

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

Regular Meeting of the Board of Directors  
Community Room, Aberdeen High School  
November 19, 2019

**AGENDA**

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

Flag Salute

**Consent Agenda**

1. Minutes
2. Accounts Payable

Comments from Board Members

Comments from Student Representatives

Comments from the Audience

1. Harbor Strong Coalition

Old Business

1. [NEDRP Contract](#)

Superintendent's Report

1. Bond and Levy Update
2. Legislative Update
3. WSSDA Conference

Instructional Services

1. [Secondary School Improvement Plans](#)

Financial Services

1. [Fiscal Status Report](#)

New Business

1. [Resolution 2019-14 WSSDA Conference](#)
2. [CTE Annual Update](#)
3. [2019-2020 Carl Perkins Grant](#)
4. [School for the Blind](#)

Board Meeting Agenda  
November 19, 2019

5. Surplus Equipment
6. Next Meeting

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 19, 2019 – AHS Community Room

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on November 5, 2019, are enclosed for your review and approval.
2. Accounts Payable & Financial Matters – The accounts payable and payroll for October are enclosed for your review and approval.

Comments from Board Members

Comments from Student Representative

Comments from the Audience

1. Harbor Strong Coalition – April Heikkila

Old Business

1. NEDRP Contract – The agreement to bring National Educators for Restorative Practices back to the district for a training in February is presented for your review and approval. [Enclosure 2](#)

Superintendent's Report

1. Bond and Levy Update – Superintendent Henderson will update the Board on the upcoming bond and levy election.
2. Legislative Update – Superintendent Henderson will update the Board on efforts to keep lawmakers informed of issues important to small and rural school districts.
3. WSSDA Conference – A reminder that the annual WSSDA Conference begins Thursday morning, Nov. 21, in Bellevue.

Instructional Services

1. Secondary School Improvement Plans – The secondary school principals will present the Title 1 School Improvement Plans for your review and approval. [Enclosure 3](#)

Financial Services

1. Fiscal Status Report – The Fiscal Status Report for October is enclosed for your review and approval. [Enclosure 4](#)

New Business

1. Resolution 2019-14 WSSDA Conference – A resolution authorizing newly elected School Board directors to attend the annual WSSDA conference prior to taking the oath of office is presented for your review and approval. [Enclosure 5](#)
2. CTE Annual Update – CTE Director Lynn Green will provide the annual update on the Career and Technical Education programs in the district. [Enclosure 6](#)
3. 2019-2020 Carl Perkins Grant – CTE Director Lynn Green has prepared the district's annual Carl Perkin's Grant application for your review and approval. [Enclosure 7](#)
4. School for the Blind – An agreement with the Washington State School of the Blind to provide educational services is enclosed for your review and approval. [Enclosure 8](#)
5. Surplus Equipment – The Maintenance Department has inventoried surplus equipment and materials that are no longer used in the district due to age or condition. Board action declaring the items surplus is requested. [Enclosure 9](#)
6. Next Meeting – The next regular meeting of the Board is set for 5 p.m. Tuesday, December 3, at Miller Junior 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 10](#)
  - a. Certificated
  - b. Classified

ADJOURN

## ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the  
Board of Directors – November 5, 2019

President Sandra Bielski convened the regular meeting of the Aberdeen School District Board of Directors at 4:58 p.m. Tuesday, November 5, 2019, in the library at McDermoth Elementary School. Directors present were Jennifer Durney, Bill Dyer and Jeff Nelson, along with student representative Madi Niemi, Superintendent Alicia Henderson and 36 patrons, staff and students. Director Erin Farrer was excused.

CALL TO ORDER

The meeting began with the Flag salute.

On a motion by Jennifer Durney and seconded by Bill Dyer, the Board approved the Consent Agenda, which included the minutes of the regular meeting on October 15, 2019; approved trip requests for the Miller Prevention Group, sponsored by the Harbor Strong Coalition, to travel to a training in Yakima on November 4-6, and for the Jazz Ensemble at Miller Junior High School to travel to the jazz festival at Central Washington University in Ellensburg on May 15-16, 2020, and accepted an employee gift from Schweitzer Engineering Laboratories of Pullman, Wash., in the amount of \$100 to be used to inspire learning in math and science, multiple donations to the AHS Orchestra in memory of Karen Meikle, the donation of a 2000 Volkswagen Golf valued at \$2,811 from Jeff Cook and Becky Walsh to be used in the automotive program at Aberdeen High School, and multiple donations from local business in support of a parent effort to provide food and refreshments for staff during conferences at Miller Junior High School.

CONSENT AGENDA

Director Jeff Nelson read a statement about his term on the Board of Directors. He said it has been a privilege to serve, that he is grateful for the opportunity to work with current and former board members and staff, and that seeing both the challenges to overcome and the passion for education throughout the district has given him a new appreciation for the job that is being done every day to educate of our children.

COMMENTS FROM  
BOARD MEMBERS

Sandra Bielski, Bill Dyer and Jennifer Durney each thanked Jeff Nelson for his tenure on the board.

President Bielski commented that the WSSDA Regional Meeting at Rochester was very informative.

Madi Niemi gave the student representative's report. She commented that the student body is busy with Football, that the senior nights for fall sports have been bittersweet, and that the football team is playing a three-way tiebreaker to determine who goes to the playoffs.

STUDENT  
REPRESENTATIVE  
REPORT

Jack Ashley, ASB president at McDermoth Elementary School, and Principal Bryan McKinney, welcomed the board of Directors to McDermoth Elementary School for the meeting and shared information about the school’s goals and activities.

WELCOME TO  
MCDERMOTH  
PRESENTATION

Principal Sherri Northington presented information in answer to directors’ questions about Running Start, credit retrieval and discipline data that resulted from the presentation on the trimester system at the October 15 meeting. Superintendent Alicia Henderson announced that a master schedule task force is convening this month with representation from all AHS departments. A final report with recommendations will come to the board in the spring.

AHS TRIMESTER  
REVIEW

Superintendent Henderson presented financial information and a tax rate analysis about the bond and levy proposals. She reported that the \$3.2 million enrichment levy will continue the existing tax and voters are being asked to extend it for four years at the current rate of \$2.50 per \$1,000 of assessed property valuation. She noted that establishing the levy for the next four years is intended to provide certainty about tax rates at a time when the district is also requesting authority to build a new school. Regarding the \$46.8 million bond request to build a new Stevens Elementary School, she presented financial analysis showing that the bond payments could be structured so that the overall tax rate does not exceed the “pre-McCleary” rates in 2017.

SUPERINTENDENT  
REPORT

BOND AND LEVY  
UPDATE

Superintendent Henderson discussed two efforts she’s involved with in advance of the 2020 legislative session – an effort to secure a capital appropriation to help offset the cost of a new Stevens Elementary School and working with area superintendents to keep lawmakers informed on issues important to coastal and rural school districts, especially levy equity.

LEGISLATIVE  
UPDATE

Superintendent Henderson discussed the recent professional development on restorative practices, described as effective, research-based ways to support students before discipline results in classroom or school exclusion. The professional development was well received and she is working to bring the trainers back for the district professional development day in February.

RESTORATIVE  
PRACTICES  
TRAINING

Following presentations from each elementary school principal, on a motion by Bill Dyer and seconded by Jennifer Durney, the board approved the Title I School Improvement Plans.

ELEMENTARY  
SCHOOL  
IMPROVEMENT  
PLANS

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved a memorandum of understanding with the City of Aberdeen stating that it’s the intent of both entities to enter into a “land swap” involving city-owned property adjacent to Stevens School and district-owned property known as Garley Park.

AGREEMENT WITH  
CITY OF  
ABERDEEN

On a motion by Bill Dyer and seconded by Jennifer Durney, the board unanimously adopted by roll call vote Resolution No. 2019-13 for the February 11, 2020, ballot requesting authority to sell bonds for the construction of a new Stevens Elementary School in the principal amount of not more than \$46.8 million.

RESOLUTION 2019-13 BOND FOR NEW STEVENS SCHOOL

On a motion by Bill Dyer and seconded by Jennifer Durney, the board unanimously authorized a re-levy in 2020 for the collection of 2019 levy funds in the amount of \$21,324.78.

2019 RE-LEVY COLLECTION

On a motion by Bill Dyer and seconded by Jennifer Durney, the board unanimously authorized a re-levy in 2020 for the collection of 2019 bond funds in the amount of \$12,380.72.

2019 BOND COLLECTION

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved an interdistrict agreement with the Montesano School District allowing Aberdeen students to enroll in Montesano's fire science instruction program.

INTERDISTRICT AGREEMENT FOR FIRE SCIENCE

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved renewal of the Pupil Transportation Cooperative with the Hoquiam School District for 2019-2020.

2019-2020 TRANSPORTATION CO-OP

On a motion by Jennifer Durney and seconded by Bill Dyer, the board approved renewal of the agreement with Rainier Lanes to be the home and practice lanes for the Aberdeen High School Bowling Team.

