1-30; accepted the resignation of Kameron Covall as a para-educator at Aberdeen High School effective October 11; approved extra-curricular contracts at Aberdeen High School for Brandyn Brooks as an assistant coach for Boys' Basketball, Mark Buckman as the head coach for Boys' Basketball, Robert Burns as the head coach for Boys' Swimming, Alexandria Cugal and Tamar Yakovich as assistant coaches for Girls' Wrestling, Gienelle Harless as a coach for Girls' Basketball, Rachel Wenzel as the head coach for Girls' Basketball, Kelly Stewart as a coach for Girls' Basketball, Jason Wharton as an assistant coach for Boys' Wrestling, and Craig Yakovich as the head coach for Girls' Wrestling, all effective November 18; approved extra-curricular contracts at Aberdeen High School for David Bruncke as head coach for Girls' Bowling, and for Andy Duffy as assistant coach for Girls' Bowling effective November 4; approved an extra-curricular contract at Aberdeen High School for Toni Houbregs for Intramurals effective December 2; approved extra-curricular contracts effective October 21 at Miller Junior High School for Larry Fleming, Larry Kinread, Jimmy McDaniel and Stephanie Pellegrini as head coaches for Girls' Basketball, Jason Garman and Jeff Hatton as assistant coaches for Wrestling, and Shon Schreiber as head coach for Wrestling; approved extra-curricular contracts for Rachel Rose at A. J. West Elementary, Elizabeth Martinez at Central Park Elementary, Samantha Deugan-Leverett at McDermoth Elementary, Kacy Karnath at Robert Gray Elementary and Erin Pehl at Stevens Elementary as head coaches for Elementary Girls' Basketball effective October 14; accepted resignations from Brian Morrill as assistant coach for Boys' Basketball at Aberdeen High School effective October 3 and from Spenser Sharp as assistant coach for Boys' Wrestling at Aberdeen High School effective September 30, and approved the hiring of Mariah Bailey and Mikayla Lippincott as substitutes for the district.

There being no further business, the regular meeting was adjourned at 6:40 p.m.

ADJOURN

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Alicia Henderson, Secretary

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Sandra Bielski, President

**OVERNIGHT & OUT-OF-STATE STUDENT TRIP REQUEST**

Overnight or out-of-state field trips require approval by the Board of Directors. Use the form below as an outline for the information necessary to submit a request for Board approval. Requests must be submitted to the building principal at least three weeks prior to submission to the Board. Following approval by the building principal and/or ASB, forward the request to the superintendent one week prior to the next scheduled Board meeting.

Group/Team Miller prevention Group

School Miller Jr High

Advisor Mykayla Yankey Phone (360) 209-5423

Date(s) of Trip 10/4, 10/5, 10/6 Destination Yakima WA

Lodging Location Holiday inn Lodging Phone \_\_\_\_\_

Objective of Trip Training opportunity for youth working towards the prevention of substance use & other destructive behaviors.

Number of Students 4 Number of Chaperones 2

Cost per Student Paid by Harbor Strong Cost per Chaperone Paid by Harbor Strong

Funding Source and/or Account Code Harbor Strong Coalition

Type of Transportation ESD Vans Bus form required YES \_\_\_ NO \_\_\_  
driving by True North staff

ASB Approval n/a Date \_\_\_\_\_

Principal Approval [Signature] Date 10/10/19

Board Approval \_\_\_\_\_ Date \_\_\_\_\_

*(Reference School Board Policy – Field Trips and Excursions 2320 and 2320P)*

Anna Henderson 10/25/19

PRELIMINARY BUILDING FIELD TRIP REQUEST

School: Miller Jr High
Trip destination(s): Yakima Convention Center & Holiday inn
Date(s) of trip(s): 11/4, 11/5, 11/6
Departure time: 12pm Return time: 5pm
Club/Sponsor(s): ESD 113 - True North

Educational benefit of the trip: Provide an enriching & culturally competent training & networking opportunity for youth working towards the prevention of substance use & other destructive behaviors.

Activities planned during the trip: (be specific and note all) Youth work shops/ activity stations.

Related brochures/information attached? Yes X No
Preliminary trip itinerary attached? Yes No

Does field trip involve any of the following: Yes No X
\*Swimming, boats, or in/around water \*Animals
\*Remote locations/hiking \*Air travel
\*Outdoor education \*Motorized activities

Estimated # of students: 4 Age level of students: 13-14
Student/chaperone ratio: # of chaperones needed:
Any special qualifications of chaperones needed? Yes No X
List those special qualifications:

Means of travel: School bus (preferred), # needed? N/A
Other (list): ESD van

Food provided, how? prevention summit & ESD 113
Details of budget code or financing: N/A

Will fundraising be needed? Yes No X
(If yes, attach a fundraising plan)

Sponsor's Signature: Mupkeley AA CDPT Date: 9/25/19

Administrator's Signature: [Signature] Date: 10/10/19

Submit to Superintendent or School Board for approval? Yes X No

(Reference School Board Policy - Field Trips and Excursions 2320 and 2320P)

AH

**List of Students attending Prevention Summit 11/4-11/6**

Madison Marlow

Britt Rajcich

Annie Troeh

Zoe Troeh

# Youth Schedule

## Schedule and Location

Yakima Convention Center  
10 North 8th Street, Yakima, WA 98901  
Toll-free: 800-221-0751  
Local: 509-575-6062

Team Adult Advisors must participate with their team in the Youth Track.

## Youth Schedule | Monday, November 4, 2019

2:00 pm—8:00 pm	Early Registration/Check-In <i>No-host dinner this evening. Enjoy your evening in Yakima!</i>
7:30 pm—8:30 pm	Chaperone Meeting
7:30 pm—9:30 pm	Networking and Ice Cream Social
10:00 pm	Youth Curfew <i>ALL YOUTH PARTICPANTS MUST BE IN THEIR ROOMS BY 10:00PM EACH D</i>

## Youth Schedule | Tuesday, November 5, 2019

7:00 am—8:00 am	Registration & Breakfast (Provided)
8:00 am—9:00 am	<b>Welcome</b> (Combined)
9:00 am—9:10 am	Break
9:10 am—10:10 am	<b>Youth Workshop Series I - SPF</b>
10:10 am—10:20 am	Break
10:20 am—11:20 am	<b>Youth Workshop Series II - SPF</b>
11:20 am—11:30 am	Break
11:30 am—12:00 pm	Lunch (Provided) (Combined)

12:00 pm—1:00 pm	<b>Keynote</b> <i>(Combined)</i>
1:00 pm—1:10 pm	Break
1:10 pm—2:10 pm	<b>Youth Workshop Series III</b>
2:10 pm—2:20 pm	Break
2:20 pm—3:30 pm	<b>Media Panel</b>
3:20 pm—3:30 pm	Transition
3:30 pm—4:30 pm	<b>Media Workshop/Activity</b>
6:00 pm—6:30 pm	Banquet Dinner <i>(Combined)</i>
6:30 pm—7:15 pm	Award Ceremony <i>(Combined)</i>
7:30 pm—9:30 pm	Evening Activities <ul style="list-style-type: none"> <li>• YMCA</li> <li>• Arts and Crafts</li> <li>• Popcorn and a Movie</li> <li>• Dance! Dance! Dance!</li> </ul>
10:00 pm	Youth Curfew

## Youth Schedule | Wednesday, November 6, 2019

7:00 am—8:00 am	Registration & Breakfast (Provided)
8:00 am—9:00 am	<b>Youth Keynote I</b>
9:00 am—9:10 am	Break
9:10 am—10:25 am	<b>Activity Stations - Part 1</b>
10:25 am—10:35 am	Break
10:35 am—11:50 am	<b>Activity Stations - Part 2</b>
11:50 am—12:00 pm	Break
12:00 pm—12:30 pm	Lunch (Provided) <i>(Combined)</i>

12:30 pm—1:00 pm	<b>SYF Video &amp; Panel</b> ( <i>Combined</i> )
1:00 pm—1:10 pm	Break
1:10 pm—2:10 pm	<b>Youth Workshops Session IV</b>
2:10 pm—2:20 pm	Break
2:20 pm—3:20 pm	<b>Youth Workshops Session V</b>
3:20 pm—3:30 pm	Break
3:30 pm—4:30 pm	<b>Closing Keynote</b> ( <i>Combined</i> )

**OVERNIGHT & OUT-OF-STATE STUDENT TRIP REQUEST**

Overnight or out-of-state field trips require approval by the Board of Directors. Use the form below as an outline for the information necessary to submit a request for Board approval. Requests must be submitted to the building principal at least three weeks prior to submission to the Board. Following approval by the building principal and/or ASB, forward the request to the superintendent one week prior to the next scheduled Board meeting.

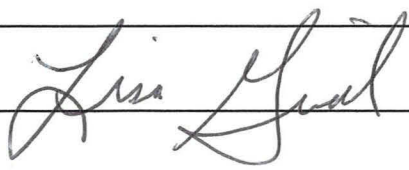
Group/Team Jazz Ensemble  
School Miller  
Advisor Nick Barene Phone 360-589-0179  
Date(s) of Trip May 15-16 Destination Ellensburg, Wa  
Lodging Location YTBD Lodging Phone n/a  
Objective of Trip To attend the Central Washington U. Jazz Festival

Number of Students 18 Number of Chaperones 3  
Cost per Student estimated \$50 Cost per Chaperone 0

Funding Source and/or Account Code 0100 Jazz Band

Type of Transportation Bus Bus form required YES  NO

ASB Approval \_\_\_\_\_ Date \_\_\_\_\_

Principal Approval  Date 10/21/2019

Board Approval \_\_\_\_\_ Date \_\_\_\_\_

(Reference School Board Policy – Field Trips and Excursions 2320 and 2320P)





SCHWEITZER ENGINEERING LABORATORIES, INC.

2350 NE Hopkins Court • Pullman, WA 99163-5603 USA

Phone: +1.509.332.1890 • Fax: +1.509.332.7990

www.selinc.com • info@selinc.com

September 23, 2019

Aberdeen High School  
410 North G street  
Aberdeen, WA 98520

Dear Aberdeen High School,

Each year, employees of Schweitzer Engineering Laboratories select an educational institution to receive a corporate gift. We are delighted to inform you that the following employee(s) chose Aberdeen High School.

- Mike Hanson

SEL employees support schools and universities around the world with scholarships, donations of SEL products for teaching laboratories, mentoring, and gifts such as this one. Please accept this donation for \$100 to help inspire a lifelong love of learning in math and science in your students.

SEL is a high-tech manufacturer, headquartered in Pullman, Washington. We invent, design and build products in the USA that protect power grids around the world. We are committed to developing the next generation of innovators and inventors through the support of science, technology, engineering, and math education.

We welcome the opportunity to learn more about your programs, students and successes. If you would like to share how you used this donation, please contact McKenzie Brumet at (509) 334-5076 or [McKenzie\\_Brumet@selinc.com](mailto:McKenzie_Brumet@selinc.com).

Warm regards,

Edmund O. Schweitzer, III  
President and Chief Technical Officer

*Donation -  
Curriculum*

# Aberdeen School District #5

## Career and Technical Education

410 North 'G' Street  
Aberdeen, WA 98520  
Fax (360) 538-2057  
E-mail [lgreen@asd5.org](mailto:lgreen@asd5.org)

Lynn Green, Director  
Phone (360) 538-2038  
Mona Dilley, Secretary  
Phone (360) 538-2039

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September 27, 2019

Jeffrey Cook & Rebecca Walsh  
P O Box 1726  
Aberdeen, WA 98520

Re: Vehicle Donation 9/19/19

Jeffrey and Rebecca:

Thank you for your donation of a 2000 Volkswagen Golf Hatchback, VIN #WVWBF21J7YW695256, valued at \$2,811.00. This donation helps to educate our automotive technology students. We appreciate your support of our students at Aberdeen High School.

Sincerely,



Lynn Green  
Aberdeen School District No. 5  
360-538-2038

Browse new cars you might like

Start Your

Search

### New Car Price Quote



2019 Volkswagen Golf  
1.4T S

Change vehicle

#### We Found 2 Dealers

Change ZIP Code

1  Volkswagen Of Olympia

2107 Cooper Point Rd Sw  
Olympia, WA 98502  
42 miles away

2  Volkswagen of Puyallup

820 River Rd  
Puyallup, WA 98371  
72 miles away

Get Free

Quotes

## Sellers Tools

### Give Buyers Confidence

Show them a clean AutoCheck vehicle history report



### Pre-qualify for Auto Financing

Pre-qualify for an auto loan with no impact to your credit score



### Shopping for Auto Insurance?

Get great car insurance that's also a great value from State Farm



## Sellers Information

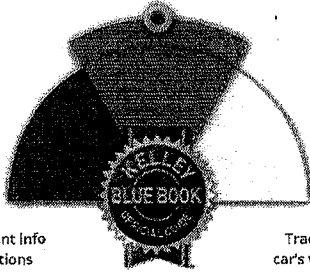
### 10 Steps for Selling Your Car

Our experts walk you through the steps. [Get the Details](#)

### How to Improve Resale Value

Whether selling or trading in, get the most for your car with these tips. [Watch video](#)

Private Party Range  
**\$1,830 - \$3,791**  
Private Party Value  
**\$2,811**



Important Info & definitions

Track this car's values

#### PRIVATE PARTY VALUE

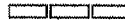
Leverage this value to set your price and negotiate with private-party buyers.

Average Time to Sell:



DAYS

Level of Effort:



High

[See Overview of Values](#)

Condition: Excellent  
Valid for ZIP Code 98520 through 09/27/2019

**Overall Consumer Rating 4.2 / 5**

★★★★☆ 275 Ratings

[Write a review](#)

## See How Others Price Your Car

See what others are asking for your car.

[Search Cars for Sale Near You](#)

## Place an Ad

Reach serious car shoppers on both KBB.com and Autotrader.

[Get Started](#)



Autotrader

### Start the Trade-in Process Online



You're Interested in:  
**Volkswagen Golf**  
[Change vehicle](#)

#### Choose up to 3 dealers

- Volkswagen Of Olympia**  
2107 Cooper Point Rd Sw  
Olympia, WA 98502  
42 Miles Away

[Get Free Quotes](#)

**Trade Up to a New Car**

## Doris Daly

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**From:** JESSICA GIFFIN  
**Sent:** Thursday, October 17, 2019 1:53 PM  
**To:** LISA GRIEBEL; ddaly@asd5.org  
**Subject:** Final Donation List  
**Attachments:** Donation list for Miller 10\_15 (2).docx

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Hello,

Thank you again for quick responses the past few days. You really enabled yesterdays staff appreciation to happen. I am including a final list of community helpers. If you need more information, let me know. It was fantastic to see such great community involvement. What a testimony to the great work being done at Miller.

I did not hand over the tax ID paperwork that I was given because I knew I would need to show it to everyone and had no time to make copies 😊. Would you prefer I shred the district donation letter or return it to you?

Doris, I will bring by the physical receipts to you on Friday if that works?

Thanks again,  
Ayden, Zack and Ian's Mom :)

Community Helper	Location	Contact Person	Donated Item	Receipt sent?
Walmart	909 E Wishkah, 98520	Summar, Deanna- ALL made and packaged with care by Marcela in the deli	7 Six foot sandwiches value of \$279.89 **dinner	
Safeway	221 W Heron St, 98520	Barb and team	Drinks \$25 value **all day	
Grocery Outlet	2715 Pacific Ave, 98520	Jason and team	Chips \$25 value **snack/all day	
Franz Outlet	203 W State Street, 98520	Becky and team	SO MANY PASTRIES and soup (priceless) **breakfast, all day, next week	
Dutch Brothers	810 E Wishkah, 98520	@ Store Jeff, Jess and Ben/Chelsea @Corp	192 ounces of delicious coffee, cream, sugar and cups **breakfast	
Fapa Murphy's	1143 E Wishkah suite c, 98520	Teresea and team	4 pizzas **lunch	
Ayden Giffin	Miller 8th grader		Spent his whole day "off" loading and unloading countless trays and containers in the rain, setting up staff room, cleaning between meals, and clean up at the end of the night (the coolest part was that he actually enjoyed it! That is how awesome the staff at Miller is)	

**Donations in Memory of Karen  
Meikle**

Aberdeen Education Association -  
\$100  
1907 Sumner Ave.  
Aberdeen, WA 98520

Delta Kappa Gamma, Phi Chapter --  
\$230  
c/o Sue Keltner  
710 First Ave.  
Aberdeen, WA 98520

Kim Edwards - \$50  
1005 N Broadway St.  
Aberdeen, WA 98520

May S Zia – \$100  
2513 N 2<sup>nd</sup> St.  
Harrisburg, PA 17110

Glen, Dawn & Mark Ericksen - \$100  
1516 Huntington Rd.  
DeKalb, IL 60115

Jim and Donna McKee - \$100  
481 Bowmont Circle  
Medford, OR 97504

Jan and William Morgan - \$50  
963 Rice St.  
Aberdeen, WA 98520

Robert and Ann Cary - \$100  
1608 Brunswick St. SE  
Lacey, WA 98503

Merry Jo Zimmer - \$50  
2017 W. Sixth St.  
Aberdeen, WA 98520

Janie Talevich - \$50  
McDermoth Elementary School

# Welcome to McDermoth!



## Welcome to McDermoth

-Staff Welcome Back Video:

<https://drive.google.com/file/d/1N8AUycDF0l4tg6WVIWOSKii067FnHPZG/view?ts=5da8c9cf>

-Kindergarten Curriculum Song:

[https://share.icloud.com/photos/0Gjz7oEzCmKZwn1\\_SsKsiLApw#Aberdeen](https://share.icloud.com/photos/0Gjz7oEzCmKZwn1_SsKsiLApw#Aberdeen)

-McDermoth ASB President, Jack Ashley



## Awards and Growth Mindset

This year our school is focused on developing a Growth Mindset:

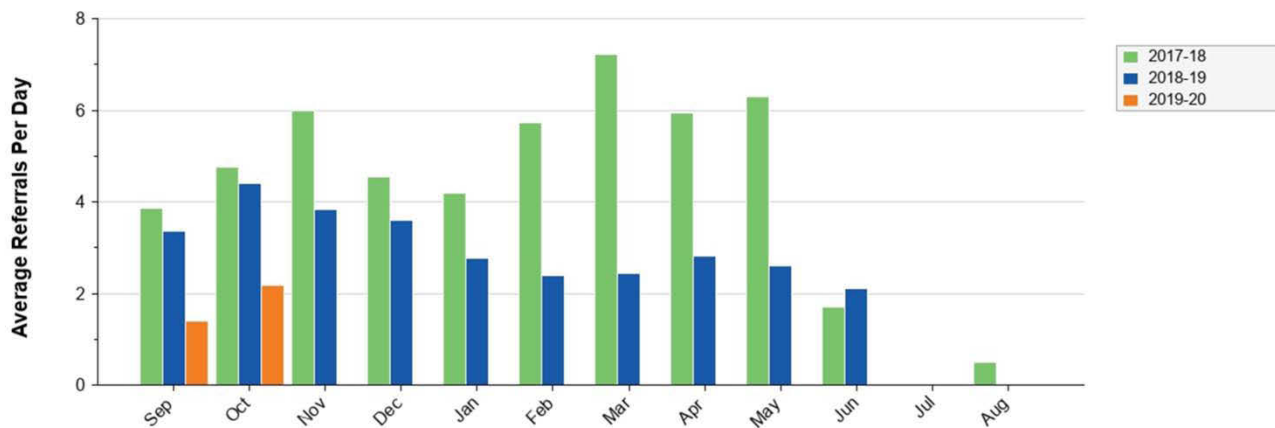
- Teachers have been teaching students about the Growth Mindset in class.
- Growth Mindset is the idea that you can get better at anything with practice, effort, and a positive attitude.
- Each month there is a Growth Mindset Mantra and students can be awarded a lanyard with the mantra of the month.

## MAPS Growth

- Each year we take MAPS (Measures for Academic Progress) tests in class to see how much we have learned.
- For the 2017-2018 school year, we met 91.87% of projected growth in Math and 98.56% of the projected growth in Reading.
- For the 2018-2019 school year, we met 111.68% of projected growth met in Math and 125.04% of projected growth in Reading.
- Our school grew a total of 46.29 percentage points from 2017-2018 school year to 2018-2019 school year.

# Behavior Growth

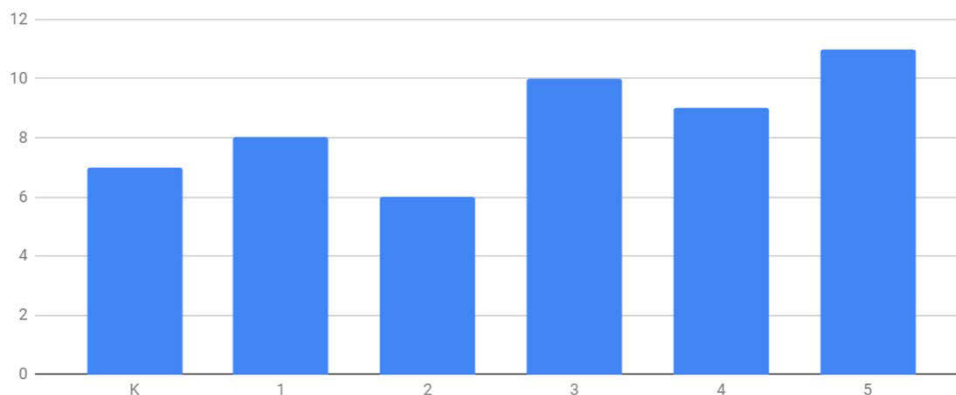
**Average Referrals Per Day Per Month - Multi-Year**  
All, 2017-18 - 2019-20



# PAW Points

-Points are given daily to grade levels with no behavior referrals.

-One point per day is given to the grade level with the fewest absences/tardies.



## ASB Officers

President: Jack Ashley

Vice President: Sam Schreiber

Treasurer: Payten Montoure

Secretary: Madison Field

Member at Large: Nolan Hood

Sergeant at Arms: Kamryn Turpin

## ASB Activities

-On October 25th, ASB sponsored a family movie night at McDermoth

-Last week we celebrated anti-bullying week:

Color Day "Throw Kindness like Colorful Confetti"

Tropical Day "Sail Away Bullying"

Throwback Day "Throw Bullying Back"

Costume Day "Scare Bullying Away"

## School Motto

When put to the test, we always give our BULLDOG BEST!



Blending our current perceptions with our vision for the future...