AGREEMENT WITH RAINIER LANES

On a motion by Jennifer Durney and seconded by Bill Dyer, the board awarded the 2019-2020 propane contract to the low bidder, Ferrell Gas.

2019-2020 PROPANE BID

On a motion by Bill Dyer and seconded by Jennifer Durney, the board declared library materials at Central Park Elementary School that are no longer used due to age or condition surplus as presented.

CENTRAL PARK LIBRARY SURPLUS

President Bielski announced that the next regular meeting of the board is set for 5 p.m. Tuesday, November 19, in the Community Room at Aberdeen High School.

NEXT MEETING

Kris Koski, chairman of Citizens for Aberdeen Schools, thanked the board for approving Resolution 2019-13 for bonds a new school and announced that the committee, which is working in support of both the bond and enrichment levy proposals, will now activate the Stevens2020.org website.

COMMENTS FROM THE AUDIENCE

At 6:19 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

EXECUTIVE SESSION

6:21 p.m. At 6:41 p.m. the session was extended for five minutes. The regular meeting reconvened at 6:46 p.m.

Under certificated matters the board approved the hiring of Sarah Grajales, Alvina Olstead and Raymond Robinson as substitutes for the district.

PERSONNEL  
REPORT

Under classified matters the board approved the hiring of Gage Martell at Aberdeen High School and Joshua Brown at Stevens Elementary School as para-educators effective October 21; approved a change of assignment for Alysa Rasler, a para-educator at Aberdeen High School, effective October 21; accepted the resignation of Karla Smith, office coordinator at Robert Gray Elementary School, effective December 31; approved corrections to the extra-curricular contracts for Gienelle Harless and Kelly Stewart as assistant coaches for Girls' Basketball at Aberdeen High School effective November 18; approved extra-curricular contracts for John Kingery as an assistant coach for Boys' Basketball at Aberdeen High School effective November 18 and for Marshall Lentz as a head coach for Girls' Basketball at Miller Junior High School effective October 29; approved the hiring of Rachelle Anderson, Courtney Denton, Katrina Kimble, Trevor Mullin, Alejandra Oropeza, Gabriela Phillips, Joshua Veach and Christopher Wigley as substitutes for the district, and accepted the resignation of Lorraine Beck as a substitute for the district effective October 18.

CERTIFICATED

CLASSIFIED

There being no further business, the regular meeting was adjourned at 6:43 p.m.

ADJOURN

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Alicia Henderson, Secretary

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Sandra Bielski, President



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

As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$340.53. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:COMP TAX  
Warrant Numbers 828639 through 828640, totaling \$340.53

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
828639	Bank Of The Pacific (use Tax)	11/15/2019	242.86 GF
828640	Bank Of The Pacific (use Tax)	11/15/2019	97.67 ASB
2	Computer	Check(s) For a Total of	340.53

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As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$575,720.84. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND  
Warrant Numbers 828548 through 828638, totaling \$575,720.84

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
828548	1ST SECURITY BANK PAYROLL/PERS	11/15/2019	4,603.20
828549	Aberdeen School Dist-Cte Impre	11/15/2019	1,257.00
828550	Aberdeen Office Equipment Inc	11/15/2019	10,576.82
828551	Aberdeen Sanitation	11/15/2019	9,414.41
828552	Aberdeen Sd #5 Revolving Fund	11/15/2019	3,116.05
828553	Aberdeen School District #5 -	11/15/2019	70.00
828554	Aberdeen High School (asb)	11/15/2019	200.00
828555	Aberdeen School District-Cash	11/15/2019	324.14
828556	Airgas Usa, Llc	11/15/2019	3.00
828557	Amazon Capital Services	11/15/2019	2,578.49
828558	Aramark Uniform Services	11/15/2019	76.66
828559	Auto-Chlor	11/15/2019	228.75
828560	Batdorf & Bronson	11/15/2019	161.92
828561	Bhc Fairfax Hospital, Inc	11/15/2019	11,308.74
828562	Blackboard Inc	11/15/2019	7,752.18
828563	Builders Hardware & Supply	11/15/2019	4,631.44
828564	Cascade Natural Gas	11/15/2019	7,717.29
828565	Consolidated Electrical Distri	11/15/2019	515.11
828566	Central Welding Supply	11/15/2019	130.89
828567	Centurylink (business Serv)	11/15/2019	249.78
828568	Centurylink	11/15/2019	2,900.72
828569	Child Assessment Center LLC	11/15/2019	9,975.00
828570	Cintas Corporation	11/15/2019	12,101.17
828571	City Of Aberdeen	11/15/2019	6,934.55
828572	Cook, Jenalee	11/15/2019	387.86
828573	Cts Language Link	11/15/2019	128.17
828574	Dairy Fresh Farms	11/15/2019	12,122.49
828575	Day Wireless Systems (pay To)	11/15/2019	28.61
828576	Dennis Company	11/15/2019	3.00
828577	Dept Of Retirement Systems	11/15/2019	580.92
828578	Dept Of Natural Resources	11/15/2019	17.40
828579	Domino's Pizza	11/15/2019	440.57
828580	Dunsire Printers	11/15/2019	106.53

Check Nbr	Vendor Name	Check Date	Check Amount
828581	Economy Cleaners Inc	11/15/2019	793.15
828582	ESD 112	11/15/2019	5,564.72
828583	Farmer Bros Co	11/15/2019	364.77
828584	Farmers Insurance Co Of Washin	11/15/2019	58,227.00
828585	Fastenal Company	11/15/2019	26.70
828586	Ferrellgas	11/15/2019	1,765.68
828587	Filing Systems Company Inc	11/15/2019	21.04
828588	Franz Family Bakeries	11/15/2019	2,498.69
828589	Global Equipment Company	11/15/2019	6,483.60
828590	Grays Harbor College - Kathy K	11/15/2019	10,695.86
828591	Grays Harbor Transportation	11/15/2019	150.00
828592	Grays Harbor Public Health	11/15/2019	40.00
828593	Grays Harbor Stamp Works	11/15/2019	112.79
828594	Harbor Auto & Truck Parts	11/15/2019	2,151.05
828595	Harbor Disposal Co Inc	11/15/2019	2,159.41
828596	HB Portables	11/15/2019	170.00
828597	Health Care Authority	11/15/2019	417.25
828598	Home Depot	11/15/2019	842.06
828599	Home Depot Pro Institutional	11/15/2019	521.01
828600	Johnson Controls Inc (pay)	11/15/2019	29,696.30
828601	Jw Pepper And Son Inc	11/15/2019	471.04
828602	KCDA Purchasing Coop.	11/15/2019	2,850.97
828603	Lakeshore Curriculum Materials	11/15/2019	249.39
828604	Leader Services	11/15/2019	46.20
828605	Lemay Mobile Shredding	11/15/2019	150.30
828606	Masco	11/15/2019	18,711.09
828607	Northsound Refrigeration	11/15/2019	439.06
828608	O'Reilly Auto Parts	11/15/2019	127.09
828609	Office Depot	11/15/2019	1,818.27
828610	OPEN UP RESOURCES	11/15/2019	1,089.81
828611	Ospi	11/15/2019	5,424.00
828612	Pacifica Law Group	11/15/2019	16,822.25
828613	Pearson Assessments	11/15/2019	1,913.47
828614	Pitsco Education	11/15/2019	84.08
828615	PNW Printworks, Llc	11/15/2019	1,271.16
828616	Public Consulting Group, Inc	11/15/2019	2,000.00
828617	Pud #1 Of Grays Harbor Co	11/15/2019	53,232.29
828618	Puget Sound Joint Purchasing C	11/15/2019	450.00
828619	Quill and Scroll	11/15/2019	25.00
828620	Ricoh Usa Inc	11/15/2019	204.98
828621	Scholastic Inc / Teacher Stor	11/15/2019	1,474.95
828622	Soliant Health	11/15/2019	1,755.00
828623	Sound Electronics Inc	11/15/2019	708.37
828624	Sound Publishing, Inc.	11/15/2019	182.08
828625	Swanson's Food	11/15/2019	2,122.00
828626	Ted Brown Music	11/15/2019	112.20
828627	The Boomerang Project	11/15/2019	400.00
828628	The Hello Foundation	11/15/2019	32,535.00
828629	Tracy's Print Shop	11/15/2019	50.92
828630	US Foods - Seattle	11/15/2019	83,170.62

Check Nbr	Vendor Name	Check Date	Check Amount
828631	Us Postal Service (cmrs-Fp)	11/15/2019	2,000.00
828632	Verizon Wireless	11/15/2019	2,014.54
828633	Wal Mart (pay To)	11/15/2019	928.43
828634	WASA	11/15/2019	356.51
828635	Wash Schools Risk Mgmt Pool	11/15/2019	100,091.50
828636	Wcp Solutions	11/15/2019	50.09
828637	YMCA	11/15/2019	6,652.23
828638	Zaner-Bloser, Inc	11/15/2019	392.01
91	Computer	Check(s) For a Total of	575,720.84

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As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$41,722.57. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB & GENERAL FUND Warrant Numbers 828546 through 828547, totaling \$41,722.57

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

Check Nbr	Vendor Name	Check Date	Check Amount
828546	1ST SECURITY BANK PC	11/15/2019	40,965.43 GF
828547	1ST SECURITY BANK PC	11/15/2019	757.14 ASB
2	Computer	Check(s) For a Total of	41,722.57

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As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,040.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: PRIVATE PURPOSE TRUST  
Warrant Numbers 828543 through 828545, totaling \$2,040.00

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
828543	Aberdeen High School (asb)	11/15/2019	40.00
828544	Gonzaga University	11/15/2019	1,000.00
828545	PACIFIC UNIVERITY OREGON	11/15/2019	1,000.00
3	Computer	Check(s) For a Total of	2,040.00

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As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$14,783.05. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND  
Warrant Numbers 828521 through 828542, totaling \$14,783.05

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
828521	Aberdeen Sd #5 Revolving Fund	11/15/2019	100.00
828522	Aberdeen School District #5 -	11/15/2019	1,074.36
828523	Aberdeen School District #5	11/15/2019	16.00
828524	Aberdeen School District #5	11/15/2019	1,588.01
828525	Aberdeen School District #5	11/15/2019	79.80
828526	Bsn Sports	11/15/2019	367.06
828527	Cash & Carry #548	11/15/2019	346.43
828528	Competitive Athletics	11/15/2019	449.01
828529	Domino's Pizza	11/15/2019	222.61
828530	Grays Harbor Stamp Works	11/15/2019	195.07
828531	Harbor Pacific Bottling Co	11/15/2019	143.58
828532	I Believe Banners	11/15/2019	72.77
828533	National Ffa Organization	11/15/2019	787.00
828534	Office Depot	11/15/2019	148.32
828535	PNW Printworks, Llc	11/15/2019	2,003.92
828536	Riddell/all American	11/15/2019	112.60
828537	South Sound Football Officials	11/15/2019	4,396.86
828538	Sundstrom, Daniel J	11/15/2019	823.34
828539	US Foods - Seattle	11/15/2019	290.61
828540	Washington Ffa Assoc	11/15/2019	440.00
828541	Weatherwax Asb Fund	11/15/2019	108.00
828542	WIAA	11/15/2019	1,017.70
22	Computer	Check(s) For a Total of	14,783.05

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As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$63,802.15. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: CAPITAL PROJECTS  
Warrant Numbers 828518 through 828520, totaling \$63,802.15

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
828518	KCDA Purchasing Coop.	11/20/2019	43,925.56
828519	Mb Electric Grays Harbor	11/20/2019	17,064.09
828520	Pud #1 Of Grays Harbor Co	11/20/2019	2,812.50
3	Computer	Check(s) For a Total of	63,802.15



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As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,792,771.72. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:  
Warrant Numbers 828474 through 828517, totaling \$1,792,771.72

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
828474	1st Security Bank-Child Suppo	10/31/2019	1,050.00
828475	Aberdeen High School-AHS Schol	10/31/2019	110.00
828476	Aberdeen Sch Dist Kitchen Fund	10/31/2019	30.00
828477	Aflac Remittance Processing	10/31/2019	1,895.73
828478	American Fidelity-FSA	10/31/2019	3,579.23
828479	American Fidelity	10/31/2019	5,034.70
828480	American Fidelity Health Servi	10/31/2019	2,875.00
828481	Ameritas	10/31/2019	17,820.00
828482	Bank Of The Pacific	10/31/2019	609,834.37
828483	Chapter 13 Trustee	10/31/2019	540.00
828484	Cnty/city Mun Ees	10/31/2019	3,104.73
828485	Deferred Compensation Program	10/31/2019	21,751.15
828486	Delta Management Associates In	10/31/2019	567.87
828487	Dynamic Collectors	10/31/2019	1,188.38
828488	E.S.D.#113 Unemployment Coop	10/31/2019	1,897.70
828489	Ecmc	10/31/2019	378.58
828490	Ed.Serv.Dist.#113	10/31/2019	33,705.64
828491	Employment Security	10/31/2019	9,122.20
828492	ESTATE OF KAREN L MEIKLE	10/31/2019	4,697.65
828493	ESTATE OF CYNTHIA TRAUTMAN	10/31/2019	3,601.74
828494	Inspirus	10/31/2019	11,987.56
828495	Legal Shield	10/31/2019	123.60
828496	Lina	10/31/2019	6,281.76
828497	Nbn Vision	10/31/2019	9,800.00
828498	PREMERA	10/31/2019	382,610.28
828499	Pse Of Wa	10/31/2019	6,425.32
828500	Pse Of Washington	10/31/2019	57.00
828501	Public Employees Retirement	10/31/2019	1,115.62
828502	School Employees Retirement Sy	10/31/2019	147,298.68
828503	Teacher Retirement System-Dc	10/31/2019	392,411.70
828504	Tsa Consulting Group Inc	10/31/2019	14,535.00
828505	Twin Star Credit Union	10/31/2019	220.00
828506	Twin Star Scholarship Acct	10/31/2019	82.50

Check Nbr	Vendor Name	Check Date	Check Amount
828507	Twinstar Pse Local Dues	10/31/2019	82.50
828508	United Way	10/31/2019	602.38
828509	Us Department Of Education	10/31/2019	848.32
828510	Veba Contributions-Y1286.001	10/31/2019	11,669.47
828511	Wa State School Ret Assn	10/31/2019	42.00
828512	Washington State Treasurer	10/31/2019	30,045.64
828513	Wea Chinook	10/31/2019	10.96
828514	Wea Payroll Deductions	10/31/2019	22,216.44
828515	Wea Select Plans-Wds	10/31/2019	19,758.42
828516	Wea Select Plans-Willamette	10/31/2019	3,704.90
828517	Wpas	10/31/2019	8,057.00
44	Computer	Check(s) For a Total of	1,792,771.72

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

As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,755,598.92. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:  
Warrant Numbers 828471 through 828473, totaling \$1,755,598.92

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
828471-828472	PAYROLL WARRANTS	10/31/2019	1,755.18
828473	1ST SECURITY BANK PAYROLL/PERS	10/30/2019	1,753,843.74
	Computer	Check(s) For a Total of	1,755,598.92

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

As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,705.50, and voids/cancellations, totaling \$2,705.50. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND  
Warrant Numbers 828470 through 828470, totaling \$2,705.50  
Voids/Cancellations, totaling \$2,705.50

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
828470	Hermenegildo, Edgar	10/23/2019	2,705.50
1	Computer	Check(s) For a Total of	2,705.50

Check Nbr	Vendor Name	Check Date	Check Amount
828402	Hermenegildo, Edgar	10/23/2019	2,705.50
1	Void	Check(s) For a Total of	2,705.50

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

As of November 19, 2019, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$3,553.58. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: Capital Projects/General Warrant Numbers 828467 through 828469, totaling \$3,553.58

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

Check Nbr	Vendor Name	Check Date	Check Amount	
828467	Centurylink (business Serv)	10/16/2019	79.18	GF
828468	Centurylink	10/16/2019	1,345.55	GF
828469	Harbor Architects	10/16/2019	2,128.85	CP
3	Computer	Check(s) For a Total of	3,553.58	

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 L 601 0000 00 0000 0000 0000							
MDS-191887		0000000000	NATIONAL004	National Ffa Organization	10/18/2019	H	\$-70.67
3573457		0000000000	US FOODS000	US Foods - Seattle	10/03/2019	H	\$-12.96
4332435		0000000000	US FOODS000	US Foods - Seattle	10/28/2019	H	\$-13.14
3 ITEM(S)	FOR ACCOUNT # 40 L 601 0000 00 0000 0000 0000 0000					FOR A TOTAL OF	\$-96.77
40 E 530 1015 00 0000 4310 0000 0000 0							
1019ps		0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2019	H	\$90.00
1019p	postage	0000000000	ABERDEEN025	Aberdeen School District #5	10/19/2019	H	\$11.00
394806752		0000000000	OFFICE D000	Office Depot	10/29/2019	H	\$148.32
3 ITEM(S)	FOR ACCOUNT # 40 E 530 1015 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$249.32
40 E 530 1085 00 0000 4310 0000 0000 0							
1019ps		0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2019	H	\$19.20
1 ITEM(S)	FOR ACCOUNT # 40 E 530 1085 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$19.20
40 E 530 2015 00 0000 4310 0000 0000 0							
1 - 2019		0000000000	SOUTH S0000	South Sound Football Officials	11/07/2019	H	\$3,079.75
1 ITEM(S)	FOR ACCOUNT # 40 E 530 2015 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$3,079.75
40 E 530 2040 00 0000 4310 0000 0000 0							
1019ps		0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2019	H	\$78.48
360-5507		0000000000	COMPETIT000	Competitive Athletics	10/30/2019	H	\$449.01
2 ITEM(S)	FOR ACCOUNT # 40 E 530 2040 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$527.49
40 E 530 2050 00 0000 4310 0000 0000 0							
5480990067494		0000000000	CASH & C000	Cash & Carry #548	10/29/2019	H	\$346.43
717393		0000000000	DOMINO'S000	Domino's Pizza	10/28/2019	H	\$62.23
719270		0000000000	DOMINO'S000	Domino's Pizza	11/04/2019	H	\$69.85
3 ITEM(S)	FOR ACCOUNT # 40 E 530 2050 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$478.51
40 E 530 2060 00 0000 4310 0000 0000 0							
906526365		0000000000	BSN SPOR000	Bsn Sports	10/09/2019	H	\$367.06
951074548		0000000000	RIDDELL 000	Riddell/all American	10/24/2019	H	\$112.60
2 ITEM(S)	FOR ACCOUNT # 40 E 530 2060 00 0000 4310 0000 0000 0					FOR A TOTAL OF	\$479.66
40 E 530 2070 00 0000 4310 0000 0000 0							

ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 E 530 2070 00 0000 4310 0000 0000 0							
*****CONTINUED*****							
1019oc	office copies	0000000000	ABERDEEN026	Aberdeen School District #5	10/31/2019	H	\$1.20
60644		0000000000	GRAYS HA022	Grays Harbor Stamp Works	10/28/2019	H	\$195.07
28345		0000000000	SUNSDAN000	Sundstrom, Daniel	10/30/2019	H	\$823.34
<b>3 ITEM(S) FOR ACCOUNT # 40 E 530 2070 00 0000 4310 0000 0000 0</b>							<b>FOR A TOTAL OF \$1,019.61</b>
40 E 530 2095 00 0000 4310 0000 0000 0							
14832	Mark Morris High School	0000000000	WEATHERW000	Weatherwax Asb Fund	10/09/2021	H	\$100.00
14833	Mark Morris High School	0000000000	WEATHERW000	Weatherwax Asb Fund	10/21/2019	H	\$8.00
<b>2 ITEM(S) FOR ACCOUNT # 40 E 530 2095 00 0000 4310 0000 0000 0</b>							<b>FOR A TOTAL OF \$108.00</b>
40 E 530 2130 00 0000 4310 0000 0000 0							
721044		0000000000	DOMINO'S000	Domino's Pizza	11/08/2019	H	\$90.53
<b>1 ITEM(S) FOR ACCOUNT # 40 E 530 2130 00 0000 4310 0000 0000 0</b>							<b>FOR A TOTAL OF \$90.53</b>
40 E 530 4010 00 0000 4310 0000 0000 0							
1589		0000000000	PNW PRIN000	PNW Printworks, Llc	10/15/2019	H	\$259.59
<b>1 ITEM(S) FOR ACCOUNT # 40 E 530 4010 00 0000 4310 0000 0000 0</b>							<b>FOR A TOTAL OF \$259.59</b>
40 E 530 4060 00 0000 4310 0000 0000 0							
1597		0000000000	PNW PRIN000	PNW Printworks, Llc	10/25/2019	H	\$81.70
<b>1 ITEM(S) FOR ACCOUNT # 40 E 530 4060 00 0000 4310 0000 0000 0</b>							<b>FOR A TOTAL OF \$81.70</b>
40 E 530 4120 00 0000 4310 0000 0000 0							
1019ps		0000000000	ABERDEEN023	Aberdeen School District #5	10/31/2019	H	\$1.20
<b>1 ITEM(S) FOR ACCOUNT # 40 E 530 4120 00 0000 4310 0000 0000 0</b>							<b>FOR A TOTAL OF \$1.20</b>
40 E 530 4150 00 0000 4310 0000 0000 0							
1019ps		0000000000	ABERDEEN023	Aberdeen School District #5	10/31/2019	H	\$90.00
1598		0000000000	PNW PRIN000	PNW Printworks, Llc	10/25/2019	H	\$337.68
<b>2 ITEM(S) FOR ACCOUNT # 40 E 530 4150 00 0000 4310 0000 0000 0</b>							<b>FOR A TOTAL OF \$427.68</b>
40 E 530 4166 00 0000 4310 0000 0000 0							
0619c	catering	0000000000	ABERDEEN024	Aberdeen School District #5	10/10/2019	H	\$16.00
113		0000000000	I BELIEV000	I Believe Banners	10/28/2019	H	\$72.77
MDS-191887		0000000000	NATIONAL004	National Ffa Organization	10/18/2019	H	\$857.67



ACCOUNT NUMBER

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 E 530 4166 00 0000 4310 0000 0000 0							
*****CONTINUED*****							
1920-148		0000000000	WASHINGTON015	Washington Ffa Assoc	11/04/2019	H	\$440.00
4 ITEM(S) FOR ACCOUNT # 40 E 530 4166 00 0000 4310 0000 0000 0							FOR A TOTAL OF \$1,386.44
40 E 530 6200 00 0000 4310 0000 0000 0							
1019ps		0000000000	ABERDEEN023	Aberdeen School District #5 -	10/31/2019	H	\$795.48
1019p	postage	0000000000	ABERDEEN025	Aberdeen School District #5	10/19/2019	H	\$74.00
1019oc	office copies	0000000000	ABERDEEN026	Aberdeen School District #5	10/31/2019	H	\$78.60
1599		0000000000	PNW PRIN000	PNW Printworks, Llc	10/25/2019	H	\$1,242.14
1605		0000000000	PNW PRIN000	PNW Printworks, Llc	11/04/2019	H	\$82.81
5 ITEM(S) FOR ACCOUNT # 40 E 530 6200 00 0000 4310 0000 0000 0							FOR A TOTAL OF \$2,273.03
					TOTAL NUMBER OF HISTORY INVOICES:	27	\$10,701.65
35 ITEM(S) FOR GRAND TOTAL							FOR A TOTAL OF \$10,384.94

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	-96.77	0.00	10,481.71	10,384.94
	*** Fund Summary Totals ***	-96.77	0.00	10,481.71	10,384.94

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

\$ 10,552.38 Total

# NEDRP, LLC CONSULTANT SERVICES CONTRACT

This contract and agreement made and entered into by and between Aberdeen School District Herein after referred to as the "district" and NEDRP, LLC hereinafter referred to as the "Consultant," provides for the Consultant performing services to the District under the following terms and conditions.

## ARTICLE I

The District and the Consultant agree and covenant that for the purpose of this contract and agreement, the Consultant perform the following services: 1 full day of restorative practices training to be held on February 18<sup>th</sup>, 2020.

1 full day of coaching and consulting to be held on February 19<sup>th</sup>, 2020.

## ARTICLE II

The District and the Consultant agree and covenant that for the purpose of this contract and agreement, the District will assume the responsibilities of:

1. Coordinating the facility, advertising, registration, evaluation and payments;
2. Provide agreed upon \$6,000 for contracted services.

The Consultants travel expenses are incorporated into the daily rate.

## ARTICLE III

The District and the Consultant agree and covenant the consultant is employed as an independent contractor and the District shall in no way be responsible for carrying group insurance, workman's compensation insurance, unemployment compensation insurance or any other plans adopted for employees of the District. The Consultant shall have no authority to bind the District in any manner whatsoever and shall be solely an independent contractor to perform services under the terms of this contract as herein set out.

This contract and agreement constitutes the entire agreement between the two parties hereto with respect to the subject matter hereof and shall supersede all previous negotiations, commitments and writings. The District and the Consultant agree and covenant that this contract and agreement may be altered or amended only by mutual written agreement.

Contractor shall indemnify, defend and hold harmless the District, its officers, agents and employees, from and against any and all loss, cost, damage, expense and claims, including attorney's fees and liability of any kind for any acts or omission of Contractor, its officers, agents or employees, in performance of contract to the extent allowable by law.

The policies of the Aberdeen School District Board of Trustees and the laws of the State of Texas shall govern this agreement.

The Consultant agrees that no services shall be performed until this contract has been properly executed and the District has issued an official purchase order. In addition, the consultant understands and agrees that any invoices for services provided without a properly authorized purchase order are subject to non-payment.

If the District cancels the engagement one month or more in advance of event date, this agreement is nullified. Notification more than one week, but less than one month in advance will result in remittance of 25% of the agreed-upon fee. Notification with six days or less notice will require 50% of the agreed-upon fee.

The consultant shall submit invoices noting the purchase order number and any additional required supporting documentation in a format acceptable to the District.

ARTICLE IV

This contract and agreement shall commence on February 18<sup>th</sup>, 2020 and terminate on February 19<sup>th</sup>, 2020.

Alicia Henderson

11/6/19

District Representative Signature

Date

Please print:

District Representative: Alicia Henderson

Address: 216 North G Street, Aberdeen Wa 98520

Telephone: 360-583-2002

Email: ahenderson@asds.org

Sarah Nunn

11/1/19

Consultant Representative Signature

Date

Sarah Nunn

652 Brittany, Canyon Lake, TX 78133

Tel: 915-539-0725

NEDRP, LLC



National Educators *for*  
Restorative Practices



Aberdeen  
School District

*Our Children,  
Our Schools,  
Our Future*

# School Board Meeting

November 19, 2019

# Miller Junior High

*“Home of the Bobkittens”*



# English-Language Arts

Goal: Spring 2019 - 2020 English-Language Arts SBA scores

- Sixth Grade - The percentage of students meeting proficiency will increase from from 46% to 48%
- Seventh Grade - The percentage of students meeting proficiency will increase from from 43% to 46%
- Eighth Grade - The percentage of students meeting proficiency will increase from from 49% to 52%

Sub-Group Goal(s): The percentage of students receiving English Learner supports meeting proficiency will increase by an average of 4%.