-Please go to <https://www.asd5.org/mcdermoth>

-Under Headlines, click on the McDermoth  
Word Challenge

-Click the link to take a survey





Aberdeen  
School District

*Our Children,  
Our Schools,  
Our Future*

# School Board Meeting

November 5, 2019

# Running Start Data

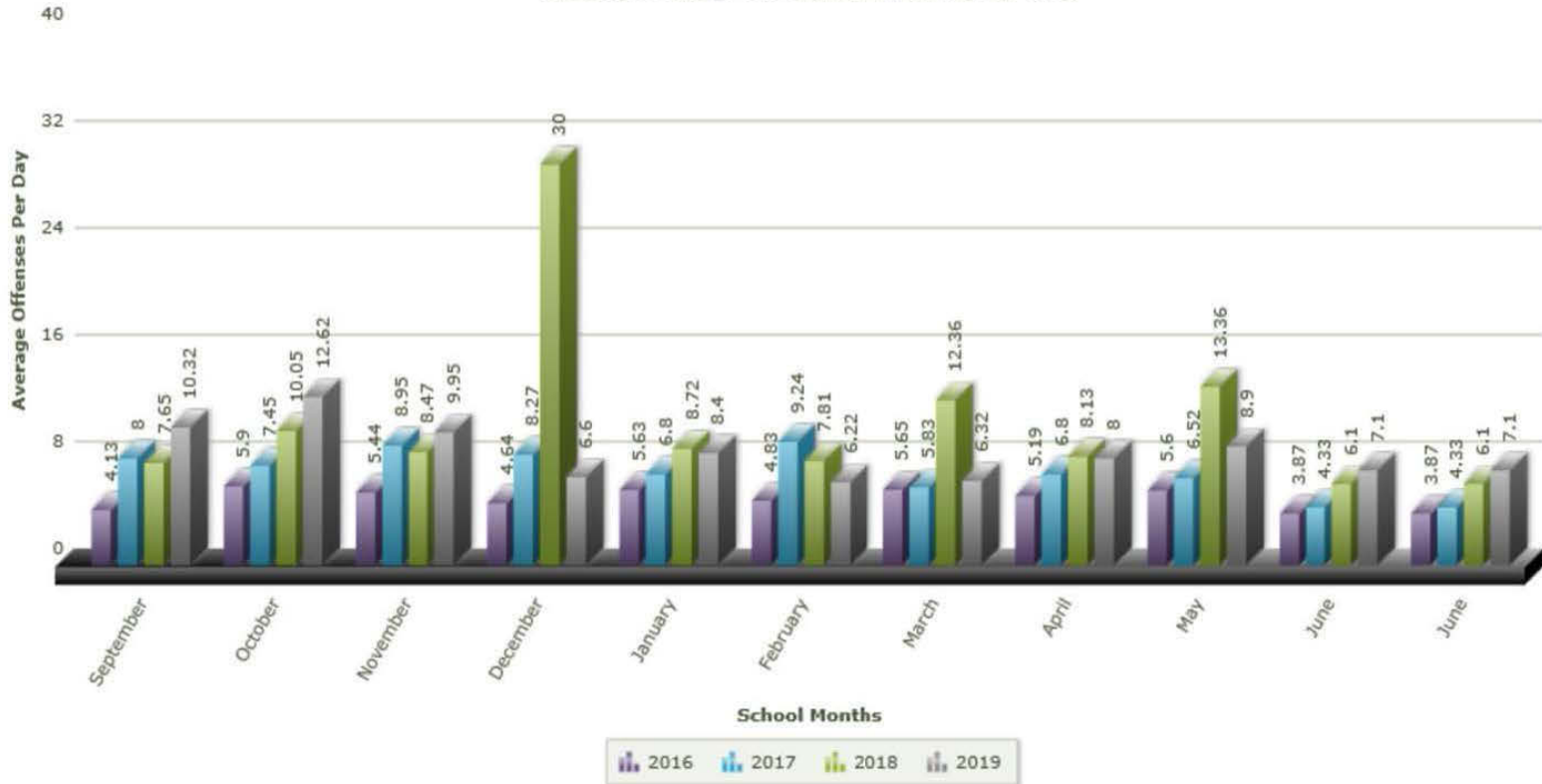
<u>School Year</u>	<u>Total</u>	<u>Full-Time</u>	<u>% of Full-Time</u>
2015-2016	77	27	35.1%
2016-2017	73	34	46.6%
2017-2018	56	21	37.5%
2018-2019	66	23	34.8%
2019-2020	87	39	44.8%

# Credit Retrieval Data

School Year	School Day Credit Retrieval	APEX School Day Credit Retrieval	After School Credit Retrieval	Summer Credit Retrieval
2015-2016	0 classes	262 students 408 classes Not all CR	23	64 -51 English -13 Science
2016-2017	0 classes	263 students 453 classes Not all CR	10	72 -63 English -9 Science
2017-2018	5 classes -English -Math -Social Studies	147 students 264 classes (149 - CR)	9	68 -45 English -6 Math -17 Science
2018-2019	9 classes -English -Math -Social Studies	236 students 405 classes (145 - CR)	9	55 -19 English -36 Math

# Discipline Data

433 - JM WEATHERWAX HIGH SCHOOL  
Average Offenses Per Day By Month (Entity 433)





# Top Offenses by Year

<u>School Year</u>	<u>Highest Offenses</u>
2015-2016	<ol style="list-style-type: none"><li>1. Cell Phones</li><li>2. Attendance</li><li>3. Insubordination</li></ol>
2016-2017	<ol style="list-style-type: none"><li>1. Attendance</li><li>2. Cell Phones</li><li>3. Insubordination</li></ol>
2017-2018	<ol style="list-style-type: none"><li>1. Cell Phones</li><li>2. Defiance</li><li>3. Attendance</li></ol>
2018-2019	<ol style="list-style-type: none"><li>1. Attendance</li><li>2. Defiance</li><li>3. Cell Phones</li></ol>

*Serving* **Aberdeen School District**  
Our Children, Our Schools, Our Future

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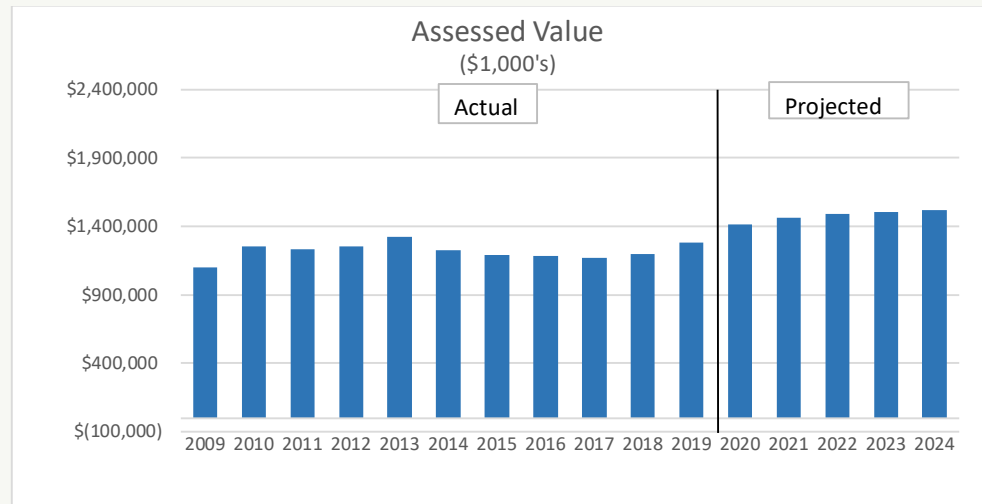
# CAPITAL FACILITIES FUNDING

OCTOBER 31, 2019

# District assessed value

The current estimate from Grays Harbor County Assessor indicates strong growth in the District’s assessed value in 2020. This lowers projected tax rates and increases the District’s legal debt capacity.

	<b>Assessed Value</b> (\$1,000's)	
2009	\$ 1,102,592	
2010	1,253,807	13.71%
2011	1,231,378	-1.79%
2012	1,253,295	1.78%
2013	1,323,023	5.56%
2014	1,227,004	-7.26%
2015	1,192,350	-2.82%
2016	1,181,001	-0.95%
2017	1,168,577	-1.05%
2018	1,198,330	2.55%
2019	1,278,507	6.69%
2020	1,417,972	10.91%
2021	1,460,511	3.00%
2022	1,489,721	2.00%
2023	1,504,619	1.00%
2024	1,519,665	1.00%



# Legal Debt Capacity

## VOTED DEBT – 5% OF ASSESSED VALUE

Under Washington law, school districts have a legal debt capacity limit equal to 5.00% of district’s assessed value of all real and personal property within the District.

Debt capacity is increased by:

- Increases in the District’s assessed value
- Payments on outstanding bonds

Debt capacity declines from:

- Declining assessed value
- Additional borrowing

### Actual and Projected Voted Debt Capacity

	2019	2020
Change in Assessed Value	6.69%	10.91%
Bond Assessed Value	\$1,278,506,823	\$1,417,971,937
Statutory Capacity Rate	5.000%	5.000%
Total Statutory Capacity	\$63,925,341	\$70,898,597
Less: Outstanding Voted Debt	(13,255,000)	(10,905,000)
Less: Outstanding Non-Voted Debt	(\$2,500,000)	(\$2,500,000)
Remaining Capacity	\$48,170,341	\$57,493,597

# Tax Rate Analysis

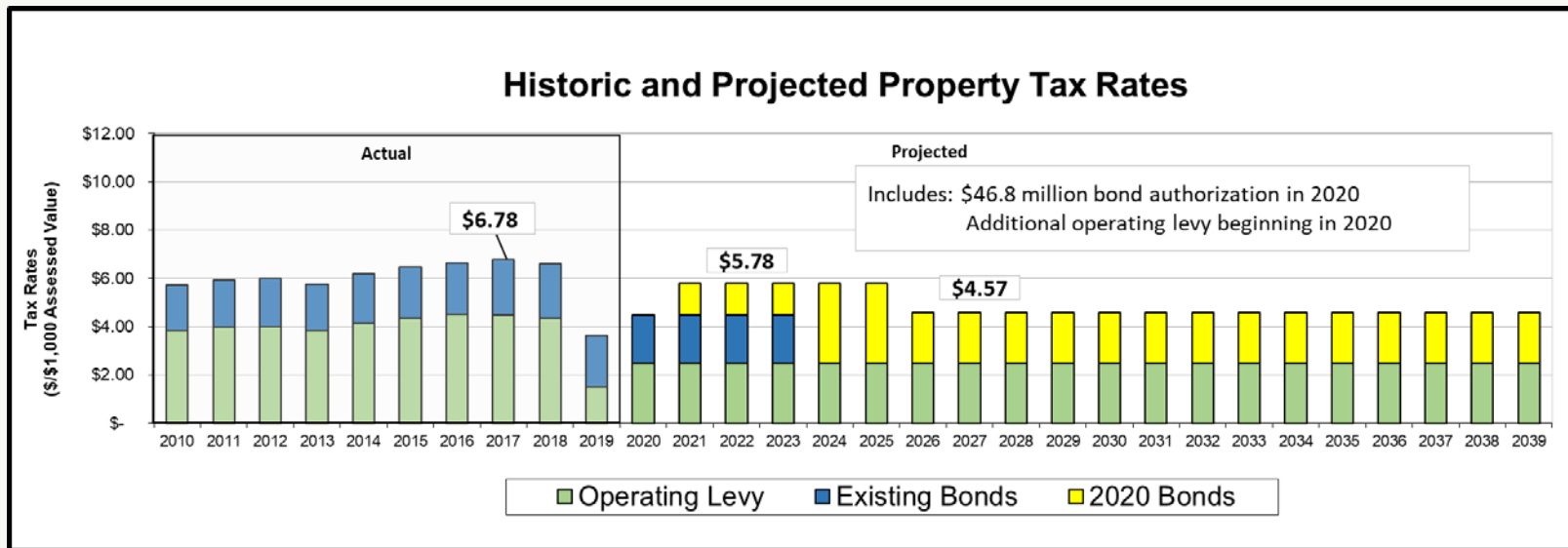
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## Key Inputs

- Bond election date:
  - Spring 2020
- Bond authorization:
  - \$46.8 million
- Operating Levy :
  - Increases to \$2.50/\$1,000
- Assessed value growth:
  - 2020: 10.91% (Preliminary)
  - 2021: 3.00%
  - 2022: 2.00%
  - 2023 and later: 1.00%
- Maximum bond term:
  - 21 years
- Bonds are sold in one series to meet construction cash flow
- Interest rates
  - Current rates +.75%
- Bond payments are structured to provide a level projected tax rate with steps down for future funding measures

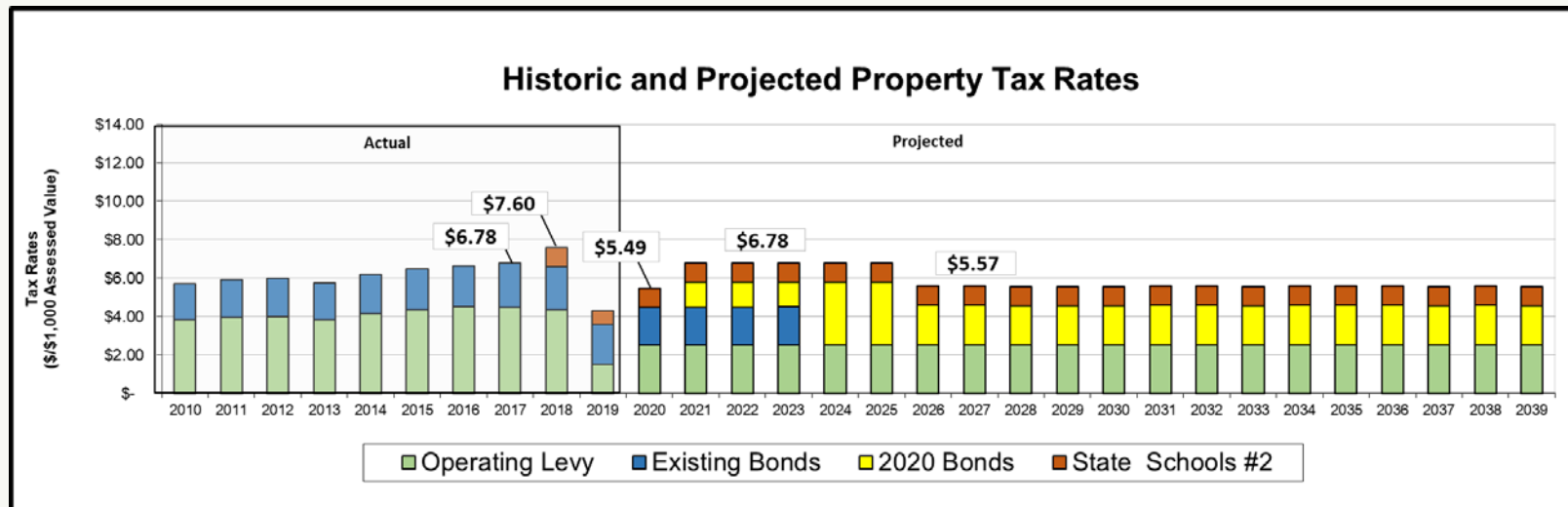
# Projected Tax Rates

- ✓ \$46.8 Million Authorization
- ✓ \$2.50/\$1,000 operating levy tax rate
- ✓ Minimize increase in tax rates while existing bonds are outstanding
- ✓ Provide room for future funding needs



# Projected Tax Rates

- ✓ \$46.8 Million Authorization
- ✓ \$2.50/\$1,000 operating levy tax rate
- ✓ \$1.00 State Schools Rate increase from McCleary legislation
- ✓ Total tax rates are consistent with what taxpayers experienced prior to McCleary



# Tax Rate Analysis

## Summary of Analysis

Summary of Analysis	
Election Date	Spring 2020
Bond Authorization Amount	<b>\$ 46,800,000</b>
Maximum Bond Term	21 Years
<b>Tax Rate Impact</b>	
2019 Actual Bond Tax Rate	2.11
Projected 2021 Bond Tax Rate - Including new bonds	3.28
Projected Change in the Bond Tax Rate	<b>1.17</b>
Example Home Value	<b>\$153,000</b>
Projected Change Per Year	<b>\$179.01</b>
Projected Change Per Month	<b>\$14.92</b>



# Projected Tax Rates

- \$46.8 Million Authorization

Tax Rates					
Year	Bond Tax Rates				Total Tax Rates
	Existing Bonds	New Bonds	Total Bonds	Operating Levy	
2010	\$ 1.88	\$ -	\$ 1.88	\$ 3.83	\$ 5.71
2011	1.95	-	1.95	3.96	5.91
2012	2.01	-	2.01	3.99	6.00
2013	1.91	-	1.91	3.85	5.76
2014	2.06	-	2.06	4.15	6.21
2015	2.12	-	2.12	4.36	6.48
2016	2.14	-	2.14	4.51	6.65
2017	2.31	-	2.31	4.47	6.78
2018	2.25	-	2.25	4.35	6.60
2019	2.11	-	2.11	1.50	3.61
2020	1.99	-	1.99	2.50	4.49
2021	1.97	1.31	3.28	2.50	5.78
2022	1.98	1.30	3.28	2.50	5.78
2023	2.00	1.29	3.28	2.50	5.78
2024	-	3.28	3.28	2.50	5.78
2025	-	3.28	3.28	2.50	5.78
2026	-	2.07	2.07	2.50	4.57
2027	-	2.07	2.07	2.50	4.57
2028	-	2.07	2.07	2.50	4.57
2029	-	2.07	2.07	2.50	4.57
2030	-	2.07	2.07	2.50	4.57
2031	-	2.07	2.07	2.50	4.57
2032	-	2.07	2.07	2.50	4.57
2033	-	2.07	2.07	2.50	4.57
2034	-	2.07	2.07	2.50	4.57
2035	-	2.08	2.08	2.50	4.58
2036	-	2.08	2.08	2.50	4.58
2037	-	2.07	2.07	2.50	4.57
2038	-	2.07	2.07	2.50	4.57
2039	-	2.07	2.07	2.50	4.57
2040	-	2.07	2.07	2.50	4.57

Levy Lid

# Projected levy amounts

Assessed Value			Property Tax Levies (\$1,000's)				
Year	Bond Assessed Value	Growth Rate	Debt Service		Levy Amounts		Total District Levy
			Existing Bonds	2020 Bonds	Total Bonds	Operating Levy	
2010	\$1,253,807	13.71%	\$2,360	\$ -	\$ 2,360	\$ 4,788	\$ 7,148
2011	1,231,378	-1.79%	2,400	-	2,400	4,868	7,268
2012	1,253,295	1.78%	2,525	-	2,525	4,978	7,503
2013	1,323,023	5.56%	2,525	-	2,525	5,066	7,591
2014	1,227,004	-7.26%	2,525	-	2,525	5,065	7,590
2015	1,192,350	-2.82%	2,525	-	2,525	5,175	7,700
2016	1,181,001	-0.95%	2,525	-	2,525	5,300	7,825
2017	1,168,577	-1.05%	2,700	-	2,700	5,200	7,900
2018	1,198,330	2.55%	2,700	-	2,700	5,200	7,900
2019	1,278,507	6.69%	2,700	-	2,700	1,907	4,607
2020	1,417,972	10.91%	2,819	-	2,819	3,525	6,344
2021	1,460,511	3.00%	2,878	1,915	4,793	3,631	8,424
2022	1,489,721	2.00%	2,944	1,935	4,879	3,704	8,583
2023	1,504,619	1.00%	3,004	1,935	4,939	3,741	8,679
2024	1,519,665	1.00%	-	4,980	4,980	3,778	8,758
2025	1,534,861	1.00%	-	5,029	5,029	3,816	8,845
2026	1,550,210	1.00%	-	3,216	3,216	3,854	7,070
2027	1,565,712	1.00%	-	3,246	3,246	3,893	7,139
2028	1,581,369	1.00%	-	3,278	3,278	3,931	7,209
2029	1,597,183	1.00%	-	3,310	3,310	3,971	7,281
2030	1,613,155	1.00%	-	3,344	3,344	4,010	7,354
2031	1,629,286	1.00%	-	3,380	3,380	4,051	7,430
2032	1,645,579	1.00%	-	3,414	3,414	4,091	7,505
2033	1,662,035	1.00%	-	3,446	3,446	4,132	7,578
2034	1,678,655	1.00%	-	3,481	3,481	4,173	7,654
2035	1,695,442	1.00%	-	3,519	3,519	4,215	7,734
2036	1,712,396	1.00%	-	3,554	3,554	4,257	7,811
2037	1,729,520	1.00%	-	3,585	3,585	4,300	7,885
2038	1,746,815	1.00%	-	3,623	3,623	4,343	7,966
2039	1,764,284	1.00%	-	3,657	3,657	4,386	8,043
2040	1,781,926	1.00%	-	3,696	3,696	4,430	8,126

Actual	Manages DSF	Authorized
Projected		Levy Lid

# Key Decision Points and Next Steps

---

- ✓ Finalize project list and scope
- ✓ Refine project costs
- ✓ Evaluate construction cash flow
- ✓ Determine best funding source(s)
- ✓ For bonds, determine bond sale dates and amounts
- ✓ Refine project funding options and taxpayer costs
- ✓ Determine which election date to target
- ✓ Work with Bond Counsel to draft Election Resolution
- Community outreach
- File the Election Resolutions with the County by December 2019 for a February 2020 election

*Contact Information:*

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**MARK PRUSSING, CPA:**

360.713.3355 | [mark.prussing@esd112.org](mailto:mark.prussing@esd112.org)

Educational Service District 112



Aberdeen  
School District

# School Improvement Plans

## Elementary Schools

2019 - 2020

*Our Children,  
Our Schools,  
Our Future*

# AJ West - English Language Arts (ELA)

## Goal:

3 - 5 measurement; spring 2020 ELA SBA scores

- Third Grade - This year's fifth-grade students, as a cohort, will demonstrate a 5% increase in students achieving a level 3 over last year, increasing from a 40% proficiency rate as third graders to a 45% proficiency rate as fifth-graders.
- Fourth Grade - This year's fourth-grade students, as a cohort, will demonstrate a 5% increase in students achieving a level 3 over last year, increasing from a 29% proficiency rate as third graders to a 34% proficiency rate as fourth-graders
- Fifth Grade - . This year's fifth-grade students, as a cohort, will demonstrate a 5% increase in students achieving a level 3 over last year, increasing from a 40% proficiency rate as third graders to a 45% proficiency rate as fifth-graders.

**Sub-Group Goal(s):** By spring 2020, the percentage of students with disabilities who achieve a level 3 or better on the ELA SBA will increase from 9.1% to 14.1%

## ***Strategies to Achieve the Goal:***

1. Implementation of push-in Title I, LAP and EL intervention support for ELA instruction in classrooms
2. Grade-level data meetings every six weeks
3. Monthly building Leadership meetings to monitor progress toward goals and create action plans



# AJ West - Math

## Goal:

### 3 - 5 measurement; spring 2020 Math SBA scores

- Third Grade - : 5% more of third-grade students will demonstrate a level 3 on the assessment than last year's third grade, increasing from 33% proficiency to 38% proficiency.
- Fourth Grade - This year's fourth-grade students, as a cohort, will demonstrate a 5% increase in students achieving a level 3 over last year, increasing from a 33% proficiency rate as third graders to a 38% proficiency rate as fourth-graders.
- Fifth Grade - This year's fifth-grade students, as a cohort, will demonstrate a 5% increase in students achieving a level 3 over last year, increasing from a 40% proficiency rate as third graders to a 45% proficiency rate as fifth-graders.

**Sub-Group Goal(s):** By spring 2020, the percentage of students with disabilities who achieve a level 3 or better on the Math SBA will increase from 9.1% to 14.1%

## ***Strategies to Achieve the Goal:***

1. Implementation of push-in Title I intervention support for math instruction in classrooms
2. Grade-level data meetings every six weeks
3. Monthly building Leadership meetings to monitor progress toward goals and create action plans



# Central Park - English-Language Arts

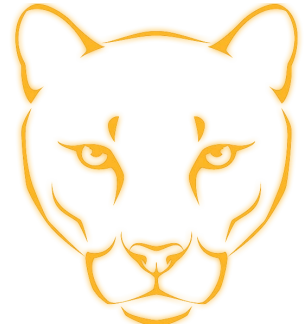
3 - 5 measurement; spring 2020 ELA SBA scores

- Third Grade - the percentage of students meeting proficiency will increase from 44% to 47%
- Fourth Grade - the percentage of students meeting proficiency will increase from 53% to 56%
- Fifth Grade - the percentage of students meeting proficiency will increase from 71% to 74%

**Sub-Group Goal(s):** EL identified Students in grades 3-5 who achieve a level 3 or 4 in reading will increase from 25% to 30% as measured by the SBA Summative Assessment.

## ***Strategies to Achieve the Goal:***

1. Data analysis meetings with strategic planning
2. Continual training on Best Practices using Aberdeen Way Strategies
3. Integration of Imagine Learning in every classroom
4. Targeted interventions for identified students





# Central Park - Math

3 - 5 measurement; spring 2020 ELA SBA scores

- Third Grade - the percentage of students meeting proficiency will increase from 59% to 62%
- Fourth Grade - the percentage of students meeting proficiency will increase from 59% to 62%
- Fifth Grade - the percentage of students meeting proficiency will increase from 43% to 46%

**Sub Group goal(s)** EL identified Students in grades 3-5 who achieve a level 2, 3 or 4 in reading will increase from 25% to 30% as measured by the SBA Summative Assessment.

## ***Strategies to Achieve the Goal:***

1. Data analysis meetings with strategic planning
2. Continual training on Best Practices using Aberdeen Way Strategies
3. Integration of Imagine math and math facts in every classroom
4. Targeted interventions for identified students



# McDermoth - English-Language Arts

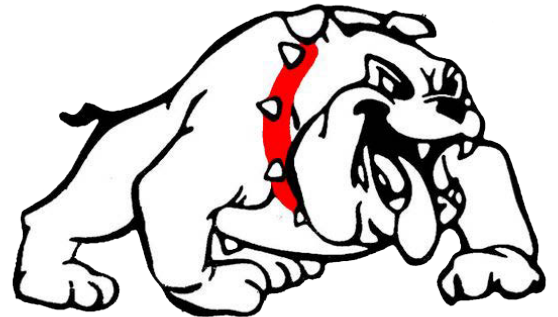
Goal: 3 - 6 measurement; spring 2020 ELA SBA scores

- Third Grade - The percentage of students meeting proficiency will increase from from 45% to 48%
- Fourth Grade - The percentage of students meeting proficiency will increase from from 47% to 50%
- Fifth Grade - The percentage of students meeting proficiency will increase from from 40% to 43%

Sub-Group Goal(s): The percentage of students receiving special education supports who achieve a proficiency level of 2, 3, or 4 will increase from 24% to 29%

## ***Strategies to Achieve the Goal:***

- 1) Professional development regarding data analysis.
- 2) Targeted supports for students in all grade levels in ELA.