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

1. ELA Intervention Support Classes
2. SBA Interim Assessments
3. Imagine Learning
4. Cognitive Content Dictionary - Common Core Vocabulary
5. AVID Strategies - Focus: One-Pager



# Mathematics

Goal: Spring 2019 - 2020 Math SBA scores

- Sixth Grade - The percentage of students meeting proficiency will increase from from 29% to 34%
- Seventh Grade - The percentage of students meeting proficiency will increase from from 39% to 43%
- Eighth Grade - The percentage of students meeting proficiency will increase from from 36% to 41%

Sub-Group Goal(s): The percentage of students receiving English Learner supports meeting proficiency will increase by an average of 5%.

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

1. Math Intervention Support Classes
2. Imagine Math
3. Illustrative Math - Coaching Support
4. Increased Student Collaboration



# Harbor High School

*“Home of the Dragons”*





# English-Language Arts

Goal: Spring 2019 - 2020 English-Language Arts SBA scores

- 10th Grade - The percentage of students meeting proficiency will increase from 27.8% to 35%
- 11th Grade - The percentage of students meeting proficiency in this cohort will increase from 40% to 55%
- 12th Grade - The percentage of students meeting proficiency in this cohort will increase from 70.3% to 80%

Sub-Group Goal(s): The percentage of students receiving Special Education supports meeting proficiency will increase by 5%.

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

- Tiered, targeted ELA Scheduling and courses
- Imagine Learning support for SPED and Lower tiered students
- Interim SBA assessments
- Scheduling an extra ELA class to give the student more time and support



# Mathematics

Goal: Spring 2019 - 2020 Math SBA scores

- 10th Grade - The percentage of students meeting proficiency will increase from 10% to 15%
- 11th Grade - The percentage of students meeting proficiency in this cohort will increase from from 10% to 25%
- 12th Grade - The percentage of students meeting proficiency in this cohort will increase from 46.4% to 55%

Sub-Group Goal(s): .The percentage of students receiving Special Education supports meeting proficiency will increase by an average of 5%.

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

- Scheduled into Math interventions though scheduling an extra hour of support
- Imagine Math for SPED or low tiered students
- Targeted Khan Academy or Edgenuity modules for “bubble students”
- Interim SBA Math assessments



# Aberdeen High School

*“Home of the Bobcats”*



# English-Language Arts

**Goal:** **Aberdeen High School sophomores** will demonstrate a minimum of a 3% increase on the SBA in ELA by grade level cohort, as compared on 2017-18 and 2018-19 SBA assessment data.

**Sub-Group Goal(s):** By June 2020, of the 9<sup>th</sup> - 12<sup>th</sup> grade students who are identified as EL (74 students) will improve their ELPA proficiency as measured by the ELPA 21 Assessment, demonstrated by moving from level 3 to level 4.

## ***Strategies to Achieve the Goal: E/LA & EL***

- Imagine Learning Galileo Assessments for ELA
- Implementation of ELA interims each trimester
- Honor Society tutoring in core academics during CATS Connections



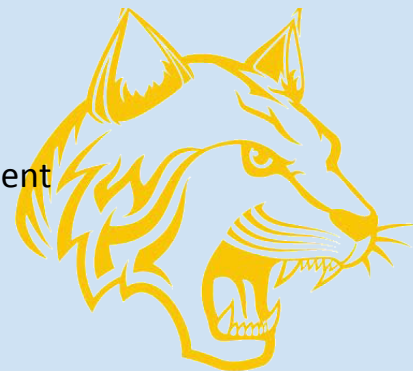
# Mathematics

**Goal:** **Aberdeen High School sophomores** will demonstrate a minimum of a 3% increase on the SBA in Math by grade level cohort, as compared on 2017-18 and 2018-19 SBA assessment data.

**Sub-Group Goal(s):** By June 2020, of the 9<sup>th</sup> - 12<sup>th</sup> grade students who are identified as EL (74 students) will improve their ELPA proficiency as measured by the ELPA 21 Assessment, demonstrated by moving from level 3 to level 4.

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

- Implementation of Math interims each trimester
- Gear Up Math support in the 9<sup>th</sup> grade math courses
- Honor Society tutoring in core academics in CATS Connections
- Introduction to Algebra - Math skills assessment data to ensure appropriate placement
- Intentional EL support in CATS Connections



<b>Consolidated School Improvement Plan</b> <b>Title I, Part A, Schoolwide and School Improvement</b> <i>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.</i> <i>All schools are required to have a school improvement plan, but they do not have to use this template.</i>  <i>For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.</i>	
<b>Section 1: Building Data</b>	
<b>1a. Building:</b> Miller Junior High	<b>1g. Grade Span:</b> 2018-2019 Grades 7 and 8 2019-2020 and beyond Grades 6, 7, 8  <b>School Type:</b> Middle School
<b>1b. Principal:</b> Lisa Griebel	<b>1h. Building Enrollment:</b> Click or tap here to enter text. 2018-2019 500 2019-2020 800
<b>1c. District:</b> Aberdeen	<b>1i. F/R Percentage:</b> 75%
<b>1d. Board Approval Date:</b> 12/11/2018	<b>1j. Special Education Percentage:</b> 14%
<b>1e. Plan Date:</b> 5/13/2019	<b>1k. English Learner Percentage:</b> 9%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b> Targeted 3+	

<b>Section 2: School Leadership Team Members</b> <b>Parent-Community Partners</b> Please list by (Name, Title/Role)	
Click or tap here to enter text.  <b>SLIC Team</b> <b>School Leadership Team</b> <b>(evolving into MTSS team)</b> <b>2019-2020</b>  <b>Members:</b> <b>Lisa Griebel- principal</b>	Click or tap here to enter text.  Click or tap here to enter text.  Click or tap here to enter text.

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

Joan Hoehn- assistant principal  
 Sal Abruscato- TitleOne/LAP Coach  
 Larry Kinread- AVID Coordinator and PBIS  
 Cathy Trusty- Counselor  
 Thad Williams- Counselor  
 Darcy Williams- Science  
 Megan Orosz- EL  
 Ashley Emmett- Electives  
 Mike Tageant - ELA  
 Genielle Harless- Math  
 Matt Harless- Social Studies  
 Joan Lesman - PE/Health  
 Lisa Carney- Student Support Services  
 Sal Abruscato- Title One

Deb Koehn    **Student Support Services**  
 Stacey Devall **6<sup>th</sup> Grade Math/Science**  
 Ann Tracey - **6<sup>th</sup> Grade ELA/Social Studies**  
 Lori Snyder/Chelsea Allee- **7<sup>th</sup> Grade Math/Science**

**Membership:**  
 Principal, Assistant Principal, Counselor (s), Librarian, AVID Coordinator, TitleOne/LAP Coach/Instructional Coach, ELL Teacher, SWD Teacher, a representative from each Department (Science, Social Studies, English, Math, PE/Health, Music/Electives)\*, AEA representative \*\*, 6<sup>th</sup> and 7<sup>th</sup> Grade Math/Science and ELA/Social Studies and 6<sup>th</sup> and 7<sup>th</sup> Grade Math/Science and ELA/Social Studies

**Membership selection:**  
 If more than one person from each representative group is interested in being on the team, the principal will interview and select the member.

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

**Selection of parents/guardians and students**

Parents/Guardians and students need to be asked to express interest in the positions. The team will then select from the list of interested people.

**Membership Term:**

Consistency needs to be balanced with fresh perspective. Each member is committing to School Improvement Team membership for as long as they serve as a Leader for their representative group.

**Duties**

Report at meetings what their teams, groups, departments are accomplishing  
Create, Monitor, and Assess SLIC (Systems, Leadership, Instruction, and Culture) Plan  
Take a “balcony” view of the school (not a front row seat)  
Attend scheduled meetings  
Participate in development and facilitation of Team Agendas  
Host a meeting (s) in classrooms  
Lead the work and assist in the collection evidence for AVID, Title One, and State  
Serve as a Liaison between SLIC Team and the group he/she represents  
Focus on improving the academic and social culture of school for all students, staff, parents/guardians, and community  
Lead professional development as needed

**Meetings**

Once a month meeting for one hour. This is part of the contract expectation of up to 3 staff meetings a month



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

**Focus Areas District Wide**

Our district will be setting suggested focus topics for these meetings for all schools.

MJH is working on the addition of parents who are not current staff members to join the Leadership Team. With the addition of Grades 6 to our building, we expect it will be easier to recruit and maintain parent/guardian partners.

Click or tap here to enter text.

**Section 3: Vision Statement**

Miller Junior prepares all students to be successful in post high school pursuits using AVID's SLIC (Systems, Leadership, Instruction, and Culture).

**Systems: Using data and implementing best practices, Miller staff expects all students to achieve at high levels and leave Aberdeen career and college ready.**

**Leadership: All staff understand the school goals and work together to assist all students in meeting their individual goals.**

**Instruction: Using AVID/WICOR strategies daily in every course, staff and students set and monitor goals to prepare for career and college.**

**Culture: Our entire school community works together to provide a safe and supportive learning environment so all students can prepare for careers and college. (This includes School Climate, Transitions, Family Involvement)**

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

Miller Junior High supports all students, families, and staff regardless of race, ethnicity, class, gender, or sexual identity in achieving their potential. We will eliminate opportunity gaps by ensuring all students achieve success with targeted 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?

Miller Junior High is a Tier 2 3+ according to the Washington School Improvement Framework. Miller Junior High's overall score is 2.4 (2.3 would have been a comprehensive school.).

Miller Junior High's Identified sub groups:

American Indian/Alaskan Native 1.9

Two or More Races 1.8

English Learners 1.4

Low Income 2.2

Students with Disabilities 1.1

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.
  - 7th Grade and 8th Grade math curriculum and accompanying instructional strategies
  - Transition to new 7th and 8th grade ELA curriculum and accompanying instructional strategies
  - Student Transition issues from elementary to middle school, particularly the increase in number of teachers and the juxtaposition of the increase in choices with the decrease in structure
  - Lack of targeted and flexible interventions within confines of a traditional 6 period day
  - Social Emotional Learning needs that arise from normal adolescent developmental issues compounded by living in area of generational high poverty
  - Students not valuing the results of the SB (smarter balanced) exam and inability to see how the results benefit themselves

-

**Strengths:**

- Continued hiring of staff with elementary and interdisciplinary teaming experience
- Focused training of paraeducators
- Interdisciplinary teaming as groups of teachers work together sharing a common group of students along with bi-weekly meetings to discuss Tier One and Tier Two interventions
- Social Emotional Learning lessons in Daily Advisory
- More inclusion of English Learners and Students With Disabilities with necessary support into core classes
- Additional daily advisory lessons incorporating study skills, organizational skills, team building, and goal setting
- AVID Framework of WICOR (writing, inquiry, collaboration, organization, and reading) academic strategies used school wide
- School wide teaching and reinforcement of Common Core Academic Words
- 2019-2020 Year Three of PBIS

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!)

**Student one “A”**

Strengths: friendly, adaptation skills; physical activities; polite to most

Challenges: reading (comprehension, fluency, and vocabulary); foundational math skills; qualifies for services in SWD, ELL, Low-income, and Hispanic; little support for secondary education and beyond; models outside school

Important Relationships: family, a few staff members

**Student two “Z”**

Strengths- strong bonds and friendships. Supportive mother

Challenges- EL, several school moves, drug and alcohol issues, self harm issues, attendance

Important Relationships- group of friends at school, Drug and Alcohol Counselor, TA position that connects her with school secretary and gives her opportunity to complete homework

- a. What strengths do they possess?

b. What challenges do they face?

Click or tap here to enter text.

c. What are some important relationships in their life?

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?

#### **Miller Junior High: Dream, Believe, Achieve**

##### **4 SLIC Goals-**

**Systems: Using data and implementing best practices, Miller staff expects all students to achieve at high levels and leave Aberdeen career and college ready.**

**Leadership: All staff understand the school goals and work together to assist all students in meeting their individual goals.**

**Instruction: Using AVID/WICOR strategies daily in every course, staff and students set and monitor goals to prepare for career and college.**

**Culture: Our entire school community works together to provide a safe and supportive learning environment so all students can prepare for careers and college. (This includes School Climate, Transitions, Family Involvement)**

**What is the culture and climate in your building around the belief that all students can learn?**

Our building staff believe that all students can learn when provided the appropriate academic and SEL support.

How would you describe the alignment of your stated values and the current culture of beliefs?

While our staff believe all students can learn with necessary support, some staff lower expectations for students due to the students' home circumstances.

Consider what artifacts or evidence might you have to support that this expressed belief system is lived.

CEE Survey, Yearly Staff/Student Survey

SLC Parent/Guardian Surveys

D/F Data at marking periods (trimesters) by student sub groups and teams

Attendance Data and Becca Data

HIB report data

Discipline Data (both Skyward and SWIS)

Parent/Guardian attendance at events

Student Participation in Sports, Activities and Music

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)?

- PBIS Tier Two and Three Support
- AVID WICOR Strategies for new staff
- ELA and Math Curriculum implementation
- Interim Assessment proctoring, scoring, and use of data
- Effective Teaming
- How to differentiate assignments and assessments for all learners
- Co teaching models

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?

**1) AVID training**

**AVID CCI (certification and coaching instrument) Document**

**2) Second Steps SEL Curriculum in Advisory Classes**

**SWIS and Skyward Data**

**3) Tier One PBIS training**

**SWIS and Skyward training**

**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.

**Current Support:**

Our students take Advisory Daily where a variety of lessons in SEL using Second Steps, Digital Citizenship, Organization, School Expectations, Team Building, and Goal Setting.

Our students are offered the opportunity to participate in the After School Program which includes a Before School component.

Before School support by individual teachers

PBIS- Tier One support

PBIS Tier Two support

PBIS Tier Three support for SWD students

Teaming Model

EL teacher offering EL classes and EL paras offer targeted support in core classes

Inclusion when appropriate of SWD students in Core Classes

Reading and Math Intervention Courses replacing an elective

**Areas needing to be strengthened:**

PBIS Tier Two support and Tier Three Support for non SWD students

EL Model due to increased numbers in EL

Teaming Support

Focused and Flexible Intervention in Math and ELA

Differentiated curriculum, instruction, and assessment for learners with different needs in core classes

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

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

- SBA score data
- ELPA 21 data
- Interim Assessment data
- Discipline data
- Grade Data
- Attendance Data
- Student and staff survey data
- Advisory feedback and completion

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

We work well with community support systems like BHR, Crisis Response, and True North.

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)?

**Strengths:**

Back to School Days

Open House

Student Led Conferencing

GEAR Up Nights

AVID Family Nights

Family Fun Nights

Monthly Newsletters

Connected calls, texts, emails, and app

Facebook and Social Media presence

2019-2020 Brings the start of MJH PTO (Parent/Teacher Organization)

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

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Universal Screening
- Progress Monitoring Data
- Curriculum Based Assessments

- 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)



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

<input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data <input type="checkbox"/> Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.	<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) <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 checked="" type="checkbox"/> (Other) Uploaded in share point prior. <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)	Using the MTSS model and Tiers of Instruction, students needs will be met in academics, social emotional learning, and behavior. This will include transition activities, professional development, curriculum development, implementation/collaboration time, team time, data and assessment review, and relevant materials.
Goal/Priority #2 (G2)	Working with our new SWD(students with disabilities) team, Miller Junior High will increase academic achievement of SWD students using a Tiered Model of support (MTSS) which will include the new to Miller programs of Behavior Intervention and Students with Intellectual Disabilities.
Goal/Priority #3 (G3)	Our EL staff will work with our entire staff to raise the academic achievement of our EL students using the MTSS delivery model.

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 A1Grades, Assessment, Discipline, and attendance <b>data</b> is shared with staff each trimester by sub groups (AVID, EL, SWD, LAP/TITLE, Free and Reduced Lunch, and ethnicity). Data (including student, staff, and parent/guardian surveys) is reviewed by Data Team and School Leadership Team.	Each trimester	Counseling secretary	Skyward and Homeroom
G1 A2 Each 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> Grade "team" meets bi weekly (twice a month) to examine student data, plan & monitor interventions, and facilitate needed	Bi weekly	School Counselor and Title One/LAP Coordinator	Homeroom data and support staff to cover advisory classes during these meetings. Before and After School Program

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

<p>contacts with other school staff and/or parents/guardians.</p> <p><b>Staff</b> use data to identify which students are at risk for difficulties and provide more interventions before school, within the school day, and after school.</p>			
<p>G1 A3 <b>Additional time</b> during Summer or through release days is available to teams and departments to prepare curriculum, examine data, develop team expectations, etc.</p>	<p>Summer Time work and trimester release time</p>	<p>Principal, Assistant Principal, and title One/LAP Coordinator</p>	<p>Common Core standards Student Data Master Schedule Skyward Home room PBIS School Wide Plan</p>
<p>G1 A4 Interim Assessments in Math and ELA are given to all students and data is used to plan instruction and design interventions.</p>	<p>Trimester</p>	<p>Department chairs and team leads</p>	<p>WAPortal</p>
<p>G 1 A 5 The PBIS Team continues school wide work on Tier One and Tier Two interventions. Student Recognition and positive behavior reinforcement will increase including, but not limited to: Bobkitten B's slips, Student of the Month, SMAC (Students Making Academic</p>	<p>Summer Time PD work  5 Professional Development Days</p>	<p>PBIS Team Lead</p>	<p>Home Room, SWIS, and Skyward  Advisory Calendar</p>