# McDermoth - Math

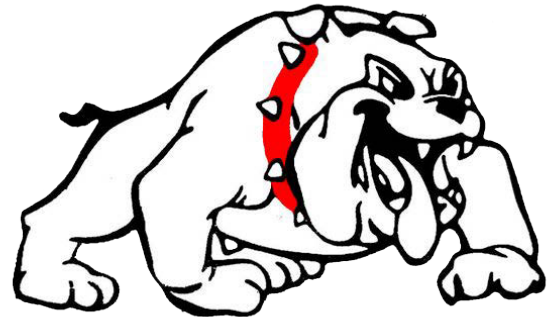
Goal: 3 - 6 measurement; spring 2020 Math SBA scores

- Third Grade - The percentage of students meeting proficiency will increase from 43% to 46%
- Fourth Grade - The percentage of students meeting proficiency will increase from from 30% to 33%
- Fifth Grade - The percentage of students meeting proficiency will increase from from 35% to 38%

Sub-Group Goal(s): The percentage of students receiving special education supports who achieve a proficiency level of 2, 3, or 4 will increase from 10% to 15%

## ***Strategies to Achieve the Goal:***

- 1) Professional development regarding data analysis.
- 2) Targeted supports for students in all grade levels in math.



# Robert Gray - English-Language Arts

Goal: By Spring of 2020, grades 3-5 will demonstrate a 3% grade level cohort increase as measured on the grade level SBA ELA Assessment.

- Third Grade - The percentage of students meeting proficiency will increase from **43% to 46%**.
- Fourth Grade - The percentage of students meeting proficiency will increase from **43% to 46%**.
- Fifth Grade - The percentage of students meeting proficiency will increase from **39% to 42%**.

Sub-Group Goal(s): EL identified Students in grades 3-5 who achieve a level 2, 3, or 4 in reading will increase from 38% to 43% as measured by the SBA Summative Assessment.

## ***Strategies to Achieve the Goal:***

1. Grade level Data Action Meetings: 6-8 week cycle
2. Monthly Robert Gray Leadership Team meetings focused on school-wide data review and action planning.
3. School wide implementation of push-in reading intervention support directed by the teacher.
4. School wide daily implementation of Imagine Learning Language and Literacy.



# Robert Gray - Math

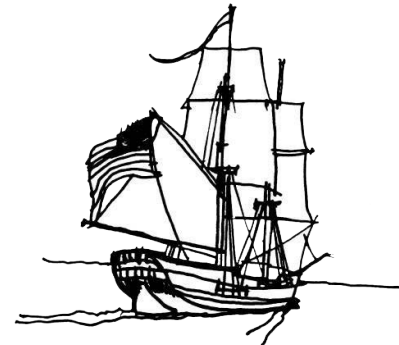
Goal: By Spring of 2020, grades 3-5 will demonstrate a 3% grade level cohort increase as measured on the grade level SBA Math Assessment.

- Third Grade - The percentage of students meeting proficiency will increase from **42% to 45%**.
- Fourth Grade - The percentage of students meeting proficiency will increase from **42% to 45%**.
- Fifth Grade - The percentage of students meeting proficiency will increase from **42% to 45%**.

Sub-Group Goal(s): EL identified Students in grades 3-5 who achieve a level 2, 3, or 4 in math will increase from 47% to 52% as measured by the SBA Summative Assessment.

## ***Strategies to Achieve the Goal:***

1. Grade level Data Action Meetings: 6-8 week cycle
2. Monthly Robert Gray Leadership Team meetings focused on school-wide data review and action planning.
3. School wide implementation of push-in math intervention support directed by the teacher.
4. Classroom Implementation of Imagine Math and Imagine Math facts.



# Stevens - English Language Arts

By the spring of 2020, Students in grades 3-5 will improve reading proficiency from 48.7% to 51.7% as measured by the SBA Summative assessment.

Sub-Group: EL identified Students in grades 3-5 with increase their reading proficiency 12.5% to 15.5% as measured by the SBA Summative assessment

## ***Strategies to Achieve the Goal:***

1. Data team will ensure accurate placement in core instructional support interventions
2. Push in support for interventions from paraprofessionals trained by our Title I teacher
3. 6 week check-ins with grade level teams to adjust interventions and target specific students
4. Full implementation of Imagine Learning literacy in each grade level
5. Support for classroom teachers with IL Action Areas to encourage consistent growth



# Stevens - Math

By the spring of 2020, Students in grades 3-5 will improve math proficiency from 40% to 43% as measured by the SBA Summative assessment.

Sub-Group: EL identified Students in grades 3-5 with increase their math proficiency 9.4% to 12.4% as measured by the SBA Summative assessment

## ***Strategies to Achieve the Goal:***

1. Data team will ensure accurate placement in core instructional support interventions
2. Push in support for math intervention from paraprofessionals trained by our Title I teacher
3. 6 week check-ins with grade level teams to adjust interventions and target specific students
4. Full implementation of Imagine Learning Math in each grade level
5. Targeted use of Imagine Learning Math Facts to increase fluency
6. Support for classroom teachers with IL Action Areas to encourage consistent growth



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

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

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

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

**Section 1: Building Data**

<b>1a. Building:</b> AJ West Elementary	<b>1g. Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>1b. Principal:</b> John Meers	<b>1h. Building Enrollment:</b> 348
<b>1c. District:</b> Aberdeen School District No. 5	<b>1i. F/R Percentage:</b> 77.3%
<b>1d. Board Approval Date:</b> 11/5/2019	<b>1j. Special Education Percentage:</b> 21.2%
<b>1e. Plan Date:</b> 10/23/2019	<b>1k. English Learner Percentage:</b> 21.2%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  Targeted 1-2	

**Section 2: School Leadership Team Members**

**Parent-Community Partners**

Please list by (Name, Title/Role)

John Meers, Principal/ Facilitator	Andrea DeCou, Primary grades representative/Active Member
Brandy Sjostrand, Title I, LAP and EL Coordinator/ Data Coordinator	Maria Mays, Special Education representative/Active Member
Jennifer Arquette, Intermediate grades representative/Active Member	Ricki Lacefield, Community/Parent Representative
Note- taker and time-keeper roles are shared, rotating on a monthly basis	Traci Sandstrom, District Representative



**Section 3: Vision Statement**

To provide our students with the proper academic supports to access core instruction and to meet common core state standards.

**Section 4: Culture of Equity Description/Statement**

A.J. West's goal is to support students, families and staff regardless of race, ethnicity, class, gender or sexual identity in achieving their potential. We strive to eliminate opportunity gaps by ensuring all students achieve their potential with academic, behavior and social emotional learning.

## Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6 unless they are a Title I, Part A Targeted Assistance Program.

If you are a Title I, Part A Targeted Assistance Program and you have submitted a needs assessment Summary to OSSI, please still complete the questions below in [blue](#).

*Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).*

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

In 2018-19, 16.3% of English Learners scored proficient or above on the ELA SBA, with 18.6% of those students scoring proficient or above on the math SBA. That compares to 42.9 % of non-English language learners who passed the ELA SBA and 35.6% of non-English language learners who passed the math SBA. 38% of low-income students passed the ELA SBA, which is the same rate of the general student population. 31.6% of low-income students scored proficient or above on the Math SBA, compared to 36.2% of non-low-income students who passed the Math SBA. 9.1% of students with disabilities scored proficient or better on the ELA SBA, compared to 44.7% of those students without disabilities who passed. 9.1% of students with disabilities passed the Math SBA, compared to 37.9 % of students without disabilities who scored proficient or better on the Math SBA.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Possible root causes with English learners may lie in language acquisition and vocabulary gaps that may hinder learning. Strengths of English Learners include strong family support and the prevalence of cultural support within the school population. Possible root causes for the gap between students with disabilities and students without disabilities are varied. They could include cognitive gaps between students and behavior challenges that inhibit learning. The strength of this population includes strong family and staff support and a strong system of support in the school.

Possible root causes for low-income students may lie in lack of experiences that non-low-income students may have, which can cause gaps in language acquisition and vocabulary. Low-income parents may often struggle with time or resources to assist students with homework.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

- a. What strengths do they possess?

Students at A.J. West typically have strong family support, and a sense of community with the school. They are eager to learn, and generally very kind and respectful.

- b. What challenges do they face?

A majority of A.J. West students are from low-income families. There can be a general lack of resources available to these families. Many students are also homeless, or in transition.

- c. What are some important relationships in their life?

Some of the most important relationships in the lives of A.J. West students are their families, their peers, and the staff at A.J. West. Staff often become a very integral part of students' lives.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

- a. Please describe how you select students for the program based on multiple criteria e.g. Student Data, Teacher Referral, Previous Placement, etc.

Click or tap here to enter text.

- b. Describe the process used to create the rank-order list of students identified to receive services e.g. grade level, age, failing or at risk of failing, not meeting standards, etc.

Click or tap here to enter text.

- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Click or tap here to enter text.

**Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

Staff at A.J. West are very committed to providing equal opportunities to all students, and work to remove barriers from student achievement. Our school population is very diverse, and we celebrate that diversity.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

A.J. West has been implementing a PBIS system to assist students. We are beginning to provide Social/Emotional Learning and Restorative Practices training for staff. We have also been providing professional development for the implementation of Imagine Learning for EL, special education and general education students. We are utilizing Step Up to Writing and grade-level team meetings to discuss strategies to improving writing and verbal communication skills.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

We have been implementing PBIS for the past few years. We have utilized the SWIS system to track major and minor behaviors. We have shown a steady decrease in all behaviors, especially major behaviors, in the past three school years. Our Title I/LAP intervention system has led to improved student assessments in ELA. That data has been measured with MAP and SBA assessments. Our Kindergarten implements WAKids to help assess readiness and identify student needs.

4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development**

- a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

Click or tap here to enter text.

- b. **How will the professional development activities benefit the students receiving targeted assistance services?**

Click or tap here to enter text.

### **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

PBIS has provided a calmer, safer learning environment for students to learn and staff to teach in. We have begun the implementation of morning meetings this year in all classrooms to help facilitate improved social/emotional learning. Our Student Study Team has provided a resource for teachers to seek input and advice regarding students who are not closing the achievement gap or who are experiencing social/emotional or behavioral difficulties. This year, we have modified our intervention system to a push-in model that provides increased teacher contact with

intensive and strategic students. As a staff, we have decided to focus on writing/communication in our EL instruction, based on the feedback from our SBA ELA and ELPA 21 data.

2. How did your school identify these areas of strengths and improvement?

We have utilized data from SBA, MAP and DIBELS assessments to identify areas of need. We have also studied our SWIS behavioral data. We have taken data from parent surveys provided via our Title I program.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

We have a strong community connection. One example is our partnership with Behavioral Health Resources (BHR). We have collaborated with BHR to help students who need to counseling to find counseling services, then be able to receive those services at school, without the need to miss school for appointments. This also removes the hardship for parents who do not have consistent transportation to get students to appointments. Staff is coordinating with community resources, under the guidance of the counselor, a backpack program that provides food and snacks for the weekend for at-risk students. Staff also coordinates holiday food baskets for families of at-risk students.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Our strengths are our partnership with BHR, and with other agencies such as Catholic Community Services, the Crisis Clinic , Quinault Indian Nation and YMCA of Grays Harbor.

5. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four – Coordination and Transitions**

- a. How does your targeted assistance program coordinate with core and additional programs in the school?

Click or tap here to enter text.

- b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Click or tap here to enter text.

- c. How do you support transitions between grade-spans?

Click or tap here to enter text.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that peak their interest?

Click or tap here to enter text.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five – Parent and Family Engagement

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Click or tap here to enter text.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Click or tap here to enter text.

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

<input checked="" type="checkbox"/> Washington School Improvement Framework	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA)
<input checked="" type="checkbox"/> WaKIDS	<input checked="" type="checkbox"/> Title III Data
<input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks	<input checked="" type="checkbox"/> Special Education Eligibility/Disproportionality Data
<input checked="" type="checkbox"/> Universal Screening	<input checked="" type="checkbox"/> Special Education Placement Data (LRE)
<input checked="" type="checkbox"/> Progress Monitoring Data	<input checked="" type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
<input checked="" type="checkbox"/> Curriculum Based Assessments	<input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
<input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)	<input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)
<input type="checkbox"/> Credit Attainment	<input checked="" type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
<input type="checkbox"/> Stick Rate	
<input type="checkbox"/> Student Mobility Data	
<input checked="" type="checkbox"/> Discipline Referrals	

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

- Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)
- Restraint and Isolation Data
- Time out of class (e.g., visits to nurse, counselor, etc.)
- Healthy Youth Survey
- School Climate data
- Perceptual Data: (Local/Organization): Click or tap here to enter text.

- Extra-curricular activities participation
- Fiscal and Financial Data
- (Other) Click or tap here to enter text.
- (Other) Click or tap here to enter text.
- (Other) Click or tap here to enter text.

<b>Section 7: PLAN</b>	
<b>SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>	
Goal/Priority #1 (G1)	By spring 2020, the following will be achieved on the 2020 ELA SBA: 5% more of third-grade students will demonstrate a level 3 on the assessment than last year's third grade, increasing from 29% proficiency to 34% proficiency. This year's fourth-grade students, as a cohort, will demonstrate a 5% increase in students achieving a level 3 over last year, increasing from a 29% proficiency rate as third graders to a 34% proficiency rate as fourth-graders. This year's fifth-grade students, as a cohort, will demonstrate a 5% increase in students achieving a level 3 over last year, increasing from a 31% proficiency rate as third graders to a 36% proficiency rate as fifth-graders.
Goal/Priority #2 (G2)	By spring 2020, the following will be achieved on the 2020 Math SBA: 5% more of third-grade students will demonstrate a level 3 on the assessment than last year's third grade, increasing from 33% proficiency to 38% proficiency. This year's fourth-grade students, as a cohort, will demonstrate a 5% increase in students achieving a level 3 over last year, increasing from a 33% proficiency rate as third graders to a 38% proficiency rate as fourth-graders. This year's fifth-grade students, as a cohort, will demonstrate a 5% increase in students achieving a level 3 over last year, increasing from a 40% proficiency rate as third graders to a 45% proficiency rate as fifth-graders.
Goal/Priority #3 (G3)	By June, 2020, the number of office referrals (major behaviors) will decrease by 10% from 332 in 2018-2019 to 298, as measured by the SWIS database.
Goal/Priority #4 (G4)	By spring 2020, the percentage of students with disabilities who achieve a level 3 or better on the ELA SBA will increase from 9.1% to 14.1% By spring 2020, the percentage of students with disabilities who achieve a level 3 or better on the Math SBA will increase from 9.1% to 14.1%

<b>Section 8: DO</b>			
<b>SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)</b>			
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>			
<b>8a. Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. Resources</b>



A1) Implementation of push-in Title I, LAP and EL intervention support for ELA instruction in classrooms.	August 2019 to June 2020.	Principal, Title I/LAP/EL coordinator, general education teachers and special education teachers.	Title I, LAP and EL funds to provide for Title I, LAP and EL coordinators and para educators to assist with implementation.
A2) Implementation of push-in Title I intervention support for math instruction in classrooms.	August 2019 to June 2020.	Principal, Title I/LAP/EL coordinator, general education teachers and special education teachers.	Title I funds to pay provide coordinators and para educators to assist with implementation.
A3) Continued implementation of Positive Behavioral Interventions and Supports program at A.J. West.	August 2019 to June 2020.	Principal and school PBIS committee	Continued district general education funding of PBIS program, and continued PBIS professional development provided by the school district.
A4) Leadership team will analyze assessment data to ensure students are making adequate progress toward our goals. Leadership team will make recommendations for action if adequate progress is not being achieved.	September 2019 to June 2020.	Principal and Leadership team	Leadership team access to SWIS and MAP data. Time to meet.
A5) Title I/LAP/EL coordinator, in collaboration with principal and Leadership Team, will provide guidance for classroom teachers in data study activities during staff meeting time.	September 2019 to June 2020.	Principal and Leadership team	Allotted staff meeting time
A6) Grade-level teams will meet every six weeks to review data and adjust instructional strategies in collaboration with Title I/LAP/EL coordinator.	September 2019 to June 2020.	Title I/LAP/EL Coordinator, Principal	Title I/LAP/EL Coordinator, access to SBA, curricular, DIBELS and MAPS data
A7) EL students will receive an average of 100 minutes per week of Imagine Learning instruction to help promote language acquisition skills and vocabulary.	September 2019 to June 2020.	Title I/LAP/EL Coordinator, classroom teachers	Subscription to Imagine Learning application.
A8) Grade-level teams have created goals and action plans to emphasize increased student performance in writing/communication in EL.	September 2019 to June 2020.	Title I/LAP/EL Coordinator, classroom teachers, Principal	Staff meeting time

## 8e. Budget Table

Updated April 24, 2019 by Title I, Part A Office and the Office of System and School Improvement at OSPI

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
A1) Implementation of push-in Title I, LAP and EL intervention support for ELA instruction in classrooms.	Title I, LAP and EL	District Funded
A2) Implementation of push-in Title I intervention support for math instruction in classrooms.	Title I	District Funded
A3) Continued implementation of Positive Behavioral Interventions and Supports program at A.J. West.	Basic Education	District Funded
A4) Leadership team will analyze assessment data to ensure students are making adequate progress toward our goals. Leadership team will make recommendations for action if adequate progress is not being achieved.	Basic Education, Title I, Special Education	District Funded
A5) Title I/LAP/EL coordinator, in collaboration with principal and Leadership Team, will provide guidance for classroom teachers in data study activities during staff meeting time.	Title I, LAP, EL and Basic Education	District Funded
A6) Grade-level teams will meet every six weeks to review data and adjust instructional strategies in collaboration with Title I/LAP/EL coordinator.	Title I, LAP, EL and Basic Education	District Funded
A7) EL students will receive an average of 100 minutes per week of Imagine Learning instruction to help promote language acquisition skills and vocabulary.	EL	District Funded
A8) Grade-level teams have created goals and action plans to emphasize increased student performance in writing/communication in EL.	Basic Education	District Funded

## Section 9a: STUDY

*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.*

### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study

*(Prior to implementation) What evidence will you examine to evaluate if your activities are working?*

For our ELA growth goal, we will be utilizing MAP testing data for grades 2-5 to verify that students are making appropriate growth for us to meet our goal. We will utilize the NWEA growth report and the projected proficiency report to gauge our progress toward our goals throughout the year. Grades K-1 will be monitored utilizing DIBELS assessments.

For our Math growth goal, we will also monitor MAP testing data for grades K-5, including the projected proficiency report to help us assess our progress. Grades K-1 will utilize curriculum assessments from My Math.

For our behavior goal, we will utilize monthly SWIS data to assess our progress.

## Section 9b: STUDY

*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.*

### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study

*(SY 19-20 mid-year implementation)  
Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?*

Click or tap here to enter text.

## Section 10: ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust

*(SY 19-20 mid-year implementation)  
What adjustments to your activities are*

Click or tap here to enter text.

<i>you making after examining the results of your progress monitoring?</i>	
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**Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)**

Format TBD

**Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Washington School Improvement Framework</li><li><input type="checkbox"/> WaKIDS</li><li><input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li><li><input type="checkbox"/> Universal Screening</li><li><input type="checkbox"/> Progress Monitoring Data</li><li><input type="checkbox"/> Curriculum Based Assessments</li><li><input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li><li><input type="checkbox"/> Credit Attainment</li><li><input type="checkbox"/> Stick Rate</li><li><input type="checkbox"/> Student Mobility Data</li><li><input type="checkbox"/> Discipline Referrals</li><li><input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)</li><li><input type="checkbox"/> Restraint and Isolation Data</li><li><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</li><li><input type="checkbox"/> Healthy Youth Survey</li><li><input type="checkbox"/> School Climate data</li><li><input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> English Language Proficiency Data (i.e. ELPA)</li><li><input type="checkbox"/> Title III Data</li><li><input type="checkbox"/> Special Education Eligibility/Disproportionality Data</li><li><input type="checkbox"/> Special Education Placement Data (LRE)</li><li><input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li><li><input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li><li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li><li><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li><li><input type="checkbox"/> Extra-curricular activities participation</li><li><input type="checkbox"/> Fiscal and Financial Data</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li></ul> |
|--|--|

**Section 13: PLAN****SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES  
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

Goal/Priority #1 (G1)	Click or tap here to enter text.
Goal/Priority #2 (G2)	Click or tap here to enter text.
Goal/Priority #3 (G3)	Click or tap here to enter text.

**Section 14: DO****SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/  
COMPONENT 4 COORDINATION AND INTEGRATION)**

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1)			
A2)			
A3)			

**Section 14e. Budget Table**

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1)		
A2)		

A3)		
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<b>Section 15a STUDY</b>	
<i>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.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	Click or tap here to enter text.

<b>Section 15b STUDY</b>	
<i>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.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(SY 20-21 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.

<b>Section 15c STUDY</b>	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.



### Section 16a ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

#### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
(SY 20-21 mid-year implementation)  
What adjustments to your activities are you making after examining the results of your progress monitoring?

Click or tap here to enter text.

### Section 16b ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

#### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
( "End" of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?

Click or tap here to enter text.

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

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

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

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

**Section 1: Building Data**

<b>1a. Building:</b> Central Park Elementary School	<b>1g. Grade Span:</b> K-5 <sup>th</sup> grade <b>School Type:</b> Elementary
<b>1b. Principal:</b> John Crabb	<b>1h. Building Enrollment:</b> 164
<b>1c. District:</b> Aberdeen School District	<b>1i. F/R Percentage:</b> 59%
<b>1d. Board Approval Date:</b> Click or tap here to enter text.	<b>1j. Special Education Percentage:</b> 14%
<b>1e. Plan Date:</b> Nov 5th	<b>1k. English Learner Percentage:</b> 5%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  Foundational	

**Section 2: School Leadership Team Members**

**Parent-Community Partners**

Please list by (Name, Title/Role)

Susan Ball 5 <sup>th</sup> grade teacher	Anna Halberg-Fisher, parent
Connie Chicano 3 <sup>rd</sup> grade teacher	Marnie Ranheim, Counselor
Beth Crollard Sped teacher/Title 1 teacher	Click or tap here to enter text.

**Section 3: Vision Statement**

**Vision Statement:**

Our graduates are goal-oriented, independent and capable; passionate in pursuit of their aspirations; resilient and adaptable risk takers, and fully engaged in improving their lives and the lives of others.

**Section 4: Culture of Equity Description/Statement**

At Central Park, equity is about treating all children as the individuals that they are, not treating all children the same. That's why we are deeply committed to ensuring that all students receive what they personally need to develop to their full potential and succeed, and to narrowing the achievement/opportunity gap between our highest and lowest performing students.

## Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6 unless they are a Title I, Part A Targeted Assistance Program.

If you are a Title I, Part A Targeted Assistance Program and you have submitted a needs assessment Summary to OSSI, please still complete the questions below in [blue](#).

*Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).*

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

Most student groups are performing below the school and state levels, the only exception are students with mix race and they are performing slightly better than district scores.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Many groups are at the poverty level and ELL as well.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

- a. What strengths do they possess?

For the most part good family support, good attendance, and veteran teaching staff

- b. What challenges do they face?

Most(59%) students at Central Park are considered Low Income.

- c. What are some important relationships in their life?

All students have at least one loving and supporting family member in their life

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

- a. Please describe how you select students for the program based on multiple criteria e.g. Student Data, Teacher Referral, Previous Placement, etc.

Student Data- via MAP testing and DIBELS, Teacher Referral -. Our teacher rating 1-4 1 being low

- b. Describe the process used to create the rank-order list of students identified to receive services e.g. grade level, age, failing or at risk of failing, not meeting standards, etc.

Use of Benchmark testing combined with teacher rating we get an average based on both ranking systems.

- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

When kids qualify for LAP services they are monitored with progress monitoring, classroom assessments, and benchmark assessments.

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

. This year, we selected to do a staff book study regarding the Restorative Justice. This focus directly connects with treating students with equity, respect and honors all to restore relationships in classroom.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

We plan to give professional development during staff meetings throughout the school year in the area of restorative justice.

For all paras, our Title 1/LAP teacher and Principal will lead professional development focused on the book, Para Pro: Supporting the Instructional Process. This will develop our paraprofessional's skills in supporting struggling students, developing a positive climate, facilitating instructional groups, and using successful behavior management strategies.

Our Title 1/LAP teacher and Principal continues to lead professional development with our certified staff regarding MAPS data analysis. Using this data and analyzing student need, we will continue the work of our Data Action Meetings (Grade Level PLC) to strengthen core instruction in Reading and Math.