<p>Choices) events. Positive recognition will be embedded into PBIS model.</p> <p>PBIS Tier One will include teaching schoolwide expectations and "team" expectations. Tier Two will include increasing academic support for students out of class and reducing the time students are out of class. PBIS team uses time in the summer to refresh school plan, coordinate orientation, and deliver Professional Development.</p>			
<p>G 1 A 6 Principal/Assistant Principal visit classrooms 2 periods per student day on average beginning November through May and provides AVID WICOR walk documentation when necessary and celebrate observed classroom success with all staff.</p>	<p>Weekly</p>	<p>Principal and Assistant Principal</p> <p>AVID Site Team</p>	<p>Home Room</p> <p>Google Doc Feedback Forms</p>
<p>G 1 A 7 Staff contribute to the Career and College readiness atmosphere on weekly Career and College Wear Days, Advisory Lessons, PSAT practice, Career Options Day, and promote a college going culture daily in their classrooms.</p>	<p>Daily</p>	<p>AVID Site Team and Advisory Team</p>	<p>Announcements</p> <p>Website</p> <p>Flyers</p> <p>Advisory Calendar</p>
<p>G1 A 8 Staff model enthusiasm for learning, follow PBIS expectations,</p>	<p>Daily</p>	<p>School Leadership team</p>	<p>n/a</p>

equally support school wide expectations, and use growth mindset with themselves, their colleagues, and their students.			
G 1 A 9 Staff work together with our community as we transition to a 6-8 Middle School in the 19-20 School year	Planning during the 18-19 School Year, Implementation and Refinement of Plan during the 19-20 School year	Principal	Entire Aberdeen community of staff, students, and families
G 1 A 10 Each staff person knows the students in their class, case load, or school activity by name and need within the ESSA targeted population of SWD, ELL Title One and LAP, MultiRacial, and Native American	Daily	Principal, Assistant Principal and Title One/LAP Coordinator	Homeroom Skyward
G 1 A 11 All teachers post and implement a daily snapshot which includes an Essential Question and lessons reflect state standards.	Daily	Principal	N/A

<p>G 1 A 12 100% AVID schoolwide in all curricular areas, teachers use AVID WICOR strategies. <b>W</b> writing (focused note taking &amp; summarization) <b>I</b> (Inquiry-level questions- Socratic Seminar, Collaborative Study Groups, and Philosophical Chairs work well) <b>C</b> (collaborations- group work) <b>O</b> (organization- student planners and binders) <b>R</b> (reading- marking the text, summarization and vocabulary). Staff provide evidence weekly of these strategies to the AVID team.</p>	<p>Daily</p>	<p>Principal, Assistant Principal, and Title One Coordinator</p> <p>AVID Site Team</p>	<p>Professional Development Training on PD days, Binders and binder supplies for all students</p>
<p>G 1 A 13 All staff are aware of students' SBA scores and use this information when communicating with students. All staff intentionally teach and support the Common Core Vocabulary. Staff strive to increase the number of students in rigorous classes.</p>	<p>Daily</p>	<p>Principal, Assistant Principal, Title One/LAP coordinator</p>	<p>Common core vocabulary binders for all students, Homeroom, Skyward, Advisory Lessons</p> <p>Posters in the hallways</p> <p>Common Core shared Google Slides</p>
<p>G 1 A 14 Academic, Behavior, Attendance, and Social Emotional interventions are offered in a tiered model (MTSS) and monitored frequently for effectiveness.</p> <p><i>Academic Interventions include:</i></p> <ul style="list-style-type: none"> <li>- Reading and Math Support Courses (Grade 7 &amp; 8)</li> </ul>	<p>Daily</p>	<p>Principal, Assistant Principal, School Counselors, and Title One Coordinator</p>	<p>After School Program, Professional Development Training, Student Led Conferencing materials, staff for before school/after school/Saturday school</p>

<ul style="list-style-type: none"> <li>- Math teachers, including SWD math teachers, have access to needed materials</li> <li>- Ongoing supports for Title One/LAP students and staff provided by the Title One/LAP Instructional Coach.</li> <li>- Title One/LAP Coach will lead staff through the development of clustering support for Title One students in core classes in lieu of double dip courses</li> <li>- Student Led Conferences for targeted students in October and January</li> <li>- Student Led Conferences for all students in March</li> <li>- District provided summer school Grades 5/6/7 (2020) and for 8th graders who need pre algebra math support.</li> <li>- Before School, After School, and Early Dismissal Wednesday School Program offered</li> <li>- Tier 2 academic support for any students excluded from class</li> <li>- Saturday Schools to support Tier 2 academic and behavior students</li> </ul>			
<p>G 1 A 15 All staff teach and support the SEL (Social Emotional Learning) and PBIS (Positive Behavior Intervention Support) lessons in Advisory and in their classes.</p>	<p>Daily</p>	<p>Principal, Assistant Principal , Advisory Committee and PBIS Team</p>	<p>Advisory Team Meetings, Advisory Calendar, Advisory Lessons</p>
<p>G 1 A 16 Our school will reflect positive messages, recognize successful students,</p>	<p>Daily</p>	<p>PBIS team</p>	<p>Posters in hallways, messages in email, website, facebook/social media</p>

<p>and celebration student success. Our school campus will physically reflect our diverse student body.</p>			
<p><b>G 1 A 17 Transition Activities from elementary to Middle School</b> 6<sup>th</sup> Grade (and Grade 5 for the 2018-2019 school year) receive a variety of visits from counselors, trips to the Middle School, and an Orientation Parents/Guardian meeting both at the elementary school and at Miller.</p> <p>Back to School Days provide families the opportunity for assistance by Miller staff to complete paperwork, review class schedule, and tour school. All parents/families not attending Back to School Days are individually called (Parent Involvement Plan shared.)</p> <p>Open House before school starts provides families an opportunity to learn about the many programs and activities at Miller as well as meet all the student's teachers. (Title One Services highlighted)</p> <p>Each new class is surveyed for feedback on the transition and the information is used to plan for the following year</p> <p>6th grade staff (and grade 5 from 2019) are invited to a breakfast at Miller to</p>	<p>Once a Year</p>	<p>Principal and Counseling Team</p>	<p>Team of staff to work at Back to School Days, Open House Materials, Busing for field trips to middle school and high school, breakfast items for the teachers</p>



<p>connect with former students, encouraging them to do well and to seek out additional supports at Miller if needed.</p>			
<p><b>G1 A 18 Family Communication</b>  Families are invited to Miller for a variety of times- Back to School Days, Open House, Student Led Conferencing, sporting events, music concerts, AVID Family Nights, GEAR UP Nights, and Title One Family Fun Nights.</p> <p>Families are surveyed regularly and feedback used for improving Title One Services and modifying the School Compact.</p> <p>All communication is provided to our families in Spanish to our population for whom Spanish is spoken at home- on the webpage, in mailings, and in the BlackBoard Connect calls.</p> <p>All Title One, LAP, ELL, SWD students and their families will be informed of the availability of the After School Program during Back to School Days, Open House, and Fall Conferences. School will communicate this information in the families' home languages.</p>	<p>Daily</p>	<p>Principal and Title One/LAP Coordinator</p>	<p>After School Program Materials, Interpreter support, Student Led Conference Materials, Family Night Supplies</p> <p>Interpreter at Family Events</p>

<p>In addition to Skyward, grades mailed at each 6 weeks, Miller communicates regularly with families when having concerns about students academic performance, attendance, social emotional issues, or behavior. Positive feedback is provided at regular intervals as well.</p>			
<p>G1 A 19 With the addition of 6<sup>th</sup> grade, MJH's will increase in size from 500 to 800- 2/3rds of the students will be new to MJH in the 2019-2020 school year and 1/3 of the staff will be new. The new MJH team will work together to establish school culture expectations, celebrations, and traditions. Additional work will be needed to develop the scope and sequence of daily science (and how it supports the math standards) and daily social studies (and how it supports the ELA standards)</p>	<p>Daily</p>	<p>Principal, PBIS Team, and Leadership Team</p>	<p>Additional PD days for staff and PD days for new to Miller Staff,</p>
<p>G 2 A 1 Miller cooperates with the high school to support students transitioning to the high school- SWD students transitioned to high school SWD team, counselors meet with new counselor, administrative staff meets with high school administrators, and 8<sup>th</sup> graders have an orientation day at the high school in the spring. Specific students</p>	<p>Once a year</p>	<p>Assistant Principal and SWD Team</p>	<p>Substitute days for teachers and para educators, and bussing for students</p>

identified as needing more transition support will have additional activities.			
G 2 A 2 SWD students are supported in the least restrictive environment, and staff know each student's IEP goals, accommodations, modifications and then communicate regularly with the case managers. (Student Schedules are checked by case manager before school starts and families communicated with.) SWD team meets weekly and provides professional development at the 5 Professional Development Days.	Once a year	Assistant Principal and SWD team	Additional Day in August for teachers to check schedules and prepare for IEP checklists for teachers with students with IEP's
G 2 A 3 The 2019-2020 larger SWD team meets to develop team norms, plan case load, plan curriculum, and develop SWD delivery model.	Once a year, one year only	Assistant Principal with SWD Team	Substitutes for the SWD team
G2 A 4 New curriculum for the 2 new programs of ID and PASS (Tier 3 behavior support).	Once a year, one year only	Assistant Principal with SWD team	Cost of the new curriculum Cost of the training
G 3 A 1 EL students are supported in core classes and all staff use AVID strategies (including group work, vocabulary and summarization) with EL students.	Daily	Principal, Assistant Principal, Title One/LAP coordinator, EL teacher	PD training
G3 A2 With the addition of 6 <sup>th</sup> grade to MJH, staff will work together to plan curriculum, instruction, and assessment in 6 <sup>th</sup> grade that will support all diverse learning needs of the students including EL students.	Daily	Principal, Assistant Principal, Title One/LAP Coordinator, and EL teacher	PD Training