Our school has discussed and reviewed information regarding Social Emotional Learning, Mindful Moments, and Trauma Informed Practices. At the end of last school year, our teachers met together to purposefully build class rosters using the cluster method to support student learning. Our school also used PBIS strategies to create a positive culture and to communicate clear expectations to students.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Use of our Imagine Learning as a resource for our ELL and Special Education students has been a powerful tool for students and teachers. We have seen 80% of our students in ELL and Special Education meeting their growth goals through our MAP Benchmark testing.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

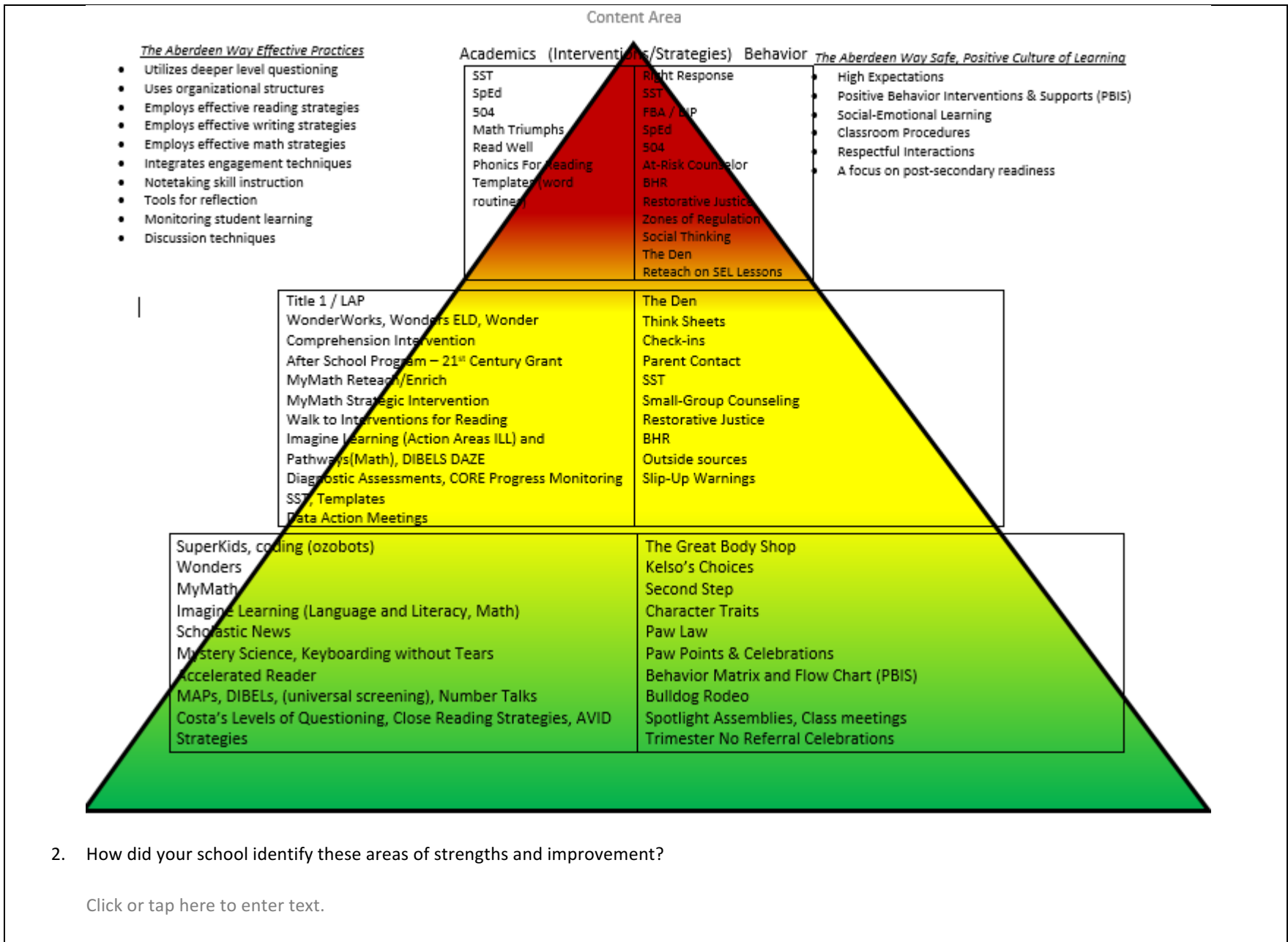
Professional Development will focus on ways to implement tutoring skills and to develop incentives to aid in student achievement.

- b. How will the professional development activities benefit the students receiving targeted assistance services?

Paraprofessionals will be better prepared to work with students in targeted assistance. Students will be better served while accommodations are in place.

### **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.



3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Our school and community systems interact with each other to support students. We have the following programs or services engaged within our schools: BHR, Catholic Community Services, Pacific Science Center, PTO, CPS, Parent/Family Engagement Nights, Open House, Parent/Teacher Conferences, etc. It takes initiative to communicate and follow up with parents or outside agencies to develop continuity of supports. This year, we were able to take advantage of a grant and have the Hands On Children's Museum at our Open House to help families engage in STEM activities. Our teachers use many forms of communication to build relationships with families. Remind, Class Dojo, Classtag, as well as a monthly newsletter all assist us in strengthening communication.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

We have an amazing PTO who sponsors many of our family night at Central Park Elementary School. Would like to incorporate more school related activities to these nights.

5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions

- a. How does your targeted assistance program coordinate with core and additional programs in the school?

At Central Park we use our core standards to guide all our instruction. That being the standard that we aspire all our support to meet.

- b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

We use push in models with our para professional staff to assist those students who have been identified for services.

- c. How do you support transitions between grade-spans?



We support transitions between grade spans by having meetings with outgoing and incoming teachers to provide supports for the students that may need supports set up ahead of time.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that peak their interest?

We do not have electives at our school.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Our Family engagement nights focuses on an academic focus. Math night and Reading night paired with Family Bingo.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

We will know our strategy works by looking at our volunteer hours, family night participation, and feedback from community.

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Washington School Improvement Framework</li> <li><input checked="" type="checkbox"/> WaKIDS</li> <li><input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li> <li><input checked="" type="checkbox"/> Universal Screening</li> <li><input checked="" type="checkbox"/> Progress Monitoring Data</li> <li><input checked="" type="checkbox"/> Curriculum Based Assessments</li> <li><input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li> <li><input type="checkbox"/> Credit Attainment</li> <li><input type="checkbox"/> Stick Rate</li> <li><input type="checkbox"/> Student Mobility Data</li> <li><input checked="" type="checkbox"/> Discipline Referrals</li> <li><input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)</li> <li><input type="checkbox"/> Restraint and Isolation Data</li> <li><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</li> <li><input type="checkbox"/> Healthy Youth Survey</li> <li><input type="checkbox"/> School Climate data</li> <li><input type="checkbox"/> Perceptual Data: (Local/Organization): <a href="#">Click or tap here to enter text.</a></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> English Language Proficiency Data (i.e. ELPA)</li> <li><input type="checkbox"/> Title III Data</li> <li><input type="checkbox"/> Special Education Eligibility/Disproportionality Data</li> <li><input type="checkbox"/> Special Education Placement Data (LRE)</li> <li><input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li> <li><input checked="" type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li> <li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li> <li><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li> <li><input type="checkbox"/> Extra-curricular activities participation</li> <li><input type="checkbox"/> Fiscal and Financial Data</li> <li><input type="checkbox"/> (Other) Benchmark testing</li> <li><input type="checkbox"/> (Other) <a href="#">Click or tap here to enter text.</a></li> <li><input type="checkbox"/> (Other) <a href="#">Click or tap here to enter text.</a></li> </ul> |
|---|--|

<b>Section 7: PLAN</b>	
<b>SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>	
Goal/Priority #1 (G1)	<p><b>3 - 5 measurement; spring 2020 ELA SBA scores</b></p> <ul style="list-style-type: none"> <li>• Third Grade - the percentage of students meeting proficiency will increase from 44% to 47%</li> <li>• Fourth Grade - the percentage of students meeting proficiency will increase from 53% to 56%</li> <li>• Fifth Grade - the percentage of students meeting proficiency will increase from 71% to 74%</li> </ul> <p>Sub-Group Goal(s): EL identified Students in grades 3-5 who achieve a level 3 or 4 in reading will increase from 25% to 30% as measured by the SBA Summative Assessment</p>
Goal/Priority #2 (G2)	<p><b>3 - 5 measurement; spring 2020 Math SBA scores</b></p> <ul style="list-style-type: none"> <li>• Third Grade - the percentage of students meeting proficiency will increase from 59% to 62%</li> <li>• Fourth Grade - the percentage of students meeting proficiency will increase from 59% to 62%</li> <li>• Fifth Grade - the percentage of students meeting proficiency will increase from 43% to 46%</li> </ul> <p>Sub Group goal(s) EL identified Students in grades 3-5 who achieve a level 2, 3 or 4 in math will increase from 25% to 30% as measured by the SBA Summative Assessment.</p>
Goal/Priority #3 (G3)	

## Section 8: DO

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

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
<p>G1A1) Implement a Multi-Tiered System of Support that includes the following:</p> <ul style="list-style-type: none"> <li>• Integrating PBIS and Academic Systems</li> <li>• Implementing with Fidelity</li> <li>• Tiered continuum of Interventions for Behavior and Academics</li> <li>• Data-Based Decision Making</li> </ul> <p>Universal Screening and Progress Monitoring</p>	<p>Initial implementation 2019-20 school year</p>	<p>District MTSS Trifecta Team, John Crabb Principal Beth Crollard Title1/LAP</p>	<p>MTSS Tiered Fidelity Inventory <i>Integrated Multi-Tiered Systems of Support</i> by McIntosh and Goodman</p>
<p>G1 and G2 A2 Intervention Model for Math and Reading:</p> <ul style="list-style-type: none"> <li>• Interventions will be provided within the classroom.</li> <li>• A paraprofessional will push-in to the classroom to assist the classroom teacher with differentiated instruction to support the needs of the learners.</li> <li>• Teachers can use a small-group model or combine resources and use a walk-to- intervention model.</li> </ul>	<p>2019-20 school year</p>	<p>District MTSS Trifecta Team, John Crabb Principal Beth Crollard Title1/LAP</p>	<p><u>Current Available Resources:</u> Letter of the Day Activities SuperKids 10-min Tuck-ins SuperKids Skill Building Book Templates WonderWorks Intervention Multisyllabic Word Routines Wonders Tier 2 Intervention Wonders Foundational Skills Kit Wonders ELD REWARDS Phonics For Reading Read Well MyMath Reteach Practice MyMath Strategic Intervention MyMath ELL Lessons Imagine Learning (Math, Language and Literacy, Math Facts)</p>

G3 A2) Implement Imagine Learning <ul style="list-style-type: none"> <li>School wide Imagine Learning</li> <li>Goal of 20 min a day three days a week with math and Literacy</li> <li>Gage progress through program benchmark and progress monitoring</li> </ul>	2019-20	John Crabb Principal	Imagine Learning University
A3)			

**8e. Budget Table**

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
A1) Professional Development	Basic Ed	\$ 0
A2)		
A3)		

## Section 9a: STUDY

*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.*

### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

#### Study

*(Prior to implementation) What evidence will you examine to evaluate if your activities are working?*

- Smarter Balanced Assessment Data will be used to evaluate if the activities we implemented helped to increase the percentage of students who are proficient in ELA and Math.
- G1,2A1) MTSS Tiered Fidelity Inventory – Used to monitor MTSS implementation
- G1,2A2 and G1A3) We will monitor student progress in interventions and After School Program using Curricular Assessments, Universal Screening (Fall, Winter, Spring), LAP Qualification Matrix, and MAPs Growth Summary Report.
- G1,2A4) MAPs Growth Summary Report will be used to see if newly implemented instructional strategies are helping students to make growth.
- G1,2A5) Assessment data and qualitative data will provide information on if the clustering model supported student learning and assisted our teachers in differentiating instruction.
- The use of Progress Monitoring tools to see if accommodations are effective.
- G1,2A6) DIBELS Assessment Data will be used to see if newly implemented instructional strategies are helping students to make growth.
- G3) Imagine Learning Galileo benchmark testing will be used to check for growth using the Imagine learning program.

## Section 9b: STUDY

*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.*

### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

#### Study

*(SY 19-20 mid-year implementation)  
Provide an evidence-based status update on how your activities are going:  
What is working and what needs adjustment?*

## Section 10: ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust

*(SY 19-20 mid-year implementation)*

*What adjustments to your activities are you making after examining the results of your progress monitoring?*

Click or tap here to enter text.

**Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)**

Format TBD



**Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Washington School Improvement Framework</li><li><input type="checkbox"/> WaKIDS</li><li><input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li><li><input type="checkbox"/> Universal Screening</li><li><input type="checkbox"/> Progress Monitoring Data</li><li><input type="checkbox"/> Curriculum Based Assessments</li><li><input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li><li><input type="checkbox"/> Credit Attainment</li><li><input type="checkbox"/> Stick Rate</li><li><input type="checkbox"/> Student Mobility Data</li><li><input type="checkbox"/> Discipline Referrals</li><li><input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)</li><li><input type="checkbox"/> Restraint and Isolation Data</li><li><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</li><li><input type="checkbox"/> Healthy Youth Survey</li><li><input type="checkbox"/> School Climate data</li><li><input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> English Language Proficiency Data (i.e. ELPA)</li><li><input type="checkbox"/> Title III Data</li><li><input type="checkbox"/> Special Education Eligibility/Disproportionality Data</li><li><input type="checkbox"/> Special Education Placement Data (LRE)</li><li><input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li><li><input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li><li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li><li><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li><li><input type="checkbox"/> Extra-curricular activities participation</li><li><input type="checkbox"/> Fiscal and Financial Data</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li></ul> |
|--|--|

<b>Section 13: PLAN</b>	
<b>SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>	
Goal/Priority #1 (G1)	Click or tap here to enter text.
Goal/Priority #2 (G2)	Click or tap here to enter text.
Goal/Priority #3 (G3)	Click or tap here to enter text.

<b>Section 14: DO</b>			
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)</b>			
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>			
<b>14a. Activity</b>	<b>14b. Timeframe for Implementation</b>	<b>14c. Lead(s)</b>	<b>14d. Resources/Budget</b>
A1)			
A2)			
A3)			

**Section 14e. Budget Table**

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
A1)		
A2)		

A3)		
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<b>Section 15a STUDY</b>	
<i>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.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	Click or tap here to enter text.

<b>Section 15b STUDY</b>	
<i>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.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(SY 20-21 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.

<b>Section 15c STUDY</b>	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.

## Section 16a ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
(SY 20-21 mid-year implementation)  
What adjustments to your activities are you making after examining the results of your progress monitoring?

Click or tap here to enter text.

## Section 16b ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
( "End" of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?

Click or tap here to enter text.

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

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

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

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

**Section 1: Building Data**

<b>1a. Building:</b> McDermoth	<b>1g. Grade Span:</b> Kindergarten – Fifth Grade <b>School Type:</b> Elementary School
<b>1b. Principal:</b> Bryan McKinney	<b>1h. Building Enrollment:</b> 299 students
<b>1c. District:</b> Aberdeen School District	<b>1i. F/R Percentage:</b> 100% (72% according to OSPI Report Card)
<b>1d. Board Approval Date:</b> 11/5/19	<b>1j. Special Education Percentage:</b> 15.4%
<b>1e. Plan Date:</b> 8/20/19	<b>1k. English Learner Percentage:</b> 11.7%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  Targeted 1-2	

**Section 2: School Leadership Team Members**

**Parent-Community Partners**

Please list by (Name, Title/Role)

Bryan McKinney - Principal	Theresa Fleming – PTO President
Amber Melville – Title 1/LAP Teacher	Click or tap here to enter text.
McDermoth Certificated Teachers	Click or tap here to enter text.

### **Section 3: Vision Statement**

In a collaborative process during the 2018-2019 school year, staff members, students, and parents developed a new school motto (When put to the test, we always give our BULLDOG BEST!). This year, stakeholders will participate in the making of a word cloud regarding the current perceptions of our school and our vision for the future.

### **Section 4: Culture of Equity Description/Statement**

At McDermoth, we treat absolutely everyone with respect. All students will receive an excellent education.

## Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6 unless they are a Title I, Part A Targeted Assistance Program.

If you are a Title I, Part A Targeted Assistance Program and you have submitted a needs assessment Summary to OSSI, please still complete the questions below in [blue](#).

*Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).*

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

All student groups (Low Income, Students with Disabilities, ELL, etc.) are on an upward growth trend from 2015-2017 to 2016-2018 on the WSIF.

Students with Disabilities have the lowest composite final score of 1.9 on the WSIF.

EL Progress Rate had a -5 decile change from 2015-2017 to 2016-2018. We are currently waiting on the state to report our EL Progress Rate from 2018-19 (our initial score analysis shows an estimated EL Progress Rate of 86%).

46.5% of McDermoth students achieved High ELA Growth and 34.6% achieved High Math Growth on the Smarter Balanced Assessment (SBA).

For the 2018-2019 school year, 111.68% of McDermoth students met their projected RIT growth in Math and 125.04% met the projected RIT growth in Reading on MAPs. For the 2017-2018 school year, McDermoth students met 91.87% of the projected RIT growth in Math and 98.56% of projected RIT growth in Reading. In comparing the two school years, this shows an increase of 19.81 percentage points in Math and an increase of 26.48 percentage points in Reading for a total increase of 46.29 percentage points.

As a whole staff, we decided to focus on helping our students in Math. Based on our MAPS data, we would like to improve students' number sense and problem solving. On the SBA, it was noted that students performed better on the sections that were taught near the dates of the test. Our staff discussed helping students retain math skills from the whole school year and reviewing content throughout the school year.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

Our school would like to improve attendance and incentivize our students coming to school. Our school has revamped many systems that have contributed to the positive successes that we had last year. We have great educators in our building who care about students and their growth. Our school's academic and behavior interventions were more organized and successful. Staff members feel that our building has more consistency and has worked hard to build a positive culture of learning. We had a 42% drop in our school's total number of discipline referrals (tracked through SWIS). Our school has concerns about our math curriculum. Our staff would like a math curriculum that aligns better to our state standards and contains more rigorous student tasks.

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

- a. What strengths do they possess?

We believe that our students are great kids. Our students battle adversity and have developed a sense of resiliency. Our students are kind and welcoming to others. Our students have a desire to be successful.

- b. What challenges do they face?

Many of our students come from poverty and families who do not hold education in high regard. Many students live in a home setting that lacks structure. While parents are supportive of our school, there is minimal involvement in students' education.

- c. What are some important relationships in their life?

Teachers, parents, peers, siblings and extended family – many students are raised by their grandparents.

4. [Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students](#)



- a. Please describe how you select students for the program based on multiple criteria e.g. Student Data, Teacher Referral, Previous Placement, etc.

Click or tap here to enter text.

- b. Describe the process used to create the rank-order list of students identified to receive services e.g. grade level, age, failing or at risk of failing, not meeting standards, etc.

Click or tap here to enter text.

- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Click or tap here to enter text.

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

We are working to live by our new school motto, “When put to the test, we always give our BULLDOG BEST!” This motto was selected through a voting process that involved our parents, staff members, and all of our students. Our staff and students have worked to praise positive effort and recognize growth. This year, we selected to do a staff book study regarding the Growth Mindset. Each month we have a growth mindset mantra that we discuss with our students. Our staff wears a ribbon that hangs from their name badges corresponding to our growth mindset mantra of the month. At the end of each month, each class nominates a student to receive the ribbon as an award. Our first growth mindset mantra was Everyone can learn! This statement encompasses our feelings towards our vision and equity statement.

2. What professional learning and support have you identified that the school’s staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

Reflecting on the 2018-19 school year, several certificated staff members expressed an interest in using growth mindset to shift student’s perspectives. The staff agreed this was an area of need for our student population. In supporting staff with this work, we purchased and dispersed *The Growth Mindset Coach* book to ALL staff members. We plan to give professional development during staff meetings throughout the school year.

For all paras, our Title 1/LAP teacher is leading professional development focused on the book, *Para Pro: Supporting the Instructional Process*. This will develop our paraprofessional’s skills in supporting struggling students, developing a positive climate, facilitating instructional groups, and using successful behavior management strategies.

Our Title 1/LAP teacher continues to lead professional development with our certified staff regarding MAPS data analysis. Using this data and analyzing student need, we will continue the work of our Data Action Meetings (Grade Level PLC) to strengthen core instruction in Reading and Math.

Our school has discussed and reviewed information regarding Social Emotional Learning, Mindful Moments, and Trauma Informed Practices. At the end of last school year, our teachers met together to purposefully build class rosters using the cluster method to support student learning. Our school also used PBIS strategies to create a positive culture and to communicate clear expectations to students.

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Our staff and students are proud of the growth we achieved last year from MAPS and SWIS data. In 2018-2019, our school continued the implementation of our Tier 1 Positive Behavior Intervention and Supports systems with fidelity and this has led to a dramatic decrease in the amount of discipline referrals.

Additionally, our school started Data Action Meetings (Grade Level PLC) to regularly meet with grade levels to discuss data and what action steps would lead to supporting all students in making progress and achieving success. We began this process with providing professional development on data analysis and will continue this work throughout the current school year. This proved to be successful in increasing the percentage of RIT growth met on the MAPs Reading and Math assessment.

4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development**

- a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

Click or tap here to enter text.

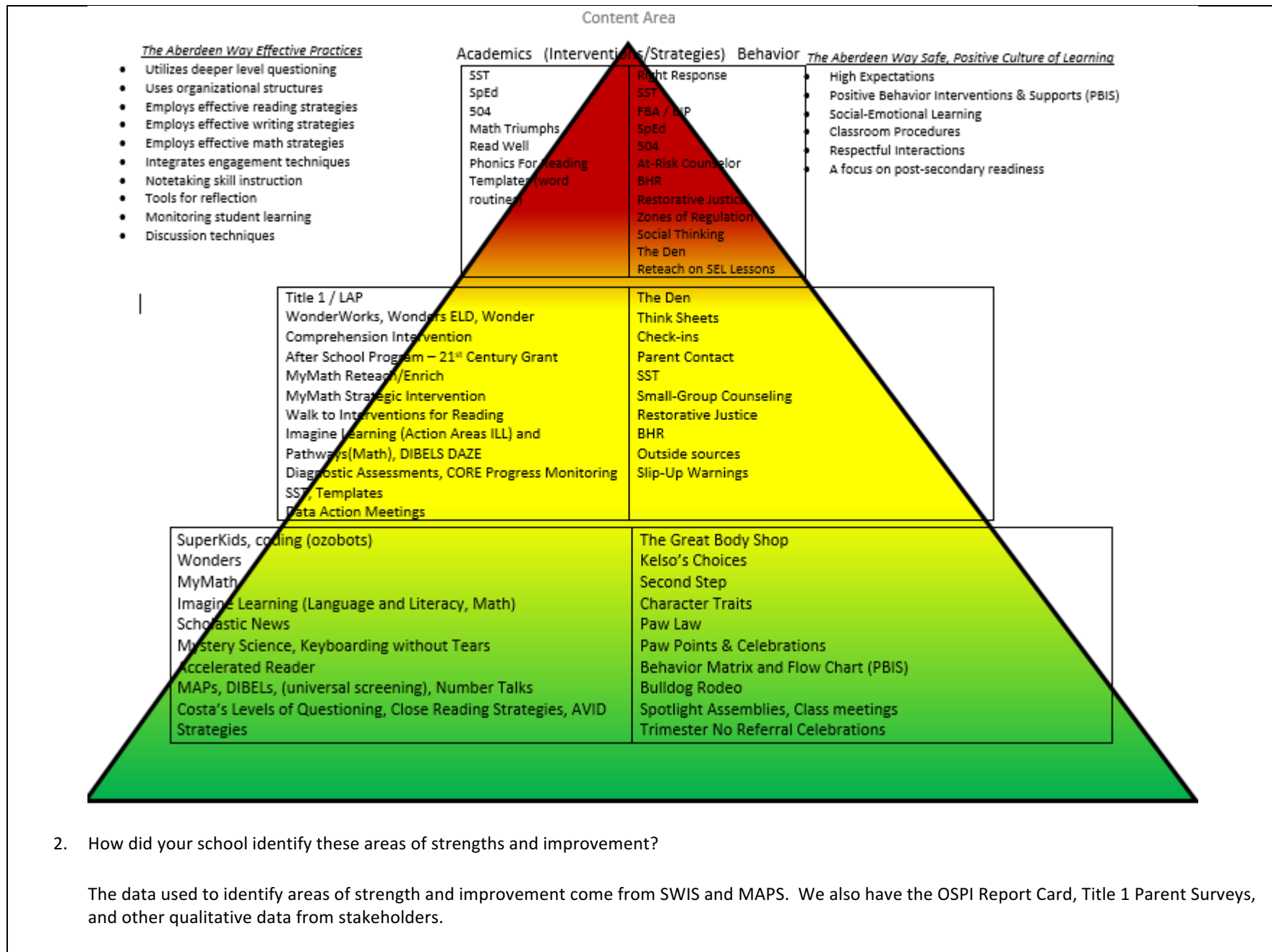
- b. **How will the professional development activities benefit the students receiving targeted assistance services?**

Click or tap here to enter text.

### **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Our school has completed a large amount of work to develop our student support systems. Last year, our school had a KIDS Room staff member who had the job of working with students on their behavior. The position was not working for our building to meet the challenges our students and teachers were facing. We rebranded the KIDS room position the PAC (Positive Attitude Coach), who supports students through the DEN (Destination of Emotional Needs). Our counselor is using data to identify needs and target specific instruction to classrooms, groups, and individuals. We created a PAW Points system to provide incentives to students for following our rules (called the Paw Law). Points are awarded daily for grade levels with no behavior referrals and for the grade level with the best attendance percentage. We also have trimester rewards for students who have not had any office referrals. The students who cannot go to these rewards engage in SEL lessons. Our staff built a library and SEL lessons to share in Google Drive. Our school has also reworked our academic supports for our struggling learners including the use of many research-based practices, templates, and routines. All of these strategies have helped us as a school support our students and build a system conducive to meeting the many needs of our population. The following graphic shows the supports we offer through the MTSS model:



3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

Our school and community systems interact with each other to support students. We have the following programs or services engaged within our schools: BHR, Catholic Community Services, Pacific Science Center, PTO, CPS, Parent/Family Engagement Nights, Open House, Parent/Teacher Conferences, etc. It takes initiative to communicate and follow up with parents or outside agencies to develop continuity of supports. This year, we were able to take advantage of a grant and have the Hands On Children's Museum at our Open House to help families engage in STEM activities. Our teachers use many forms of communication to build relationships with families. Remind, Class Dojo, Classtag, as well as a monthly newsletter all assist us in strengthening communication.

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Last year, our staff developed a community night for our families. Our staff presented lessons on fact fluency, growth mindset, STEM challenges, and reading strategies. We had 81 students and parents join us for the event. We would like to offer a similar night this year for families to assist them in supporting their students. We would also like to see more parents/guardians attend our PTO Meetings (which we have seen an increase so far this year) and parents taking advantage of book bags for reading at home.

5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions

- a. How does your targeted assistance program coordinate with core and additional programs in the school?

Click or tap here to enter text.

- b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Click or tap here to enter text.

- c. How do you support transitions between grade-spans?

Click or tap here to enter text.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that peak their interest?

Click or tap here to enter text.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Click or tap here to enter text.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Click or tap here to enter text.

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

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Washington School Improvement Framework</li> <li><input checked="" type="checkbox"/> WaKIDS</li> <li><input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li> <li><input checked="" type="checkbox"/> Universal Screening</li> <li><input type="checkbox"/> Progress Monitoring Data</li> <li><input type="checkbox"/> Curriculum Based Assessments</li> <li><input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li> <li><input type="checkbox"/> Credit Attainment</li> <li><input type="checkbox"/> Stick Rate</li> <li><input type="checkbox"/> Student Mobility Data</li> <li><input checked="" type="checkbox"/> Discipline Referrals</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA)</li> <li><input type="checkbox"/> Title III Data</li> <li><input type="checkbox"/> Special Education Eligibility/Disproportionality Data</li> <li><input type="checkbox"/> Special Education Placement Data (LRE)</li> <li><input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li> <li><input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li> <li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li> <li><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li> <li><input type="checkbox"/> Extra-curricular activities participation</li> <li><input type="checkbox"/> Fiscal and Financial Data</li> </ul>
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**Section 6: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

- Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)
- Restraint and Isolation Data
- Time out of class (e.g., visits to nurse, counselor, etc.)
- Healthy Youth Survey
- School Climate data
- Perceptual Data: (Local/Organization): Click or tap here to enter text.

- (Other) Click or tap here to enter text.
- (Other) Click or tap here to enter text.
- (Other) Click or tap here to enter text.



## Section 7: PLAN

### SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

Goal/Priority #1 (G1)	<p>Smarter Balanced Assessment Goals:</p> <p>Goal: 3 - 6 measurement; spring 2020 ELA SBA scores</p> <ul style="list-style-type: none"><li>• Third Grade - The percentage of students meeting proficiency will increase from 45% to 48%</li><li>• Fourth Grade - The percentage of students meeting proficiency will increase from 47% to 50%</li><li>• Fifth Grade - The percentage of students meeting proficiency will increase from 40% to 43%</li></ul> <p>• Sub-Group Goal(s): The percentage of students receiving special education supports who achieve a proficiency level of 2, 3, or 4 will increase from 24% to 29%</p> <p>Goal: 3 - 6 measurement; spring 2020 Math SBA scores</p> <ul style="list-style-type: none"><li>• Third Grade - The percentage of students meeting proficiency will increase from 43% to 46%</li><li>• Fourth Grade - The percentage of students meeting proficiency will increase from 30% to 33%</li><li>• Fifth Grade - The percentage of students meeting proficiency will increase from 35% to 38%</li></ul> <p>• Sub-Group Goal(s): The percentage of students receiving special education supports who achieve a proficiency level of 2, 3, or 4 will increase from 10% to 15%</p>
Goal/Priority #2 (G2)	Increase Parent Family Engagement and participation at school sponsored educational events (such as PTO meetings and family nights centered on academics).
Goal/Priority #3 (G3)	Growth Mindset: Create a growth-oriented classroom environment and school culture.

**Section 8: DO**

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

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
<p>G1A1) Implement a Multi-Tiered System of Support that includes the following:</p> <ul style="list-style-type: none"> <li>• Integrating PBIS and Academic Systems</li> <li>• Implementing with Fidelity</li> <li>• Tiered continuum of Interventions for Behavior and Academics</li> <li>• Data-Based Decision Making</li> <li>• Universal Screening and Progress Monitoring</li> </ul>	<p>Initial implementation 2019-20 school year</p>	<p>District MTSS Trifecta Team, Bryan McKinney (Principal), Amber Melville (Title 1/LAP), McDermoth Certified Staff</p>	<p>MTSS Tiered Fidelity Inventory <i>Integrated Multi-Tiered Systems of Support</i> by McIntosh and Goodman</p>
<p>G1A2) Push-In Intervention Model for Math and Reading:</p> <ul style="list-style-type: none"> <li>• Interventions will be provided within the classroom.</li> <li>• A paraprofessional will push-in to the classroom to assist the classroom teacher with differentiated instruction to support the needs of the learners.</li> <li>• Teachers can use a small-group model or combine resources and use a walk-to- intervention model.</li> </ul>	<p>2019-20 school year</p>	<p>Bryan McKinney (Principal), Amber Melville (Title 1/LAP), McDermoth Certified Staff, Classified Staff</p>	<p><u>Current Available Resources:</u>            Letter of the Day Activities            SuperKids 10-min Tuck-ins            SuperKids Skill Building Book Templates            WonderWorks Intervention            Multisyllabic Word Routines            Wonders Tier 2 Intervention            Wonders Foundational Skills Kit            Wonders ELD            REWARDS            Phonics For Reading            Read Well            MyMath Reteach Practice            MyMath Strategic Intervention            MyMath ELL Lessons            IXL            Imagine Learning (Math, Language and Literacy, Math Facts)</p>

<p>G1A3) 21<sup>st</sup> Century Grant –Before/After School Program: Students receive targeted assistance and adult tutoring with homework, STEM project-based learning, and differentiated instruction online using Imagine Learning (Math and Language and Literacy)</p>	<p>Initial implementation 2019-20 school year, Continue implementation 2020-2024 (5 year grant). Students attend four days weekly for up to 3 hours per day.</p>	<p>Breanne Johnson (3<sup>rd</sup> Grade Teacher, 21<sup>st</sup> Century Grant After School Program Coordinator)</p>	<p>All resources provided by 21<sup>st</sup> Century Grant Funding</p>
<p>G1A4) Math Focus: Continue implementation of Grade Level PLC (Data Action Meetings) with focused discussion on Mathematics and professional development regarding data analysis and data “action.” The PLC meeting will focus on identifying data trends in Math, discussing the action to be taken based on the data, and implementing new instructional strategies.</p>	<p>Each Grade Level PLC will meet 4 times during the 2019-20 school year. The professional development will be scheduled during staff meetings after universal screening in the Fall, Winter and Spring of the 2019-20 school year.</p>	<p>Bryan McKinney (Principal), Amber Melville (Title 1/LAP), Grade Level PLC participants.</p>	<p>MAPs Reports MyMath Resources</p>
<p>G1A5) Cluster Model for grouping students based on academic areas.</p>	<p>2019-20 school year</p>	<p>Bryan McKinney, McDermoth Certified Staff</p>	<p>ESD 113</p>
<p>G2A1) Offer dinner during all of the PTO meetings in order to increase attendance. Currently, the PTO meeting is during a family meal time, so offering dinner may increase attendance.</p>	<p>2019-20 school year</p>	<p>Amber Melville (Title 1/LAP), Theresa Fleming (PTO President)</p>	<p>Title 1 Parent/Family Engagement Funds</p>

<p>G2A2) Book Bag Family Engagement Program: All students attending the After School Program will receive a book bag, folder, and basic school supplies to use to complete book projects with families. The After School Program staff will help students set weekly independent reading goals and support students with book choices. Parents and families will assist students with reading and completing book projects.</p>	<p>2019-20 school year</p>	<p>Amber Melville (Title 1/LAP), Breanne Johnson (21<sup>st</sup> Century Grant After School Program Coordinator), After School Program Staff</p>	<p>Book Bags Trade books at various reading levels Folder Pencils Colored Pencils Crayons Scholastic Book Projects PDF Reading Resources for Parents</p>
<p>G2A3) Hands On Children’s Museum Partnership: The Hands On Children’s Museum is partnering with our school to increase parent family engagement by offering STEM projects and stations during our annual Open House, a STEM family night, and a visit to our school to provide STEM lessons for each grade level.</p>	<p>2019-20 school year</p>	<p>Bryan McKinney (Principal), Hands On Children’s Museum Outreach Coordinator</p>	<p>All resources provided by the Hands On Children’s Museum.</p>
<p>G3A1) <a href="#">Growth Mindset Book Study</a>: Reflecting on the 2018-19 school year, several certificated staff members expressed an interest in using growth mindset to shift student’s learning mindsets. The staff agreed this was an area of need for our student population. The leadership team will provide professional development regarding the book’s content during staff meetings throughout the school year.</p>	<p>Throughout the 2019-20 school year</p>	<p>Bryan McKinney (Principal), Certified and Classified Staff</p>	<p>Text: The Growth Mindset Coach by Annie Brock and Heather Hundley (Based on the work of Carol Dweck)</p>

**8e. Budget Table**

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
All activity funding provided in the resource section of 8.		
A2)		
A3)		

Section 9a: STUDY	
<p><i>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.</i></p>	
(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
<p>Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i></p>	<p>G1) Smarter Balanced Assessment Data will be used to evaluate if the activities we implemented helped to increase the percentage of students who are proficient in ELA and Math.</p> <ul style="list-style-type: none"> <li>• G1A1) MTSS Tiered Fidelity Inventory – Used to monitor MTSS implementation</li> <li>• G1A2 and G1A3) We will monitor student progress in interventions and After School Program using Curricular Assessments, Universal Screening (Fall, Winter, Spring), LAP Qualification Matrix, and MAPs Growth Summary Report.</li> <li>• G1A4) MAPs Growth Summary Report will be used to see if newly implemented instructional strategies are helping students to make growth.</li> <li>• G1A5) Assessment data and qualitative data will provide information on if the clustering model supported student learning and assisted our teachers in differentiating instruction.</li> </ul> <p>G2) Surveys will be provided following Parent/Family engagement activities in order to receive feedback that can be used to increase attendance at subsequent events.</p> <ul style="list-style-type: none"> <li>• G2A1) Sign-in sheets will be used to monitor if offering dinner at PTO meetings increased attendance when compared to the prior year.</li> <li>• G2A2) Completed book projects and reading logs will be used to monitor family engagement with the reading process with book bags.</li> <li>• G2A3) Sign-in sheets will be used to monitor if the community partnership (HOCCM) increased attendance at family events when compared to the prior year.</li> </ul> <p>G3A1) Staff will be given the opportunity to provide anecdotal feedback about the Growth Mindset book study during the provided professional development time.</p>

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<b>Section 9b: STUDY</b>	
<i>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.</i>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
<p>Study  <i>(SY 19-20 mid-year implementation)</i>  <i>Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p>Click or tap here to enter text.</p>

<b>Section 10: ADJUST</b>	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.</i>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
<p>Adjust  <i>(SY 19-20 mid-year implementation)</i>  <i>What adjustments to your activities are you making after examining the results of your progress monitoring?</i></p>	<p>Click or tap here to enter text.</p>

**Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)**

Format TBD

**Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Washington School Improvement Framework</li><li><input type="checkbox"/> WaKIDS</li><li><input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li><li><input type="checkbox"/> Universal Screening</li><li><input type="checkbox"/> Progress Monitoring Data</li><li><input type="checkbox"/> Curriculum Based Assessments</li><li><input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li><li><input type="checkbox"/> Credit Attainment</li><li><input type="checkbox"/> Stick Rate</li><li><input type="checkbox"/> Student Mobility Data</li><li><input type="checkbox"/> Discipline Referrals</li><li><input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)</li><li><input type="checkbox"/> Restraint and Isolation Data</li><li><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</li><li><input type="checkbox"/> Healthy Youth Survey</li><li><input type="checkbox"/> School Climate data</li><li><input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> English Language Proficiency Data (i.e. ELPA)</li><li><input type="checkbox"/> Title III Data</li><li><input type="checkbox"/> Special Education Eligibility/Disproportionality Data</li><li><input type="checkbox"/> Special Education Placement Data (LRE)</li><li><input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li><li><input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li><li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li><li><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li><li><input type="checkbox"/> Extra-curricular activities participation</li><li><input type="checkbox"/> Fiscal and Financial Data</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li><li><input type="checkbox"/> (Other) Click or tap here to enter text.</li></ul> |
|--|--|



**Section 13: PLAN****SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES  
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

Goal/Priority #1 (G1)	Click or tap here to enter text.
Goal/Priority #2 (G2)	Click or tap here to enter text.
Goal/Priority #3 (G3)	Click or tap here to enter text.

**Section 14: DO****SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/  
COMPONENT 4 COORDINATION AND INTEGRATION)**

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1)			
A2)			
A3)			

**Section 14e. Budget Table**

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1)		
A2)		

A3)		
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<b>Section 15a STUDY</b>	
<i>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.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	Click or tap here to enter text.

<b>Section 15b STUDY</b>	
<i>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.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(SY 20-21 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.

<b>Section 15c STUDY</b>	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.

### Section 16a ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

#### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
(SY 20-21 mid-year implementation)  
What adjustments to your activities are you making after examining the results of your progress monitoring?

Click or tap here to enter text.

### Section 16b ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

#### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
( "End" of implementation) How are you thinking about spreading, scaling, and/or sustaining what has been effective?

Click or tap here to enter text.

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

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

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

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

**Section 1: Building Data**

<b>1a. Building:</b> Robert Gray Elementary	<b>1g. Grade Span:</b> K-5 <b>School Type:</b> Elementary
<b>1b. Principal:</b> Jamie Dunn-Stotler	<b>1h. Building Enrollment:</b> 293
<b>1c. District:</b> Aberdeen School District #5	<b>1i. F/R Percentage:</b> 79.79% (As of September 2019)
<b>1d. Board Approval Date:</b> Click or tap here to enter text.	<b>1j. Special Education Percentage:</b> 19%
<b>1e. Plan Date:</b> October 28, 2019	<b>1k. English Learner Percentage:</b> 21%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b> Foundational Supports	

**Section 2: School Leadership Team Members  
Parent-Community Partners**

Please list by (Name, Title/Role)

Jamie Dunn-Stotler, Principal	Myka Jugum, 3rd grade
Alicia Henderson, Superintendent	Tosha Love, 1st Grade
Allison Fagerstedt, Title I	Carrie Erwin, 4th grade
Carla White, Special Education	Janice Williams, 5th grade
	Sarah Protheroe, 2nd grade

### **Section 3: Vision Statement**

We believe all students at Robert Gray Elementary will achieve high academic and social expectations and we have the power to make that a reality.

### **Section 4: Culture of Equity Description/Statement**

We define educational equity as each student having what they need to reach their full potential. Robert Gray's mission is that all students have opportunities for student-centered learning, which we characterize as learning designed based on each individual student's needs. When fully implemented, student-centered is thus, by definition, equitable learning.

## Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals.

Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6 unless they are a Title I, Part A Targeted Assistance Program.

If you are a Title I, Part A Targeted Assistance Program and you have submitted a needs assessment Summary to OSSI, please still complete the questions below in [blue](#).

*Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).*

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

The students at Robert Gray Elementary in grades 3-5th, are scoring lower than the state average on the SBA Assessment in all areas: Reading (33.5%), Math (38.9%) and Science (30.4%). In comparison to other elementary schools in the Aberdeen School District, Robert Gray students are scoring within an average of the district in all areas assessed. The English Language Learner population is scoring below state average for both ELA (47%) and Math (38%) on the SBA assessment, and are within average range compared to other elementary schools within the district. Based on data, 28% of the students attending Robert Gray have demonstrated high math growth, and 25% of students have demonstrated ELA growth.

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.
  - A. Frequent tardiness and absences reducing attendance rates to 88% having regular attendance:
    - School wide incentive program focused on improving classroom perfect attendance
    - Individual perfect attendance program focused on improving individual school attendance
  - B. High population of Special Education students
    - In classroom support for students to work toward IEP goal achievement
    - Small group pull out support to work toward IEP goal achievement
  - C. High population of ELL and increased numbers of Newcomers
    - Newcomer morning group to support language and vocabulary acquisition
    - Implementation of Imagine Language and Literacy program for a minimum of 20 minutes per day
    - Daily classroom EL support by an EL para to increase language and vocabulary acquisition
  - D. High population of social and economic disadvantaged students:

PBIS framework is fully implemented with a focus on social and emotional support and learning in the classroom.

Implementation of classroom social and emotional support: class meetings; classroom based incentives; Mindful Moments

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

a. What strengths do they possess?

The student is resilient. The student is responsive to Tier I preventative measures for both academic and behavioral supports. The student has a strong system at school to increase academic achievement, and meeting social and emotional needs. There is a want to improve and grow academically.

b. What challenges do they face?

The student has a strong need to increase academic language and vocabulary to be able to complete the district adopted curriculums for all areas. The student faces challenges with academic support outside of the school environment, due to a lack of knowledge and understanding from the parents to support with homework or project based assignments. The student faces the obstacles that come along with economic challenges at home. There is a need for basic needs to be met at school, such as proper shoes, coats and food. The student may not have a strong work ethic for working through academic challenges, or completing classroom assignments.

c. What are some important relationships in their life?

Parents/guardians/grandparents

Siblings

Daycare providers

Classroom teachers and building support staff (General Education; Special Education; counselor; para educators)

4. **Title I, Part A, Targeted Assistance Program Requirement:** Answer the following questions to satisfy the requirement of Component Two - Identification of Students

a. Please describe how you select students for the program based on multiple criteria e.g. Student Data, Teacher Referral, Previous Placement, etc.

Click or tap here to enter text.

b. Describe the process used to create the rank-order list of students identified to receive services e.g. grade level, age, failing or at risk of failing, not meeting standards, etc.

Click or tap here to enter text.

- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Click or tap here to enter text.

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

All staff at Robert Gray hold students accountable to the highest degree for school wide and classroom expectations. Teachers work with students to develop individual academic learning goals to support and increase academic growth. The teachers are dedicated to using student assessment data to drive academic instruction. Students and staff strive for perfect classroom attendance each day to earn a square on the Attendance Tracking Board. There is a focus of the intentional teaching of the schoolwide expectations to reduce the number of behavior referrals and/or incidents. Robert Gray student pledge: Be Responsible, Be Respectful, Be Safe, Be a Learner is recited each morning as a school before school starts. ELL students are providing daily instruction and support through Imagine Learning. There are weekly building Student Study Team meetings to review referred student data, and a plan of support and intervention is created.

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

Ongoing, regular district level PBIS meetings to support the implementation of the school wide PBIS/MTSS-B model.  
Restorative Justice/Practices training to increase the use of restorative practices in the school and classroom.  
Continued, ongoing training on data analysis of district wide assessments.  
Imagine Learning training on classroom and individual reports and Action Areas for teachers and paraeducators  
Tier 2 intervention strategies and support for academic and behavior needs.  
MTSS Framework training for the Principal and Title/LAP teacher to build capacity with staff  
Training on implementation of classroom strategies for social/emotional learning

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Ongoing, regular district level PBIS meetings to support the implementation of the school wide PBIS model.  
Reduction in student office referrals as tracked by SWIS data



Implementation of Mindful Moments with staff and students  
In building PBIS training and review  
Reduction in student office referrals as tracked by SWIS data  
Imagine Learning training on the use of implementation  
Increased usage per student based on Imagine Learning usage reports.  
Demonstrated student growth with academic language vocabulary and acquisition (district/state assessments)  
Tier 1 implementation of academic and behavior supports for teachers and paraeducators  
Learning Targets clearly posted in all classrooms as determined by walkthrough data  
Student ownership and understanding of learning targets as determined through questioning and data walkthrough

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Click or tap here to enter text.

- b. How will the professional development activities benefit the students receiving targeted assistance services?

Click or tap here to enter text.

### Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Robert Gray is in the 7th year of school wide PBIS implementation. Tier 1 supports are a strength of the school in academic and behavioral needs.

Social-emotional support is being implemented this year as Tier 2 supports, and are continuously being developed as training is being provided to building staff.

School-wide PBIS expectations and incentives to support positive behavior. Robert Gray has a Green Ship money system that focuses on addressing positive behaviors. Green Ships can be used to purchase classroom incentives and school wide experiences, such as Principal for the Day.

The Den (formerly the Kids Room) is a calm area in the school that is staffed by a paraeducator trained with PBIS and Restorative Justices strategies and techniques. This is an opportunity for a de-escalation and reset of emotions and behaviors. The paraeducator provides time for calm-reflect-plan for re-entry.

There are bi-weekly guidance lessons by the counselor that teaches anti-bullying; SEL: and Kelso's Choices.

There are weekly Wednesday SST meetings held that review academic, behavioral, and social-emotional data and needs for teacher referred students.

The school has not used any resources to measure the social emotional needs of students, and has not had a measurement tool to measure student social-emotional growth. This is an area of improvement so that there are intentional needed supports are provided to increase student growth.

2. How did your school identify these areas of strengths and improvement?

The Robert Gray staff, and Leadership Team, has done several data analysis studies to identify areas of strength and weakness using all data sources: Dibels; SWIS; MAP; SBA; Galileo; and teacher created assessments. These studies have identified areas in math and ELA that are common grade level areas of academic growth and improvement.

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

The Robert Gray staff and community are at a foundational level of interaction to assure continuity of support. Each month, the school PTO and several staff members, along with the principal, meet together to plan for family involvement and events. During this monthly meeting, the principal provides a monthly report outlining school improvement; growth; and upcoming events. There is a monthly Coffee Talk with the Principal that is newly implemented this year. These meetings are for parents/families to come meet with Mrs. Dunn-Stotler to discuss various topics specific to Robert Gray, for example The Great Shake Out Drill; the student handbook; and Title Parent Involvement Plan.

4. What areas have you identified as areas of strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

Areas of Strength

Robert Gray regularly communicates with families and seeks to eliminate barriers between the home-school connection. Some examples of this include: Monthly Newsletter, Website and calendar of events, regular postings on our school website, notice of upcoming Family Engagement Nights and Monthly PTO Meetings, classroom newsletters, Counselor contact with families for support, Open House events to welcome parents to the school, Monthly Smooth Sailing assemblies to honor students with parents present, annual review parent/student/teacher compact.

Robert Gray provides materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Examples: Parents are given materials they can use with their child in the home setting that will further reinforce their child's learning; The Title 1 Teacher meets periodically with parents of identified, struggling students to share specific strategies to support reading at home; Robert Gray provides an after school program for eligible students where they can get help with homework completion; A variety of parent nights that encourage engagement are offered throughout the year and are well attended; and dates have been added to the school calendar and shared with parents at the onset of the school year.

### Areas to Strengthen

Robert Gray uses several forms of communication platforms to reach all families, such as newsletters, flyers, and Blackboard Connect. In order to eliminate the barriers between the home-school connection, it has been suggested that social media or text based platforms be used to reach a broader range of families and community members, such as Facebook and Remind 101. There has been a newly implemented event each month, Coffee Talk with the Principal. This is scheduled to be each month at alternating times. The topics are decided before the meeting, but there is designated time for open discussion. As of current, the attendance at these events has been very small. It is an area to build attendance and increase communication.

There is a lack of parent and community participation and involvement within the school outside of evening family events. The staff at Robert Gray would like to increase the involvement of community and family members in groups such as PTO. The monthly meeting is attended by a handful of people, and there is very little volunteer involvement to ensure success. There are additional events scheduled at school that encourages parents to visit the school and classrooms, such as Donuts with Dad and Mother's Morning Tea. These events are designed to build relationships and trust amongst the families, students, teachers and staff.

5. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Four - Coordination and Transitions

- a. How does your targeted assistance program coordinate with core and additional programs in the school?

Click or tap here to enter text.

- b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Click or tap here to enter text.

- c. How do you support transitions between grade-spans?

Click or tap here to enter text.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that peak their interest?

Click or tap here to enter text.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Five - Parent and Family Engagement

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Click or tap here to enter text.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Click or tap here to enter text.

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

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

<p>X Discipline Referrals</p> <p>X Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)</p> <p><input type="checkbox"/> Restraint and Isolation Data</p> <p><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</p> <p>X Healthy Youth Survey</p> <p>X School Climate data</p> <p><input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.</p>	<p><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</p> <p><input type="checkbox"/> Extra-curricular activities participation</p> <p><input type="checkbox"/> Fiscal and Financial Data</p> <p><input type="checkbox"/> (Other) Click or tap here to enter text.</p> <p><input type="checkbox"/> (Other) Click or tap here to enter text.</p> <p><input type="checkbox"/> (Other) Click or tap here to enter text.</p>
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## Section 7: PLAN

### SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

Goal/Priority #1 (G1)	<p>Goal: By Spring of 2020, grades 3-5 will demonstrate a 3% grade level cohort increase as measured on the grade level SBA Math and Reading Assessments.</p> <ul style="list-style-type: none"> <li>● Third Grade - The percentage of students meeting proficiency will increase from <b>42% to 45%</b>.</li> <li>● Fourth Grade - The percentage of students meeting proficiency will increase from <b>42% to 45%</b>.</li> <li>● Fifth Grade - The percentage of students meeting proficiency will increase from <b>42% to 45%</b>.</li> </ul>
Goal/Priority #2 (G2)	<p>Goal: EL identified Students in grades 3-5 who achieve a level 2, 3, or 4 in reading will increase from 38% to 43% as measured by the SBA Summative Assessment.</p>
Goal/Priority #3 (G3)	<p>Goal: By May 2020, there will be a 10% decrease in office discipline referrals for the 2019-2020 school year in Kindergarten through 5th grade demonstrated in comparison of monthly SWIS data from the 2018/2019 and 2019/2020 school year.</p>

## Section 8: DO

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

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
<b>G1, G2, and G3</b> A1) Grade level Data Action Meetings	6-8 week cycle beginning October 2019 and continuing throughout the school year.	Jamie Dunn-Stotler Allison Fagerstedt Grade Level Teams	CBAs, MAP, DIBELS, SBA, and SWIS individual student and classroom data Resources to support Professional Development needs within each grade level

<b>G1 A2)</b> Robert Gray Leadership Team meetings focused on school-wide data review and action planning.	2019-2020 School year (monthly meetings)	Jamie Dunn-Stotler Allison Fagerstedt	CBAs, MAP, DIBELS, SBA, and SWIS school-wide and grade level data Resources to support Professional Development needs within each grade level
<b>G1 A3)</b> School wide implementation of push-in reading and math intervention supports directed by the classroom teacher.	2019-2020 School year	Allison Fagerstedt General Education Teachers	Resources to support professional development needs associated with push-in implementation. Tier 2 Intervention resources Benchmark assessment data for math and reading.
<b>G1 and G2 A1)</b> Schoolwide daily implementation of Imagine Learning Language and Literacy.	2019-2020 School year	Allison Fagerstedt General Education Teachers	Resources to support ongoing professional development needs associated with IL L&L. One-to-one student devices (Chromebooks)
<b>G1, G2, and G3 A1)</b> MTSS Framework training for the Principal and Title/LAP teacher to build capacity with staff	2019-2020 School year	Jamie Dunn-Stotler Allison Fagerstedt	“Integrated Multi-Tiered Systems of Support-Blending RTI and PBIS” book by Kent McIntosh and Steve Goodman
<b>G1, G2, and G3 A2)</b> District-wide MTSS Framework implementation	Beginning 2019-2020 School year	Jamie Dunn-Stotler Allison Fagerstedt	Resources to support professional development needs associated with push-in implementation.
<b>G3 A1)</b> Growth Mindset book study- all certificated staff members	2019-2020 School Year	Jamie Dunn-Stotler	“The Growth Mindset Coach” book by Annie Brock and Heather Hundley
<b>G3 A2)</b> Restorative Justice Training	October 29, 2019 October 30, 2019	Teaching and Learning staff and Jamie Dunn Stotler	Substitutes for classroom teachers, course related materials

### 8e. Budget Table

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
A1) Grade level data action meetings	Basic Education dollars (01)	N/A: activity is within regular working hours

Updated April 24, 2019 by Title I, Part A Office and the Office of System and School Improvement at OSPI

A2) School wide push in reading and math intervention supports	Title/LAP budget	N/A: activity is within regular working hours
A3) Monthly Robert Gray leadership team meetings	N/A	N/A: volunteer basis
A4) Growth Mindset book study- all certificated staff members	2018-2019 School discretionary budget Basic Education dollars (01)	less than \$300 N/A: PD provided during monthly staff meeting
A5) District-wide MTSS Framework implementation	N/A	N/A: PD provided during regular working hours
A6) Schoolwide daily implementation of Imagine Learning Language and Literacy.	Basic education funds (01)	Provided during the regular school day
A7) Restorative Justice Training	District MTSS grant	Cost of substitutes for staff to attend

### Section 9a: STUDY

*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.*

#### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	<p>Goal 1: We plan to review MAP benchmark assessment data, and benchmark SBA Interim results. In addition to benchmark assessments, the spring SBA assessments will indicate if we've met our performance goals.</p> <p>Goal 2: We will review the ELPA scores from spring of 2019 to determine strands with the greatest need. Comparison between the 2019 and 2020 ELPA scores by strand will indicate if progress has been made. In addition, benchmark assessments and the state assessment will inform us if our activities are working.</p> <p>Goal 3: Evidence of growth will be collected and evaluated through 2019-2020 SWIS data reports. Growth will also be measured with the implementation of the MTSS model through methodical, TFI's (Tiered Fidelity Inventories).</p>
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### Section 9b: STUDY

*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.*

#### (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Study <i>(SY 19-20 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.
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**Section 10: ADJUST**

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

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

Adjust  
*(SY 19-20 mid-year implementation)*  
*What adjustments to your activities are you making after examining the results of your progress monitoring?*

Click or tap here to enter text.

**Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)**

Format TBD

**Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Washington School Improvement Framework</li> <li><input type="checkbox"/> WaKIDS</li> <li><input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li> <li><input type="checkbox"/> Universal Screening</li> <li><input type="checkbox"/> Progress Monitoring Data</li> <li><input type="checkbox"/> Curriculum Based Assessments</li> <li><input type="checkbox"/> Graduation Rate (1 Year, extended, etc.)</li> <li><input type="checkbox"/> Credit Attainment</li> <li><input type="checkbox"/> Stick Rate</li> <li><input type="checkbox"/> Student Mobility Data</li> <li><input type="checkbox"/> Discipline Referrals</li> <li><input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)</li> <li><input type="checkbox"/> Restraint and Isolation Data</li> <li><input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)</li> <li><input type="checkbox"/> Healthy Youth Survey</li> <li><input type="checkbox"/> School Climate data</li> <li><input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> English Language Proficiency Data (i.e. ELPA)</li> <li><input type="checkbox"/> Title III Data</li> <li><input type="checkbox"/> Special Education Eligibility/Disproportionality Data</li> <li><input type="checkbox"/> Special Education Placement Data (LRE)</li> <li><input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)</li> <li><input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.)</li> <li><input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)</li> <li><input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)</li> <li><input type="checkbox"/> Extra-curricular activities participation</li> <li><input type="checkbox"/> Fiscal and Financial Data</li> <li><input type="checkbox"/> (Other) Click or tap here to enter text.</li> <li><input type="checkbox"/> (Other) Click or tap here to enter text.</li> <li><input type="checkbox"/> (Other) Click or tap here to enter text.</li> </ul> |
|--|--|

**Section 13: PLAN****SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES  
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

Goal/Priority #1 (G1)	Click or tap here to enter text.
Goal/Priority #2 (G2)	Click or tap here to enter text.
Goal/Priority #3 (G3)	Click or tap here to enter text.

**Section 14: DO****SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/  
COMPONENT 4 COORDINATION AND INTEGRATION)**

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.*

14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget
A1)			
A2)			
A3)			

**Section 14e. Budget Table**

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1)		
A2)		

A3)		
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<b>Section 15a STUDY</b>	
<i>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.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	Click or tap here to enter text.

<b>Section 15b STUDY</b>	
<i>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.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(SY 20-21 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.

<b>Section 15c STUDY</b>	
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.</i>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>("End" of implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.

### Section 16a ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

#### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
*(SY 20-21 mid-year implementation)*  
*What adjustments to your activities are you making after examining the results of your progress monitoring?*

Click or tap here to enter text.

### Section 16b ADJUST

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, do not forget to address adjustments to your goals and/or activities supporting the targeted student population.*

#### SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)

Adjust  
*(“End” of implementation)* *How are you thinking about spreading, scaling, and/or sustaining what has been effective?*

Click or tap here to enter text.

**Consolidated School Improvement Plan**

**Title I, Part A, Schoolwide and School Improvement**

*This template meets the requirements of Title I, Part A, Schoolwide Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement. All schools are required to have a school improvement plan, but they do not have to use this template.*

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

**Section 1: Building Data**

<b>1a. Building:</b> Stevens Elementary School	<b>1g. Grade Span:</b> PreK-5 <b>School Type:</b> Elementary School
<b>1b. Principal:</b> Arnie Lewis	<b>1h. Building Enrollment:</b> 370
<b>1c. District:</b> Aberdeen	<b>1i. F/R Percentage:</b> 83
<b>1d. Board Approval Date:</b> Click or tap here to enter text.	<b>1j. Special Education Percentage:</b> 16%
<b>1e. Plan Date:</b> October 10, 2019	<b>1k. English Learner Percentage:</b> 17%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b> Foundational	

**Section 2: School Leadership Team Members**

**Parent-Community Partners**

Please list by (Name, Title/Role)

Arnie Lewis, Principal Amber Metke – Title I/LAP, MTSS Coordinator Jenny Sturgill – Counselor Jessica Prosch - Special Education Teacher Kisa Mullikin – Family Service Worker Josie Micheau – Office Coordinator	We are recruiting Parent/Community partners.
--	--

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

--	--

**Section 3: Vision Statement**

Vision: To provide every student at Stevens with the proper academic supports to access core instruction and meet common core state standards in a safe, caring place where meaningful learning and relationships are fostered through respect, teamwork and a quest to become a lifelong learner.

Click or tap here to enter text.

**Section 4: Culture of Equity Description/Statement**

Stevens Elementary school will support every student regardless of race, ethnicity, class, gender, or sexual identity in achieving their potential. We will strive to eliminate opportunity gaps by ensuring all students achieve their potential with academic, behavior, and social emotional learning



## Section 5: PLAN/NEEDS ASSESSMENT (SY 2019-2020 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)

The purpose of this section is to synthesize the analysis and learning that your school has gleaned from studying your school's data and other pertinent inquiry information. This section serves as a summary to assist your school in identifying strategies, goals (Section 7 & 13), and activities (Sections 8 & 14) that constitute your school improvement plan that builds upon your school's strengths to achieve your goals. Schools that submitted a needs assessment Summary to OSSI on January 11, 2019 do not need to resubmit this information in Sections 5 and 6.

*Provide answers to the following questions. For additional questions to guide your thinking, please refer to our [website](#).*

### Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g. Washington School Improvement Framework) and locally determined indicators of learning and teaching success?

**Through analysis of our SBA data we recognized that our ELA and math scores are not gaining consistently throughout our grade bands. The results did not appear to mirror our data boards and further analysis also indicated that our EL students are also making adequate progress on State assessments. Our EL students have shown strong growth in our Imagine Learning platform that may not be transferring to the standards-based assessments in the spring.**

2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.

**Our analysis of the root cause in our general education tier 1 instruction may be a link to educators changing grade levels, paraeducators taking on new assignments in grade level intervention groups and our challenge to effectively train all staff to manage, teach and create effective interventions for our students in the intensive and strategic learners. We have also determined that a possible root cause may be our understanding of the link between the Imagine Learning data, our core instruction and the core standards required to succeed on the State assessment.**

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population. (Do not include identifiable information!)

- a. What strengths do they possess?

**Stevens students are inquisitive. They crave adult engagement in their learning. Stevens students will work toward success and understand that their success will be measured by the effort they put into their work.**

- b. What challenges do they face?

**Students at Stevens are typically living in a low-income home. The parents often have tremendous stress on them brought on by numerous factors. The typical student at Stevens probably has extra responsibilities at home due to environmental factors. Students from Stevens have seen and experienced more than someone their age should. Often a second language is spoken in the home creating more challenges to academic success in the public school system.**

- c. What are some important relationships in their life?

**The most important relationship in the majority of our student's lives is their mother. The vast majority of moms at Stevens are supportive and care very deeply for their child's success at school. Every staff member at Stevens believes that creating and honoring strong relationships with students is the strongest way to reach our students. Students depend on authentic relationships with staff members.**

### **Educators**

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?

**The teachers and paraprofessionals at Stevens exhibit a strong commitment to equity for all students. This is demonstrated in the intense amount of caring and respect for every student. When a student needs help, all staff members feel compelled to assist.**

2. What professional learning and support have you identified that the school's staff (e.g. administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence based practices for both teaching and learning, as well as intervention supports (e.g. positive behavior interventions)?

**We have identified the need for professional growth in our Tier 1 core instructional areas of reading and math. We have also identified further development of our Imagine Learning platform to help our teachers and paraeducators better interpret the data gathered by the program and assist students with proper remediation through action areas.**

3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

**We have trained all certificated staff in the use of the Imagine Learning platform and continue to seek training for core instruction and tier 1 instructional methods. Our Title I teacher continues to effectively train paraeducators to work in our core intervention groups. We have also done additional work with PBIS, MTSS, and trauma informed practices to help everyone on staff understand our population.**

### **Systems of Support**

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

**We are working to build an MTSS framework that will support all students at Stevens. Integrating our PBIS, SEL and academic supports into a data driven system that accurately informs us to create and maintain effective Tier 1 instruction, Tier 1 and Tier 2 interventions and successful integration with our Tier 3 supports created and supported through our work with special education.**

2. How did your school identify these areas of strengths and improvement?

**Classroom teachers began by placing each of their students into groups based on previous success. We analyzed our data in our leadership team with the assistance of our Title I teacher. We then identified existing tier 1, tier 2, and tier 3 strategies that have been proven successful in our grade levels and began to identify through the strengths and challenges in our existing data where improvements needing to be made.**

3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

**We are always seeking ways to involve the community with our students. We have retired teachers who volunteer in the classrooms and many adults in the building but we have yet to make a lasting and committed relationship with community systems outside of the demands our families and students create through professional crisis counseling, Child Protective Services, and law enforcement.**

4. What areas have you identified as areas of the strength and where do you hope to strengthen and build further family and community engagement and partnership(s)?

**We have recognized that our students require intensive committed relationships. We are working through our family service worker to develop more opportunities to consistently involve parents and bring community groups into our building to role model and provide additional classroom assistance. We are exploring adult guest readers, DOGs or Dad on Guard and we are always looking for more resources.**

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

<input type="checkbox"/> Washington School Improvement Framework <input checked="" type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate	<input type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input checked="" type="checkbox"/> Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) <input type="checkbox"/> Review of Student Plans (e.g. Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input type="checkbox"/> Educator Data (e.g. out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g. focus groups with families)
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**Section 6: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

<input type="checkbox"/> Student Mobility Data <input checked="" type="checkbox"/> Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.	<input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input type="checkbox"/> Fiscal and Financial Data <input type="checkbox"/> (Other) <b>Uploaded in SharePoint.</b> <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text.
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**Section 7: PLAN**

**SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES  
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

Goal/Priority #1 (G1)	In reviewing student data, using the MTSS model, and focusing on Tier 1 implementation, we will increase the number of students who are academically on-track in reading from 48.7% to 51.7% and in math from 40%-43% in the 2019-20 school year using the Smarter Balanced Assessments.
Goal/Priority #2 (G2)	In reviewing student data, using the MTSS model, and implementing Imagine Learning school-wide, we will increase the number of EL identified students who are academically on track in reading from 12.5% to 15.5% and in math from 9.4% to 12.4% for the 2019-20 school year using the Smarter Balanced Assessments.

**Section 8: DO**

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

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
G1/G2: Intentional leadership meetings driven by data based decision making	Aug. 2019-June 2020	Principal Amber Metke	Homeroom SWIS Data

G1/G2: Monthly data action meetings to target and adjust intervention delivery	Oct. 2019-June 2019	Amber Metke Principal	Homeroom SWIS Data Dibels Maps Galileo
G1/G2: Accurate and ongoing assessment and placement in core support interventions	Sept. 2019-June 2020	Amber Metke Classroom teacher Principal	CORE test CBA Exit ticket, informal observation
G1/G2: Push-in support for interventions from paras trained by Title I teacher	Sept. 2019-June 2020	Amber Metke	Monthly MTSS meetings
G1/G2: Full implementation of Imagine Learning Literacy at all grade levels with a goal of 80-100% of usage minutes weekly	Sept. 2019-June 2020	Principal Amber Metke	Imagine Learning Reports
G1/G2: Supplemental training for teachers in Imagine Learning and Imagine math	Sept. 2019-April 2020	Amber Metke Bridget Onasch	Imagine Learning Support Personnel
G1/G2: Weekly plan for Imagine Learning action areas completion	Sept. 2019-June 2020	Amber Metke Bridget Onasch	Imagine Learning Reports Imagine Learning Action Areas
G1/G2: Double/Triple Dosing during Imagine Language and Literacy usage time	Sept. 2019-June 2020	Classroom teacher Instructional para	Imagine Learning Action Areas
G2: Full implementation of Imagine Learning and Literacy with special emphasis on tracking and monitoring of special education EL qualified students by the case manager.	Sept. 2019-June 2020	Principal Amber Metke Jessica Prosch Bridget Onasch	Imagine Learning Reports Imagine Learning Action Areas
G1/G2: Students will be sorted into intervention tiers based upon past progress, teacher rating and assessment scores	August 2019	Amber Metke Stevens Grade Level Teams	Student Progress Data Master Schedule

### 8e. Budget Table

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
MTSS Materials	Title I funds, Building allocation	\$500.00 Materials and printing
Supplemental Core Materials not covered by teaching and learning	Title I Funds, Building allocation	\$150.00

Updated March 2019 by Title I, Part A Office and the Office of System and School Improvement at OSPI

Parent Engagement Materials Refreshments, Consumables	Title I Funds	\$300.00 Parent Engagement Materials, copy costs,
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<b>Section 9a: STUDY</b>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	For Goal 1 and Goal 2, we will look at several data points as we examine our progress. We have restructured our data meetings this year to include, data boards, Imagine Learning data, MAP scores, classroom assessments, special education progress monitoring data and teacher feedback on student progress. Through the use of our improved data analysis, we feel we will be able to more closely monitor individual student progress.

<b>Section 9b: STUDY</b>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(SY 19-20 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i>	Click or tap here to enter text.

<b>Section 10: ADJUST</b>	
<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Adjust <i>(SY 19-20 mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?</i>	Click or tap here to enter text.

**Section 11: PLAN/NEEDS ASSESSMENT (SY 2020-2021 COMPONENT #1: NEEDS ASSESSMENT SUMMARY)**



**Section 12: PLAN/NEEDS ASSESSMENT** Please check or share the most meaningful sources of data used in your needs assessment work

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

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



<b>Section 13: PLAN</b>	
<b>SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	
Goal/Priority #1 (G1)	
Goal/Priority #2 (G2)	
Goal/Priority #3 (G3)	

<b>Section 14: DO</b>			
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)</b>			
14a. Activity	14b. Timeframe for Implementation	14c. Lead(s)	14d. Resources/Budget

**Section 14e. Budget Table**

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount

<b>Section 15a STUDY</b>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	Click or tap here to enter text.

Section 15b STUDY	
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
<p>Study  <i>(SY 20-21 mid-year implementation)</i>  <i>Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p>Click or tap here to enter text.</p>

Section 15c STUDY	
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
<p>Study  <i>("End" of implementation)</i> <i>Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p>Click or tap here to enter text.</p>

Section 16a ADJUST	
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
<p>Adjust  <i>(SY 20-21 mid-year implementation)</i>  <i>What adjustments to your activities are you making after examining the results of your progress monitoring?</i></p>	<p>Click or tap here to enter text.</p>

**Section 16b ADJUST**

**SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)**

Adjust  
*( "End" of implementation) How are you  
thinking about spreading, scaling, and/or  
sustaining what has been effective?*

Click or tap here to enter text.

**MEMORANDUM OF UNDERSTANDING**  
**Aberdeen School District**  
**And**  
**City of Aberdeen**

This Memorandum of Understanding (“MOU”) is made and entered into as of the Effective Date (defined below) by and between Aberdeen School District, a political subdivision of the State of Washington (“ASD”) and the City of Aberdeen, a Washington municipal corporation, (“City”), (each a “Party” and collectively the “Parties”) to document the mutual goals and objectives between the Parties concerning property needed for a New Stevens Elementary School and related public property uses, all located within the City of Aberdeen, Washington.

**I. RECITALS**

**HISTORY AND INTENT:**

A. The Parties have worked cooperatively over the years on joint use of public property and wish to continue that cooperation. The Parties entered into a Joint Use Agreement (“JUA”) for properties owned by each in 1972; in 2010 the Parties extend the JUA for an additional 40 years.

B. ASD is planning for a February 2020 Bond measure to request that the voters approve funding for a New Stevens Elementary School (the “New School”). When funded, the District will need additional property to accommodate the expanded area of the New School.

C. The Parties intend to review the following options to accommodate ASD’s interest in obtaining additional property for school purposes, including development of the New School, and the City’s interest in obtaining additional property for public use, including public park purposes.

**PROPERTIES AND JOINT USES CONSIDERED:**

D. ASD owns approximately 5.59 acres of real property located at 301 S Farragut in Aberdeen, Washington and having a tax parcel no. of 021802101600 and commonly known as Stevens Elementary School (the “Stevens Property”).

E. ASD owns approximately 25.00 acres of real property located at 100 E Lindstrom and having a tax parcel no. of 317091521001 and consists of a portion of Miller Junior High School (the “Miller Property”).

F. The City owns approximately 10.64 acres of real property located at the corner of W. Cushing Street and L. Lawrence Street and having a tax parcel no. of 021802300000 used for park purposes (known as the “Pioneer Park Property”).

G. The Miller Property and the Pioneer Park Property are each adjacent to the Stevens Property.

H. The City of Aberdeen has an easement for use of approximately 10.12 acres of the Miller Property, depicted on Exhibit A attached hereto and located between Stevens Elementary School and Miller Junior High School, for community playfield purposes (the “Playfield Area”). Under the JUA, ASD uses the Playfield Area for school district extracurricular and athletic program uses.

I. ASD owns approximately 2.07 acres of real property located on W. Huntley Street and having a tax parcel no. of 014600800901, which has been developed by the City for park purposes, and is not used presently for school purposes (the “Garley Park Property.”)

J. The City is interested in considering acquisition of the Garley Park Property.

K. The Parties wish to work cooperatively in the coming months to explore the feasibility of ASD’s use of a portion of the Pioneer Park Property for the New School project as well as review other potential opportunities for acquiring or sharing public land.

## II. AGREEMENT

In furtherance of the Recitals set forth above, which are incorporated herein by reference, and in consideration of the mutual promises and covenants set forth below, and for other good and valuable consideration, the receipt of which is hereby acknowledged, the parties acknowledge and agree to the following:

- A. Purpose. The purpose of this MOU is to document and acknowledge the Parties’ joint agreement and plan to work cooperatively to review public land inventory and explore opportunities for ASD to use additional acreage for the New School and for other school purposes and for the City to locate additional acreage for community playfield use.
- B. City Responsibilities. The City agrees to appoint the City Parks Director as the City’s main contact for purposes of this MOU and coordination with ASD. The City shall provide ASD with all non-privileged and non-confidential documents related to any City property that it proposes for consideration under this MOU including, without limitation, the Pioneer Park Property.
- C. ASD Responsibilities. ASD agrees to appoint the ASD Executive Director of Business & Operations as ASD’s main contact for purposes of this MOU and coordination with the City. ASD shall provide the City with all non-privileged and non-confidential documents related to any District property it proposes for consideration under this MOU including, without limitation, the Miller Property, the Stevens Property, and the Garley Park Property.
- D. Term. The term of this MOU will be as of the Effective Date through March 30, 2020. The term may be extended by mutual agreement of the Parties for any period of time; provided that such agreement shall be in writing.
- E. Best Efforts; Cooperation. Each Party agrees to use its respective good faith best efforts and reasonably cooperate with the other Party to further the terms and goals of this MOU.

In addition, the Parties shall meet on a regular basis to discuss the status of the property review, engage in property valuation and feasibility, and shall consider additional steps to further the goals of this MOU, with each party maintaining its own organizational attorney/client privilege and statutorily provided confidentiality throughout the process.

- F. Nonbinding. The proposed terms set forth in this MOU are intended for discussion for purposes of a future binding agreement. The parties acknowledge and agree that (a) they will, as may be agreed in concept, work to negotiate the terms and conditions of a binding agreement or agreements related to a particular transaction resulting from this MOU and (b) this MOU is not binding and does not constitute a commitment by either party to proceed forward with any proposed transaction. Furthermore, whether or not a proposed transaction is consummated, each party shall bear its own costs and expenses (including legal fees) related to the preparation, due diligence, and negotiation of this MOU and any definitive agreements.
- G. Notices. Any notice required or permitted by this MOU shall be in writing and either personally delivered or sent by United States mail, postage prepared, certified mail with return receipt requested, and addressed to the parties as follows, or to such other address as either party may designate by a notice given in the manner herein provided:

Aberdeen School District No. 5  
216 North G Street  
Aberdeen, WA. 98520  
ATTN: Elyssa Louderback, Executive Director of Business & Operations

City of Aberdeen  
200 East Market  
Aberdeen, WA. 98520  
ATTN: Stacie Barnum, Parks & Recreation Director

- H. Entire Agreement. This MOU contains the entire agreement and all of the terms and conditions agreed upon between the parties. No Party may assign its rights or delegate its duties under this MOU without the prior written consent of the other Parties. Such consent will not be unreasonably withheld.
- I. Amendment. This MOU may be amended or modified only by an agreement in writing signed by authorized representatives of the Parties.
- J. Counterparts. This document may be executed in counterparts..

[Signatures Follow]

The Parties have executed this MOU on the dates set forth below, to be effective as of the later of the dates shown below (the "Effective Date").

**ABERDEEN SCHOOL DISTRICT**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**CITY OF ABERDEEN**

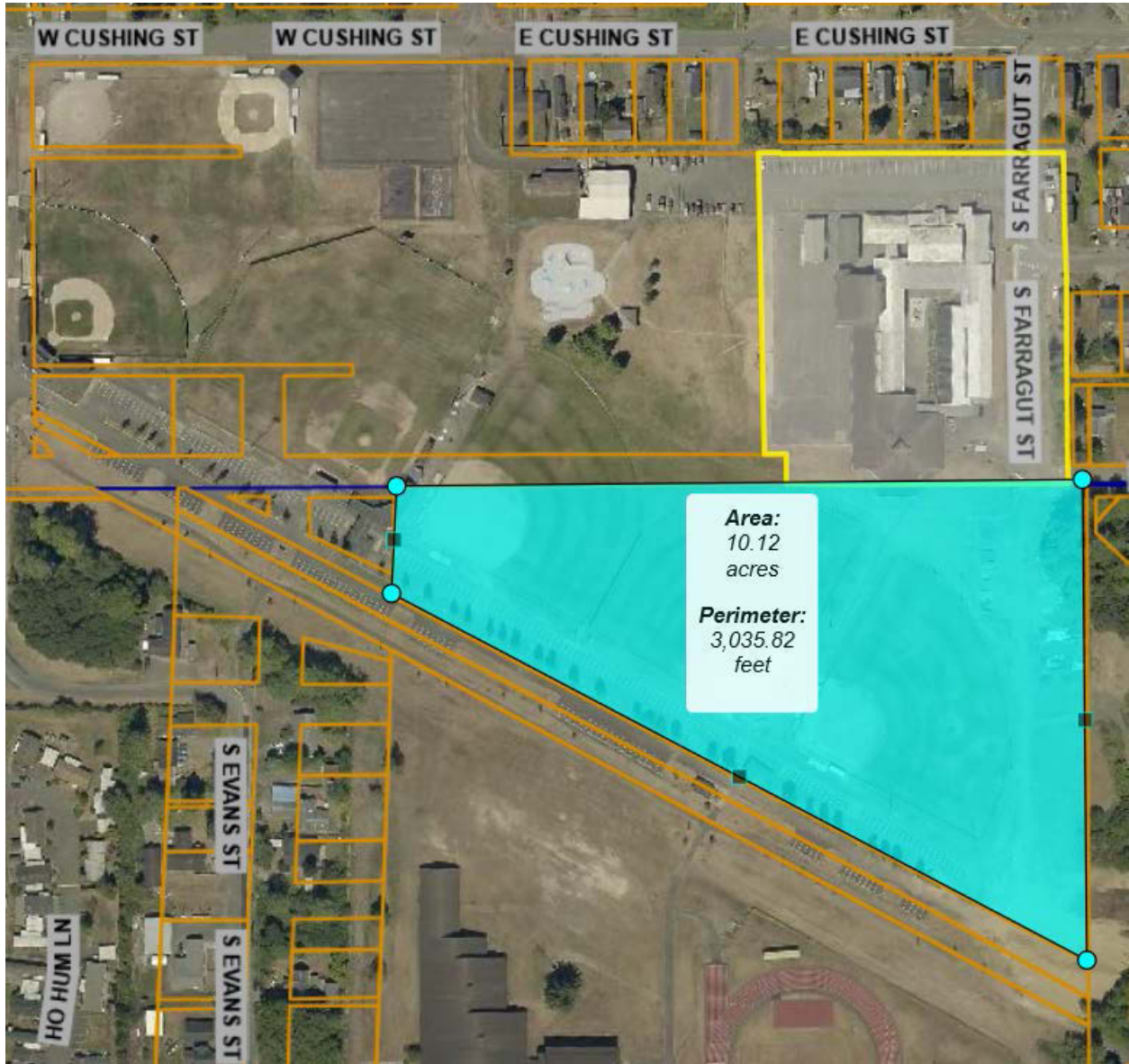
By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

EXHIBIT A  
DEPICTION OF PLAYFIELD AREA AT MILLER PROPERTY





ABERDEEN SCHOOL DISTRICT NO. 5  
GRAYS HARBOR COUNTY, WASHINGTON

PROPOSITION 2 - BONDS TO CONSTRUCT A NEW STEVENS  
ELEMENTARY SCHOOL

RESOLUTION NO. 2019-13

A RESOLUTION of the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, Washington, providing for the submission to the voters of the District at a special election to be held on February 11, 2020, of a proposition authorizing the District to issue general obligation bonds in the aggregate principal amount of no more than \$46,800,000, for the purpose of paying costs of constructing a new elementary school to replace Stevens Elementary School, the principal of and interest on such bonds to be payable from annual excess property tax levies; designating the District's Executive Director of Business and Operations and bond counsel to receive notice of the ballot title from the Auditor of Grays Harbor County, Washington; authorizing a request for a Certificate of Eligibility from the State Treasurer for participation in the Washington State School District Credit Enhancement Program pursuant to chapter 39.98 RCW; and providing for other matters properly related thereto.

ADOPTED: NOVEMBER 5, 2019

*This document prepared by:*

*FOSTER GARVEY P.C.  
1111 Third Avenue, Suite 3000  
Seattle, Washington 98101  
(206) 447-5339*

ABERDEEN SCHOOL DISTRICT NO. 5  
GRAYS HARBOR COUNTY, WASHINGTON

RESOLUTION NO. 2019-13

A RESOLUTION of the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, Washington, providing for the submission to the voters of the District at a special election to be held on February 11, 2020, of a proposition authorizing the District to issue general obligation bonds in the aggregate principal amount of no more than \$46,800,000, for the purpose of paying costs of constructing a new elementary school to replace Stevens Elementary School, the principal of and interest on such bonds to be payable from annual excess property tax levies; designating the District's Executive Director of Business and Operations and bond counsel to receive notice of the ballot title from the Auditor of Grays Harbor County, Washington; authorizing a request for a Certificate of Eligibility from the State Treasurer for participation in the Washington State School District Credit Enhancement Program pursuant to chapter 39.98 RCW; and providing for other matters properly related thereto.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF ABERDEEN SCHOOL DISTRICT NO. 5, GRAYS HARBOR COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Aberdeen School District No. 5, Grays Harbor County, Washington (the "District"), takes note of the following facts and makes the following findings and determinations:

(a) Aging and educationally outdated infrastructure, classrooms and buildings, the need to improve educational opportunities, enrollment demands and State of Washington K-3 class size reduction initiatives, safety and security concerns, and the needs of District educational programs require the District to construct a new elementary school to replace Stevens Elementary School, all as more particularly defined and described in Section 2 herein (collectively, the "Projects").

(b) The District lacks sufficient money to pay costs of the Projects.

(c) To pay costs of the Projects, it is necessary and advisable that the District issue and sell unlimited tax general obligation bonds in the aggregate principal amount of no more than \$46,800,000 (the "Bonds"), or such lesser maximum amount as may be legally issued under the laws governing the limitation of indebtedness or required to carry out and accomplish the Projects.

(d) Pursuant to Article VII, Section 2(b) and Article VIII, Section 6 of the Washington Constitution and laws of the State of Washington, including Revised Code of Washington ("RCW") 28A.530.010, RCW 28A.530.020, RCW 39.36.050 and RCW 84.52.056, the District may submit to its voters at a special election, for their approval or rejection, a proposition authorizing the District to issue the Bonds to pay costs of the Projects and to levy annual excess property taxes in amounts sufficient to pay principal of and interest on the Bonds when due (*i.e.*, repay the Bonds).

(e) The best interests of the District's students and other inhabitants require the District to carry out and accomplish the Projects.

Section 2. Description of the Projects. The Projects to be paid for with proceeds of the Bonds, including interest earnings thereon ("Bond Proceeds"), are more particularly defined and described as follows:

(a) Construct a new elementary school to replace Stevens Elementary School on a site to be determined by the Board that will include, but not be limited to: classrooms; instructional spaces; library; multipurpose areas; emergency evacuation features for students and staff; and other capital improvements, all as determined necessary and advisable by the Board.

(b) Acquire, construct and install all necessary furniture, equipment, apparatus, accessories, fixtures and appurtenances in or for the foregoing, all as determined necessary and advisable by the Board.

(c) Pay incidental costs incurred in connection with carrying out and accomplishing the Projects pursuant to RCW 39.46.070. Such incidental costs constitute a part of the Projects and include, but are not limited to: (1) costs related to the issuance, sale and delivery of the Bonds; (2) payments for fiscal and legal costs; (3) costs of obtaining ratings and bond insurance; (4) costs of printing, advertising, establishing and funding accounts; (5) payment of interest due on the Bonds for up to six months after completion of construction; (6) necessary and related engineering, architectural, planning, consulting, inspection, permitting and testing costs; (7) administrative and relocation costs; (8) site acquisition and improvement costs; (9) demolition costs; (10) costs related to demolition and/or deconstruction of existing school facilities to recycle, reclaim and repurpose such school facilities and/or building materials; (11) costs of on-site and off-site utilities and road improvements; and (12) costs of other similar activities or purposes, all as determined necessary and advisable by the Board.

The Projects, or any portion or portions thereof, shall be accomplished insofar as is practicable with available Bond Proceeds, together with any other money of the District legally available therefor, and in such order of time as shall be determined necessary and advisable by the Board. Subject to Section 6 of this resolution, the Board shall allocate the Bond Proceeds, together with any other money of the District legally available therefor, between the various parts of the Projects so as to accomplish, as near as may be, all of the Projects. The Board shall determine the exact order, extent and specifications for the Projects. The Projects are to be more fully described in the plans and specifications to be filed with the District.

Section 3. Calling of Election. The Auditor of Grays Harbor County, Washington, as *ex officio* Supervisor of Elections (the "Auditor"), is requested to call and conduct a special election in the District, in the manner provided by law, to be held on February 11, 2020, for the purpose of submitting to the District's voters, for their approval or rejection, the proposition authorizing the District to issue the Bonds to pay costs of the Projects and levy annual excess property taxes to repay the Bonds.

If the proposition is approved by the requisite number of voters, the District will be authorized to issue, sell and deliver the Bonds in the manner described in this resolution, spend the

Bond Proceeds to pay costs of the Projects, and levy annual excess property taxes to repay the Bonds. The Bond Proceeds may be used, either with or without additional money now available or hereafter available to the District, for capital purposes only, as permitted by law, which does not include the replacement of equipment.

Section 4. Authorization to Issue the Bonds. The Bonds authorized may be issued as a single issue, as a part of a combined issue with other authorized bonds, or in more than one series, all as determined necessary and advisable by the Board and as permitted by law. Further, the Bonds may be issued, as determined necessary and advisable by the Board, as taxable bonds, tax-exempt bonds and/or any other type of bonds that are now or in the future may be authorized under applicable state and federal law.

Each series of the Bonds shall be issued as fully registered bonds; shall bear interest payable as permitted by law; shall mature within 21 years from the date of issuance of such series of the Bonds (but may mature at an earlier date or dates as fixed by the Board); shall be paid by annual property tax levies sufficient in amount to pay both principal and interest when due, which annual property tax levies shall be made in excess of regular property tax levies without limitation as to rate or amount; and shall be issued and sold in such manner, at such times and in such amounts as shall be required for the purpose for which each series of the Bonds are to be issued, all as determined necessary and advisable by the Board and as permitted by law. The life of the Projects to be financed with the Bond Proceeds shall, as near as practicable or as otherwise required by law, exceed the term of the respective series of Bonds that finance such Projects. The amount, date, denominations, interest rates, payment dates, final maturity, redemption rights, price, and other terms and conditions of the Bonds (or parameters with respect thereto) shall be hereafter fixed by one or more resolutions of the Board authorizing the issuance, sale and delivery of each series of Bonds, which resolutions may delegate to a District officer or employee the authority to fix any of the foregoing, all as determined necessary and advisable by the Board and as permitted by law.

Pending the issuance of any series of the Bonds, the District may levy excess property taxes to repay those Bonds and may issue short-term obligations pursuant to chapter 39.50 RCW to pay for any portion of the costs of the Projects. Such obligations may be paid or refunded with the Bond Proceeds.

Section 5. Intent to Reimburse. The Board declares that to the extent, prior to the date the Bonds, or other bonds or obligations (which includes the Bonds, or other bonds or obligations, issued as tax-exempt bonds) are issued to pay costs of the Projects, the District makes capital expenditures for the Projects from money that is not (and is not reasonably expected to be) reserved, allocated on a long-term basis or otherwise set aside by the District under its existing and reasonably foreseeable budgetary and financial circumstances to pay costs of the Projects, those capital expenditures are intended to be reimbursed out of the Bond Proceeds, or proceeds of other bonds or obligations, issued in an amount not to exceed the principal amount of the Bonds provided by this resolution.

Section 6. Sufficiency of Bond Proceeds. If the Bond Proceeds are more than sufficient to carry out and accomplish the Projects (the "Excess Bond Proceeds"), and state or local circumstances require, the District may use the Excess Bond Proceeds to: (a) acquire, construct, install, equip and make other capital improvements to the District's facilities; or (b) retire and/or

defeas a portion of the Bonds or other outstanding bonds of the District, all as the Board may determine by resolution, after holding a public hearing thereon pursuant to RCW 28A.530.020. In the event that the Bond Proceeds, together with any other money of the District legally available therefor, are insufficient to carry out and accomplish all of the Projects, the District shall use the Bond Proceeds and other available money for paying the cost of that portion of the Projects that is determined by the Board most necessary and in the best interest of the District.

Section 7. Use of State Financing Assistance. It is anticipated that the District may receive money from the State of Washington as state financing assistance under chapter 28A.525 RCW with respect to the Projects (the “State Financing Assistance”). The State Financing Assistance shall be used, when and in such amounts as it may become available, to carry out and accomplish the Projects. If the State Financing Assistance is more than sufficient to carry out and accomplish the Projects (the “Excess State Financing Assistance”), and state or local circumstances require, the District may use the Excess State Financing Assistance to: (a) acquire, construct, install, equip and make other capital improvements to the District’s facilities; or (b) retire and/or defeas a portion of the Bonds or other outstanding bonds of the District, all as the Board may determine by resolution, after holding a public hearing thereon pursuant to RCW 28A.530.020.

Section 8. Alteration of Expenditures. If the Board shall subsequently determine that state or local circumstances, including, but not limited to, changed conditions or needs, regulatory considerations or incompatible development, should cause any alteration to the specific expenditures from the Bond Proceeds or the State Financing Assistance for the Projects, the District shall not be required to accomplish the Projects and may apply the Bond Proceeds or the State Financing Assistance (or both or any portion of each) to: (a) acquire, construct, install, equip and make other capital improvements to the District’s facilities; or (b) retire and/or defeas a portion of the Bonds or other outstanding bonds of the District, all as the Board may determine by resolution after holding a public hearing thereon pursuant to RCW 28A.530.020.

*[Remainder of page intentionally left blank]*

Section 9. Form of Ballot Title. Pursuant to RCW 29A.36.071, the Grays Harbor County Prosecuting Attorney is requested to prepare the concise description of the aforesaid proposition for the ballot title in substantially the following form:

PROPOSITION 2

ABERDEEN SCHOOL DISTRICT NO. 5

BONDS TO CONSTRUCT A NEW STEVENS ELEMENTARY SCHOOL

The Board of Directors of Aberdeen School District No. 5 adopted Resolution No. 2019-13, concerning replacement of an aging elementary school to improve educational opportunities. This proposition would authorize the District to: construct a new elementary school to replace Stevens Elementary School (that will include classrooms; instructional spaces; library; multipurpose areas; and emergency evacuation features for students and staff); issue no more than \$46,800,000 of general obligation bonds maturing within 21 years; and levy annual excess property taxes to repay the bonds, all as provided in Resolution No. 2019-13. Should this proposition be:

Approved.....

Rejected.....

Section 10. Authorization to Deliver Resolution to Auditor and Perform Other Necessary Duties. The Secretary to the Board (the “Secretary”) or her designee is directed to: (a) present a certified copy of this resolution to the Auditor no later than December 13, 2019; and (b) perform such other duties as are necessary or required by law to submit to the District’s voters at the aforesaid special election, for their approval or rejection, the proposition authorizing the District to issue the Bonds to pay costs of the Projects and levy annual excess property taxes to repay the Bonds.

Section 11. Notices Relating to Ballot Title. For purposes of receiving notice of the exact language of the ballot title required by RCW 29A.36.080, the Board hereby designates (a) the District’s Executive Director of Business and Operations (Elyssa Louderback), telephone: 360.538.2007; fax: 360.538.2014; email: [elouderback@asd5.org](mailto:elouderback@asd5.org); and (b) bond counsel, Foster Garvey P.C. (Jim McNeill), telephone: 206.447.5339; fax: 800.533.2284; email: [jim.mcneill@foster.com](mailto:jim.mcneill@foster.com), as the individuals to whom the Auditor shall provide such notice. The Secretary is authorized to approve changes to the ballot title, if any, determined necessary by the Auditor or the Grays Harbor County Prosecuting Attorney.

Section 12. Authorization to Request Participation in Washington State School District Credit Enhancement Program. The Board finds and determines that, if the District receives voter approval to issue the Bonds in the manner described in this resolution, it will be in the best interests of the District’s taxpayers to request the State of Washington’s guaranty for payment of the Bonds under chapter 39.98 RCW, the Washington State School District Credit Enhancement Program. Accordingly, the Board hereby requests the State Treasurer to issue a Certificate of Eligibility to the District pledging the full faith, credit and taxing power of the State of Washington to guarantee

the payment, when due, of the principal of and interest on the Bonds pursuant to chapter 39.98 RCW and the rules promulgated thereunder by the State Finance Committee. The Board designates the Secretary and/or the District's Executive Director of Business and Operations or such other officer of the District who may in the future perform the duties of that office, if any (the "Executive Director") as the District officials authorized to file with the State Treasurer, on behalf of the District, the request for a Certificate of Eligibility.

Section 13. General Authorization and Ratification. The Secretary, the Executive Director, the President of the Board, other appropriate officers of the District and bond counsel, Foster Garvey P.C., are severally authorized and directed to take such actions and to execute any documents as in their judgment may be necessary or desirable to effectuate the provisions of this resolution. All actions taken prior to the effective date of this resolution in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 14. Severability. If any provision of this resolution is declared by any court of competent jurisdiction to be invalid, then such provision shall be null and void and shall be separable from the remaining provisions of this resolution and shall in no way affect the validity of the other provisions of this resolution, of the Bonds or of the levy or collection of the taxes pledged to repay the Bonds.

Section 15. Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, Washington, at a regular open public meeting held this 5<sup>th</sup> day of November, 2019, the following Directors being present and voting in favor of the resolution.

ABERDEEN SCHOOL DISTRICT NO. 5  
GRAYS HARBOR COUNTY, WASHINGTON

\_\_\_\_\_  
President and Director

\_\_\_\_\_  
Vice President and Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

\_\_\_\_\_  
Director

ATTEST:

\_\_\_\_\_  
ALICIA HENDERSON  
Secretary to the Board of Directors

CERTIFICATE

I, ALICIA HENDERSON, Secretary to the Board of Directors of Aberdeen School District No. 5, Grays Harbor County, Washington (the "District"), hereby certify as follows:

1. The foregoing Resolution No. 2019-13 (the "Resolution") is a full, true and correct copy of the Resolution duly adopted at a regular meeting of the Board of Directors of the District (the "Board") held at its regular meeting place on November 5, 2019, as that Resolution appears on the minute book of the District, and the Resolution is now in full force and effect; and

2. A quorum of the members of the Board was present throughout the meeting and a sufficient number of members of the Board present voted in the proper manner for the adoption of the Resolution.

IN WITNESS WHEREOF, I have hereunto set my hand this 5<sup>th</sup> day of November, 2019.

ABERDEEN SCHOOL DISTRICT NO. 5  
GRAYS HARBOR COUNTY, WASHINGTON

\_\_\_\_\_  
ALICIA HENDERSON  
Secretary to the Board of Directors





# GRAYS HARBOR COUNTY

STATE OF WASHINGTON

**Ken E. Albert**  
TREASURER

P.O. BOX 831  
MONTESANO, WA 98563

TELEPHONE (360) 249-3751  
FAX (360) 249-5705

October 8, 2019

Thomas Opstad  
216 North G St  
Aberdeen, WA 98520

Dear Thomas Opstad,

Levy: 690005001 Aberdeen SD 5 M&O

Each year adjustments are made to the tax rolls AFTER the taxes have been calculated and billed. These changes both increase and decrease the amount of tax your district can collect. When the sum of these changes results in a net decrease to the amount of tax you can collect, the law allows you to impose a refund levy to recover those lost tax dollars.

RCW 84.69.180 authorizes taxing districts to levy a refund levy to recover taxes that were refunded and/or canceled during the last twelve months. The refunds/net cancellations for the year October 1, 2018 thru September 30, 2019 are eligible for recovery through a refund levy in 2020 for the GH County General Fund is shown in option (a) below.

**Your legislative body is responsible for determining if they wish to levy all, part or none of these lost tax revenues. Please be aware that regular (non-voted) levies may be limited or eliminated by statutory levy rate limitations.**

**Please select from one of the following options to (a) re-levy ALL of your net lost revenue, (b) re-levy PART of your net lost revenue or (c) re-levy NONE of your net lost revenue.**

- (a)  GH County hereby certifies a refund levy in its General Fund for collection in 2020 in the amount of \$21324.78 to recover net refunds/cancellations.
- (b)  GH County hereby certifies a refund levy in its General Fund for collection in 2020 in the amount of \$ \_\_\_\_\_ to recover a portion of the net refunds/cancellations reflected in (a) above.
- (c)  GH County does NOT WISH TO RE-LEVY ANY of its General Fund net refunds/cancellations during the 2019 tax year.

\_\_\_\_\_  
District Representative Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Representative Name & Title (Please Print)

Sincerely,

K. Albert  
Grays Harbor County Treasurer

**Please choose (a); (b), including amount; or (c) – sign, date, and return on or before November 30, 2018 to:**

**Grays Harbor County Assessor  
Attn: Paula Bednarik  
100 W. Broadway, Suite 21  
Montesano, WA 98563**



# GRAYS HARBOR COUNTY

STATE OF WASHINGTON

Ken E. Albert  
TREASURER

P.O. BOX 831  
MONTESANO, WA 98563

TELEPHONE (360) 249-3751  
FAX (360) 249-5705

October 8, 2019

Thomas Opstad  
216 North G St  
Aberdeen, WA 98520

Dear Thomas Opstad,

Levy: 690005201 Aberdeen SD 5 Bond

Each year adjustments are made to the tax rolls AFTER the taxes have been calculated and billed. These changes both increase and decrease the amount of tax your district can collect. When the sum of these changes results in a net decrease to the amount of tax you can collect, the law allows you to impose a refund levy to recover those lost tax dollars.

RCW 84.69.180 authorizes taxing districts to levy a refund levy to recover taxes that were refunded and/or canceled during the last twelve months. The refunds/net cancellations for the year October 1, 2018 thru September 30, 2019 are eligible for recovery through a refund levy in 2020 for the GH County General Fund is shown in option (a) below.

**Your legislative body is responsible for determining if they wish to levy all, part or none of these lost tax revenues. Please be aware that regular (non-voted) levies may be limited or eliminated by statutory levy rate limitations.**

**Please select from one of the following options to (a) re-levy ALL of your net lost revenue, (b) re-levy PART of your net lost revenue or (c) re-levy NONE of your net lost revenue.**

- (a)  GH County hereby certifies a refund levy in its General Fund for collection in 2020 in the amount of \$12380.72 to recover net refunds/cancellations.
- (b)  GH County hereby certifies a refund levy in its General Fund for collection in 2020 in the amount of \$\_\_\_\_\_ to recover a portion of the net refunds/cancellations reflected in (a) above.
- (c)  GH County does NOT WISH TO RE-LEVY ANY of its General Fund net refunds/cancellations during the 2019 tax year.

\_\_\_\_\_  
District Representative Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Representative Name & Title (Please Print)

Sincerely,

K. Albert  
Grays Harbor County Treasurer

**Please choose (a); (b), including amount; or (c) – sign, date, and return on or before November 30, 2018 to:**

**Grays Harbor County Assessor  
Attn: Paula Bednarik  
100 W. Broadway, Suite 21  
Montesano, WA 98563**



**AGREEMENT**  
**FOR INTERDISTRICT COOPERATIVE EDUCATIONAL SERVICES**  
**2019-2020 SCHOOL YEAR**

This Agreement is hereby entered into by and between Montesano School District No. 66, Grays Harbor County, Washington, which is hereinafter referred to as the "**HOST DISTRICT**," and

**Aberdeen School District No. 5, Grays Harbor County** hereinafter referred to as the "**PARTICIPATING DISTRICT**".

The purpose of this Agreement is to utilize interdistrict cooperation, authorized by RCW 28A.225.250, and Chapter 392-135 WAC, to provide educational programs not otherwise available and to avoid duplications of specialized programs and facilities. These objectives will be achieved by attendance at the Montesano High School Fire Science Program.

This agreement gives Montesano School District permission to access student address information from the data resource management center of the **PARTICIPATING DISTRICT** to be used for mailing newsletters, program brochures, summer school information, and student information.

The Cooperative anticipates serving an estimated 3 students from **PARTICIPATING DISTRICT** per year in the school year program. It is understood that students attending the **PARTICIPATING DISTRICT** and the **HOST DISTRICT** shall be funded for all classes up to 1.0 combined full time equivalent as determined by the Office of the Superintendent of Public Instruction. This Agreement is for the 2019-2020 school year, and was approved by each respective Board of Directors.

\_\_\_\_\_  
**PARTICIPATING DISTRICT**  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
**HOST DISTRICT**  
Superintendent

\_\_\_\_\_  
Date

**A CONTRACTUAL AGREEMENT FOR PARTICIPATION AND OPERATION  
OF A  
PUPIL TRANSPORTATION COOPERATIVE**

This agreement, by and between Hoquiam School District (hereinafter referred to as “Operator”) and Aberdeen School District, both of Grays Harbor County, Washington, (each hereinafter referred to as “Cooperative Districts”) provides for the establishment and implementation of a cooperative transportation program. Be it further provided, other local school districts (hereinafter referred to as “participating districts”) shall have access to the Cooperative for the purpose of contracting for transportation maintenance services with such districts. Specifically, this agreement provides the mechanism by which the Cooperative will furnish transportation services to both districts. Such transportation services shall include the following:

- Driver training
- Central purchasing
- Vehicle maintenance and repair
- Transportation Supervision

It is agreed by and between the cooperative parties hereto as follows:

1. **Establishment:** A Cooperative Transportation Program is established to provide safe, economical transportation of all public school pupils residing within the boundaries of each cooperative district and to facilitate improved services while avoiding unnecessary duplication of supervisory and technical staff. It is further desired to provide flexibility in operation, which will facilitate rapid program adjustments and meet emergency or special needs as they arise.
2. **Term:** The term of this agreement shall begin September 1, 2019, and be on a fiscal year basis beginning each September 1, to be renewed annually subject to the provisions for withdrawal herein contained. Parties may mutually agree to modify this agreement with 30 days’ notice.
3. **Location:** The Transportation Program will be conducted at the site currently staged. This facility is located at 3030 Bay Avenue, Hoquiam, Washington.
4. **Administration:** It is agreed that the administration of the program shall be vested in the district housing the cooperative districts party hereto. The building facilities shall be under the supervision of and be maintained by the Hoquiam School District.
5. **Council:** It is agreed that a Council will be comprised of the Business Manager from each district, and the Transportation Director. The Council will meet at least quarterly, with monthly meetings preferred. Any decisions made by the council will be on simple majority, all members must be present. Notes will be taken and provided to members not in attendance. The following items will be discussed:
  - Quality of services provided
  - Budget
  - Costs for participating districts
  - The addition or deletion of services
  - Review of expenditures
  - Reconciliation
  - Any other matters pertaining to the cooperative that may arise
6. **Budget:** The Council shall prepare a cooperative preliminary budget covering revenues and expenditures that need to be built into the operator district (Hoquiam) budget by June 1, of each school year. The operator district (Hoquiam) shall prepare their budget covering the proposed operation and financing by August 1 of each school year. The budget shall show details of estimated expenditures and revenues and shall show an estimate of the net cost to each cooperative district.

7. **Utilization:** Utilization of the transportation facilities shall be on a joint participation basis and shall be based upon a fair and equitable program as determined by the Council.
8. **Equipment and Capital Improvements:** Participating districts may, upon approval by the Council, provide approved equipment for the Transportation Program and be credited for that value to offset purchase services. Thereafter, and as it becomes necessary, equipment or capital improvements may be purchased to replace, supplement or add to the facilities after such expenditure is approved by the Council. Such purchase will be on a prorated cost basis as provided in Paragraph 10 of this agreement and shall become the property of the Transportation Program, managed by the Operator. No equipment will be removed from the transportation facilities without the consent of both cooperative districts. A complete capital facilities inventory will be updated at the close of each year's operation and made available to the Council at that time. It is further agreed that from time to time participating districts may loan or lease equipment to the program upon such terms and conditions as may be mutually agreed upon.
9. **Mediation:** It is mutually agreed hereby that whenever an issue arises between cooperative districts concerning the operation of the Transportation Program, it shall be resolved in accord with the following procedure:

The matter shall first be discussed with the Transportation Director, the administrator in charge of Transportation for cooperating districts and the administrator in charge of Transportation from the Hoquiam School District. In the event of failure to agree at that level the matter will then be forwarded to the Council. If the issue is not resolved, the matter shall be submitted to the Boards of Directors of both school districts party to this agreement. In the event that there is still no agreement at this level, a conference committee shall be established to resolve the issue. This conference committee shall consist of one member appointed by each of the cooperative Boards and a member appointed by the Office of Superintendent of Public Instruction. The recommendations of this committee shall be binding upon both cooperative districts.

10. **Proration of Cost & Payment by Cooperative Districts:**

- A. Bus Driver wages and benefits, vehicle collision and liability insurance, L&I Insurance for bus drivers, and unemployment insurance for bus drivers are the sole responsibility of each Cooperative District.
- B. Fuel, mechanic labor and parts are directly charged to the Cooperative District benefiting directly by the purchase whenever possible.
- C. All costs of the Transportation Program shall be prorated among the cooperative districts in the following manner:

<b>Category</b>	<b>Hoquiam</b>	<b>%</b>	<b>Aberdeen</b>	<b>%</b>	<b>Factor</b>	<b>Hoquiam</b>	<b>Aberdeen</b>
Routes and Runs	29	32.6%	60	67.4%	X1	32.58	67.42
# Students Transported	1058	39.1%	1649	60.9%	X2	78.17	121.83
# Drivers - Regular	10	37%	17	63.0%	X2	74.07	125.93
5 year State Mileage Reports	793,694	39.6%	1,211,936	60.4%	X3	118.72	181.28
<b>Total</b>						<b>303.55</b>	<b>496.45</b>
<b>Total Percentage</b>						<b>37.94%</b>	<b>62.06%</b>

1. Cost of Operations is defined to mean all direct and other costs of the Cooperative Transportation Program consistent with the budget approved those expenses that are directly charged to a cooperative or participating District. Included are expenditures related to supervision of the Cooperative Transportation Program, garage operation expenses (including parts not directly charged out to districts), utilities, mechanic labor (shop time) not directly charged out to districts, fuel shortage, custodial, facility insurance, facility maintenance, equipment purchases under \$5,000 per item, and billing costs. Cost of Operations is further adjusted to reflect additional income

derived from participating districts and other organizations in excess of actual costs in order to arrive at the amount to be prorated among cooperative districts at year-end reconciliation.

2. Allocation amounts shall be recalculated annually prior to November 15. Resulting percentage will be retroactive to September 1.
  - D. The Operator District shall bill Cooperative Districts on a monthly basis. Monthly billings will include the directly charged items identified in B above as well as the prorated share of Costs of Operations as spelled out in the allocation chart above. Monthly billings shall be in a format approved by the administration of each district.
  - E. Invoices received by Cooperative Districts before the 10th of the month shall be paid during that month. A late fee of 1 percent of the unpaid balance per month will be added for payments that are late.
  - F. A year-end reconciliation shall occur on or before November 30, unless mutually agreed to by both parties to extend this date to no later than December 31, that adjusts billed expenses to actual expenses. Additional income derived from Participating Districts or other organizations in excess of actual costs will be part of the reconciliation.
  - G. The Operator District shall maintain detailed backup on all revenues, purchases and other expenses for the number of years required by statute.
11. **Cost for Participating Districts:** Procedures for computing the rate charge for each participating district shall be adopted by the Council on an annual basis before June 1 of each school year.
  12. **Withdrawal:** In the event that a participating district desires to withdraw from the Cooperative the district desiring withdrawal shall give notice in writing to the Hoquiam School District no later than September 1 of the fiscal year preceding withdrawal. The withdrawal shall become effective on September 1 of the next succeeding fiscal year.  
  
Reimbursements for withdrawal after 10 years will be based upon the rate in the chart above for all unopened supplies remaining in inventory at the date of dissolution. These reimbursements will be paid at the time of the final reconciliation. Land improvements and equipment purchased for the Transportation Program shall remain the property of the program and costs of such improvements and equipment shall not be included in the computation of reimbursements to a withdrawing district.
  13. **Gifts:** The Transportation Program may receive gifts of cash, equipment, or services from any source whatsoever as long as the donation falls under the Operator District Policy & Procedures.
  14. **Termination:** This agreement can be terminated with 30 days' notice if either party fails to comply with the terms of the agreement and cannot resolve the issue discussed in the Mediation section of this agreement. If the agreement is terminated, the costs will be prorated according to section 10.C.1 of this agreement, minus costs required to continue based upon any agreements entered into for the remainder of the fiscal year or until the agreement expires, whichever comes sooner.
  15. **Requirement to Post:** This agreement must be posted on each cooperating district's webpage and/or filed with the County Auditor in accordance with RCW 39.34.040
  16. **Amendment:** This agreement may be amended by mutual agreement of the Council.

IN WITNESS WHEREOF, the parties have hereunto set their hands.

HOQUIAM SCHOOL DISTRICT NO. 28  
of Grays Harbor County

ABERDEEN SCHOOL DISTRICT NO. 5  
of Grays Harbor County

---

Mike Villarreal  
Superintendent

---

Alicia Henderson  
Superintendent

---

President, Board of Directors

---

President, Board of Directors

---

Date

---

Date

## **BOWLING ALLEY USE AGREEMENT**

THIS AGREEMENT, between **Rainier Lanes Inc.**, herein called the "Bowling Alley," and **Aberdeen School District No. 5**, herein called the "School District", is effective as of **November 4, 2019**. It is agreed as follows:

**PREMISES:** The Bowling Alley hereby agrees to allow the School District the use of the Bowling Alley's facilities for the purpose of allowing students of the School District to bowl.

**TERM:** The term of the School District's use of the Bowling Alley shall be for the **2019-2020** academic school year. This Agreement is renewable annually upon the written agreement of both the School District and the Bowling Alley. During each such term, usage by the School District may be Wednesday through Friday, from the hours of 3:00 p.m. to 7:00 p.m. The School District and the Bowling Alley agree to communicate with regard to the School District's intended times of use.

**USE:** The premises shall be used for the purpose of allowing students of the School District to bowl. The School District shall not use the premises for other purposes. Under no circumstances will the School District or the Bowling Alley permit or condone the use of alcohol, drugs, or tobacco products by the students at the Bowling Alley's property.

**USE FEE:** The Bowling Alley shall charge the School District, and the School District agrees to pay to the Bowling Alley, the following Fees for use of the Bowling Alley's facilities: \$1.75 per game bowled, per student, and \$1.00 for rental of a pair of shoes, per student, per day bowled. Example: Thirty students each rent a pair of shoes, and each student bowls two games that day. The Fee for that day would be  $(1.75 + 1.75 + 1.00) \times 30 \text{ students} = \$135.00$ . There is no charge for the use of bowling balls. There shall be no other fees of any kind charged to the School District for the use of the Bowling Alley except as described in the following paragraph.

**OTHER USES:** If the School District desires to use the Bowling Alley's facilities for purposes other than bowling, such as putt-putt golf, the School District and the Bowling Alley shall first agree on a Fee for such uses, and such uses shall then also be subject to the terms and conditions of this Agreement.

**MINIMUM FEE AND USE:** There is no minimum amount of usage or Fee under this Agreement. Other than communicating to the Bowling Alley the School District's intended times of usage, the School District is under no obligation to use the Bowling Alley's facilities.

**OPTION TO EXTEND:** Either party may request renewal of this agreement, with any proposed changes to the terms or conditions provided in this Agreement to be negotiated at that time. If the other party agrees to the extension, this Agreement shall automatically be renewed for another year.

**MAINTENANCE:** The Bowling Alley agrees to maintain its facilities in a satisfactory and usable condition for the time period specified above. Any and all costs associated with such maintenance shall be borne by the Bowling Alley. This includes any damage incurred through accidents by teachers or students.

**NOTICES:** Notices to the Bowling Alley shall be addressed to Rob Shaver, 415 W. Heron Street, Aberdeen, Washington, 98520. All notices to the School District shall be addressed to Elyssa Louderback, Executive Director of Business & Operations, Aberdeen School District, 216 N. "G" Street, Aberdeen, Washington, 98520.



**INSURANCE:** The School District and the Bowling Alley each agree to carry, at their own expense, their typical liability insurance coverages. The Bowling Alley shall add the School District as a named insured to the Bowling Alley's liability policy(s). Either party may request evidence of such insurance from the other.


**LIABILITIES:** The School District will be liable for the negligent acts and omissions of the School District and the School District's agents and employees. The Bowling Alley will be liable for the negligent acts and omissions of the Bowling Alley and the Bowling Alley's agents and employees.

**TERMINATION:** Termination of this agreement may be made by either party upon thirty (30) days written notice, with or without cause. In case it is necessary to bring action for the enforcement of the terms of this agreement, the prevailing party shall be entitled to recover from the non-prevailing party its reasonable attorneys' fees and costs.

IN WITNESS WHEREOF, the parties have executed this Agreement on the 15th day of October, 2019. The terms and conditions of this Agreement are effective as of the School District's initial use of the Bowling Alley's facilities, which will be November 4, 2019.

ABERDEEN SCHOOL DISTRICT NO. 5

RAINIER LANES INC.



\_\_\_\_\_  
BY: Elyssa Louderback  
Its: Exec. Director of Business &  
Operations



\_\_\_\_\_  
BY: Rob Shaver  
Its: Owner

**Aberdeen School District No. 5**  
**216 North G Street**  
**Aberdeen, WA 98520**  
**(360) 538-2012**

**Propane Bid**

**Bids Opened: Tuesday, October 22, 2019, 2:00 p.m.**

**Bid award:**

<b>COMPANY NAME</b>	<b>Anacortes Rack Price of Monday, October 14, 2019</b>	<b>Fixed Margin</b>	<b>Total Price Per Gallon (approx. 10,000 gallons per year)</b>	<b>Total (estimated) Expenditure</b>
Propane Etc. Bret Sukert 360-533-7337	\$0.7513	\$.4750	\$1.2263	\$12,263
Ferrellgas Jacob Behrens 360-509-7645	\$0.7513	\$.40	\$1.1513	\$11,513

**Recommendation:** Two qualifying bids were received. Bid documents were reviewed by the Executive Director of Business & Operations, Elyssa Louderback, and the Purchasing Coordinator, Amber Diel, for consideration. The recommendation is that the Board award the bid to Ferrellgas.

**Action:**

# Library Weeding Log

Central Park Elem Library

From: 10/8/2019 To: 10/9/2019

## 10/9/2019 - Copies Removed: 6

### Adventures of Huckleberry Finn (Removed: 1)

Author: Twain, Mark, 1835-1910. LCCN: 86-19464 /AC Published: 1987

Call Number	Barcode	Price	Acquired	Removed By
F TWA	33961002717241	\$10.00	8/6/2001	kbielec

Was Available -- Weeded

### The adventures of Tom Sawyer (Removed: 3)

Author: Twain, Mark, 1835-1910. Published: 1946

Call Number	Barcode	Price	Acquired	Removed By
F TWA	33961002229601	\$10.00	8/6/2001	kbielec
F TWA	33961002699522	\$10.00	10/25/2002	kbielec
F TWA	33961002717191	\$10.00	8/6/2001	kbielec

Was Available -- Weeded  
Was Available -- Weeded  
Was Available -- Weeded

### Kidnapped (Removed: 1)

Author: Stevenson, Robert Louis, 1850-1894. Published: 1948

Call Number	Barcode	Price	Acquired	Removed By
F Stevenson	33961002228819	\$10.00	8/6/2001	kbielec

Was Available -- Weeded

### Treasure Island (Removed: 1)

Author: Stevenson, Robert Louis, 1850-1894. LCCN: 47-5793 Published: 1947

Call Number	Barcode	Price	Acquired	Removed By
F STE	33961002224529	\$3.05	8/6/2001	kbielec

Was Available -- Weeded

## 10/8/2019 - Copies Removed: 17

### The Clue of the Black Keys / Book 28 / Nancy Drew Mystery (Removed: 1)

Author: Keene, Carolyn. ISBN: 0-448-09528-9 Published: 1968

Call Number	Barcode	Price	Acquired	Removed By
F Keene	33961002221509	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

### The clue of the hissing serpent, (Removed: 1)

Author: Dixon, Franklin W. LCCN: 73-13373 /AC Published: 1974

Call Number	Barcode	Price	Acquired	Removed By
F Dixon	33391001657455	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

### The clue of the whistling bagpipes. (Removed: 1)

Author: Keene, Carolyn. LCCN: 64-1675 Published: 1964

Call Number	Barcode	Price	Acquired	Removed By
F Keene	33961002221566		8/6/2001	kbielec

Was Available -- Weeded

# Library Weeding Log

Central Park Elem Library

From: 10/8/2019 To: 10/9/2019

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## 10/8/2019 - Copies Removed: 17

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### The flickering torch mystery (Removed: 1)

Author: Dixon, Franklin W. LCCN: 71-158747 /AC Published: 1971

Call Number	Barcode	Price	Acquired	Removed By
F Dixon	33391001657513	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

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### The haunted showboat (Removed: 1)

Author: Keene, Carolyn. ISBN: 0-448-09535-1 Published: 1957

Call Number	Barcode	Price	Acquired	Removed By
F Keene	33961002221590	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

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### The invisible intruder. (Removed: 1)

Author: Keene, Carolyn. LCCN: 69-12166 /AC/r84 Published: 1969

Call Number	Barcode	Price	Acquired	Removed By
F Keene	33961002221715	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

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### The melted coins, (Removed: 1)

Author: Dixon, Franklin W. LCCN: 78-86722 /AC Published: 1970

Call Number	Barcode	Price	Acquired	Removed By
F Dixon	33391001657083	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

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### The mysterious caravan (Removed: 1)

Author: Dixon, Franklin W. LCCN: 74-10463 /AC Published: 1975

Call Number	Barcode	Price	Acquired	Removed By
F Dixon	33391001656788	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

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### Mystery at the ski jump. (Removed: 1)

Author: Keene, Carolyn. LCCN: 68-21716 /AC/r852 Published: 1968

Call Number	Barcode	Price	Acquired	Removed By
F Keene	33961002221525	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

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### The mystery of Cabin Island /Book 8 : The Hardy Boys (Removed: 1)

Author: Dixon, Franklin W. LCCN: 66-11316 Published: 1966

Call Number	Barcode	Price	Acquired	Removed By
F Dixon	33391001657216	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

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### Mystery of the desert giant. (Removed: 1)

Author: Dixon, Franklin W. ISBN: 0-448-08940-8 Published: 1961

Call Number	Barcode	Price	Acquired	Removed By
F Dixon	33391001656663	\$2.50	8/6/2001	kbielec

Was Available -- Weeded

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### Mystery of the flying express, (Removed: 1)

Author: Dixon, Franklin W. LCCN: 73-106327 /AC Published: 1970

Call Number	Barcode	Price	Acquired	Removed By
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# Library Weeding Log

Central Park Elem Library

From: 10/8/2019 To: 10/9/2019

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## 10/8/2019 - Copies Removed: 17

F Dixon	33391001656838	\$2.50	8/6/2001	kbielec
Was Available -- Weeded				

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### The phantom freighter, (Removed: 1)

Author: Dixon, Franklin W.	LCCN: 75-115957 /AC	Published: 1970		
Call Number	Barcode	Price	Acquired	Removed By
F Dixon	33391001657398	\$2.50	8/6/2001	kbielec
Was Available -- Weeded				

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### The quest of the missing map. (Removed: 1)

Author: Keene, Carolyn.	ISBN: 0-448-19519-4	Published: 1969		
Call Number	Barcode	Price	Acquired	Removed By
F Keene	33961002221517	\$2.50	8/6/2001	kbielec
Was Available -- Weeded				

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### The secret of Mirror Bay. (Removed: 1)

Author: Keene, Carolyn.	LCCN: 75-180995 /AC/r84	Published: 1972		
Call Number	Barcode	Price	Acquired	Removed By
F KEE	33961002221467	\$2.50	8/6/2001	kbielec
Was Available -- Weeded				

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### The shore road mystery/Book 6 : The Hardy Boys. (Removed: 1)

Author: Dixon, Franklin W.	LCCN: 64-55755	Published: 1964		
Call Number	Barcode	Price	Acquired	Removed By
F Dixon	33391001656606	\$3.51	8/6/2001	kbielec
Was Available -- Weeded				

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### The yellow feather mystery, (Removed: 1)

Author: Dixon, Franklin W.	LCCN: 78-158746 /AC	Published: 1971		
Call Number	Barcode	Price	Acquired	Removed By
F Dixon	33391001656721	\$2.50	8/6/2001	kbielec
Was Available -- Weeded				

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From: 10/8/2019 To: 10/9/2019 Total Copies Removed: 23

Deleted: 0, Transferred: 0, Weeded: 23

**CERTIFICATED**

**Substitute Certificated:**

Sarah Grajales  
Alvina Olstead  
Raymond Robinson

**CLASSIFIED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Gage Martell	Aberdeen High School	Para-educator	10/21/19
Joshua Brown	Stevens Elementary	Para-educator	10/21/19

**CHANGE OF ASSIGNMENT:** We recommend the Board approve the following classified change of assignment:

<u>Name</u>	<u>Location</u>	<u>Position: To</u>	<u>From:</u>	<u>Effective Date</u>
Alysa Rasler	Aberdeen High School	Para-educator	Para-educator	10/21/19

**RESIGNATIONS:** We recommend the Board approve the following classified resignations:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Karla Smith	Robert Gray Elementary	School Office Coordinator	12/31/19

**CORRECTION - EXTRA-CURRICULAR CONTRACTS:** We recommend the Board approve the following extra-curricular contracts:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Gienelle Harless	Aberdeen High School	Girls' Basketball – Assistant Coach	11/18/19
Kelly Stewart	Aberdeen High School	Girls' Basketball – Assistant Coach	11/18/19

**EXTRA-CURRICULAR CONTRACTS:** We recommend the Board approve the following extra-curricular contracts:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
John Kingery	Aberdeen High School	Boys' Basketball – Assistant Coach	11/18/19
Marshall Lentz	Miller Jr. High School	Girls' Basketball – Head Coach	10/29/19

**Substitute Classified:**

Rachelle Anderson  
Courtney Denton  
Katrina Kimble  
Trevor Mullin  
Alejandra Oropeza  
Gabriela Phillips  
Joshua Veach  
Christopher Wigley

**Substitute Classified Resignations:**

Lorraine Beck – Effective 10/18/19