G3 A3 In addition to our EL students, we will work with our district Indian Ed coordinator with our Title 3 students- forming an Native American Leadership Club which will culminate it's year activities with a field trip that EL accompanies as well.	Twice a month for leadership meetings, once a year for field trip	Principal and Native American Coordinator	Field tip- substitute, transportation and entry fee to museum
G3 A4 All students, including EL and SWD will use Imagine Math and Imagine Learning	40 minutes a week	Classroom teachers and Assistant Principal	Imagine Learning training
G3 A5 Illustrative Math is the new math curriculum for all students, including EL and SWD	Daily in all math classes	Math Teachers, including SWD resource room teachers	ESD Math Coach

**8e. Budget Table**

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
G1 A16 G1 A 17 Presentation Cart with projector, document camera, speakers and clicker for the Family Nights, leadership meetings, professional development, and After School Program	I Grant	\$5,000

Color printer to produce documents and flyers		
G1 A 14  2 paraeducators – 1 hour each 160 days 2 paraeducators- 30 minutes each 180 days 2 paraeducators- 3 hours for 20 days for the Before and After School Program and the Saturday Tutoring	I Grant	\$8,555.00
G2 A4 G1 A14 PASS Curriculum Saturday school curriculum	I Grant	\$5,000.00
G3 A3 Museum Field Trip for Native American and EL students	I Grant and Title 3	\$2,000
G1 A 18 Back to School Days 5 paraeducators for 3 days for 6 hours	I Grant	\$1500.00
G1 A3, G1 A5, G1 A9, G1 A13, G1 A 14, G1 A 15, G1 A 17, G1 A19 , G2 A2, G3 A1, and G3 A2  10 teachers 1 day Curriculum Planning for the 2019-2020 School Year including: Advisory Lessons (SEL, Student Led Conferencing, PBIS, Binder Lessons, Academic Time), PBIS PD for staff, SEL PD for staff, First Day of School Orientation	I Grant and District Teaching and Learning Dept  District Tri Days	\$1500.00
G1 A3, G1 A5, G1 A9, G1 A13, G1 A 14, G1 A 15, G1 A 17, G1 A19 , G2 A2, G3 A1, and G3 A2	I Grant, Teaching and Learning Dept, and District Tri Days	\$1500.00

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

10 New to Building 6 <sup>th</sup> Grade Teachers 2 days of Curriculum planning for Math/Science and ELA/Social Studies		
	I Grant	

<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>	Data: <ol style="list-style-type: none"> <li>1) Attendance at Parent/Community Events</li> <li>2) Surveys of Families During Student Led Conferencing</li> <li>3) Surveys of Students and Staff</li> <li>4) D/F grades, attendance, and discipline data at trimesters per student group</li> </ol> Interim Assessment Data

<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</i>	

<i>update on how your activities are going: What is working and what needs adjustment?</i>	
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<b>Section 10: ADJUST</b>
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<b>(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>
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<i>Adjust (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.
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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

- 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)	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>			
<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)		

Section 15a STUDY	
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
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)	
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.

Section 15c STUDY	
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
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**

**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**

**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> Harbor High School	<b>1g. Grade Span:</b> 9-12 <b>School Type:</b> High School
<b>1b. Principal:</b> Derek Cook	<b>1h. Building Enrollment:</b> 101
<b>1c. District:</b> Aberdeen	<b>1i. F/R Percentage:</b> 82.6%
<b>1d. Board Approval Date:</b> November 19, 2019	<b>1j. Special Education Percentage:</b> 16%
<b>1e. Plan Date:</b> May 13, 2019	<b>1k. English Learner Percentage:</b> 10.5%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  Comprehensive - Low Grad Rate	

**Section 2: School Leadership Team Members**

**Parent-Community Partners**

Please list by (Name, Title/Role)

Derek Cook, Principal  Keelee Frost, CTE Teacher  Shawn Stevenson, Social Studies Teacher  Kayla Sturm, Paraprofessional	We are recruiting Parent/Community partners.
Katie Hirschfeld, ELA Teacher  Chris Howell, Math/Science Teacher  Kris Bitar, SPED Teacher	

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

Jan Gravley, CTE Teacher, Data coordinator

**Section 3: Vision Statement**

**Vision:**

**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**

It is the goal of Harbor High School to support students, families, and staff 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?

#### Key Takeaways—

#### Areas of Need:

- Students still continue to struggle in both ELA and Math on state indicators of learning (assessments).
  - ✓ In ELA last year, 63% of our seniors met the state indicator of learning (passing the SBAC ELA assessment, or one of the state approved alternatives). This is actually a small increase over past years, however still lagging behind the district and state averages. Areas of particular challenge include our high poverty students, and Hispanic students who are underrepresented in meeting standard. In the 10<sup>th</sup> grade testing group, 24.7% met standard on the ELA SBAC. Of particular concern with this group was that 30% of the students tested were at Level 1 or low level 2, and in need of stronger interventions.
  - ✓ In Math last year, 37% of our students who had been assessed had met the state indicator of learning (passing the SBAC Math assessment, or one of the state approved alternatives). This is alarming. All subgroup data showed that while there were individual gains aplenty in their scores, a majority of our students scored significantly below the standard for Math. Adding to that the Collection of Evidence option which had been available as a lifeline for many of our students was not an option last year. In the 10<sup>th</sup> grade cohort, less than 5 percent met standard. Again, a vast majority of them scored well below the state standard.
- Attendance rates, primarily among our over 18 year old students is definitely an obstacle to their success. Our overall attendance rate is 20.8%. Of particular concern is our Hispanic attendance rates which are half of other groups.

#### Root Causes:

- In looking at ELA success rates, we are making gains, but the obstacles that we see from our students who continue to struggle making standard are:
  - 1.) A history of poor attendance in previous years

- 2.) A history of poor performance in ELA core learning
- 3.) A curriculum that has been in transition the last two years
- In looking at Math and our struggles there, we see these as the root causes:
  - 1.) A history of poor attendance in previous years
  - 2.) A history of poor performance in Math
  - 3.) Lack of success has led to resistance and hopelessness, creating difficulties in engaging students
  - 4.) Aligning curriculum and changing instructional practices has led to some gaps in instruction
  - 5.) A cultural belief among students and parents that it is acceptable to be bad at Math.
- Attendance Root Causes:
  - 1.) A majority of our students come to us with a history of attendance issues
  - 2.) The individualized nature of our school, and the flexibility we try to maintain in working with students who come to us often from broken or dysfunctional homes often leads to a belief that attendance isn't as important at our school as it is at others.
  - 3.) In several of our students cases, dysfunctional family dynamics create a situation where the student is "needed" at home for childcare, etc.
  - 4.) The local court has backed off its traditional aggressive treatment of truancy issues, which means the schools have almost lost a valuable partner in keeping students in school.

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.

Root Causes:

- In looking at ELA success rates, we are making gains, but the obstacles that we see from our students who continue to struggle making standard are:
  - 4.) A history of poor attendance in previous years
  - 5.) A history of poor performance in ELA core learning
  - 6.) A curriculum that has been in transition the last two years
- In looking at Math and our struggles there, we see these as the root causes:
  - 6.) A history of poor attendance in previous years
  - 7.) A history of poor performance in Math
  - 8.) Lack of success has led to resistance and hopelessness, creating difficulties in engaging students
  - 9.) Aligning curriculum and changing instructional practices has led to some gaps in instruction



10.) A cultural belief among students and parents that it is acceptable to be bad at Math.

- Attendance Root Causes:

5.) A majority of our students come to us with a history of attendance issues

6.) The individualized nature of our school, and the flexibility we try to maintain in working with students who come to us often from broken or dysfunctional homes often leads to a belief that attendance isn't as important at our school as it is at others.

7.) In several of our students cases, dysfunctional family dynamics create a situation where the student is "needed" at home for childcare, etc.

8.) The local court has backed off its traditional aggressive treatment of truancy issues, which means the schools have almost lost a valuable partner in keeping students in school.

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?

See Narrative below

b. What challenges do they face?

See Narrative below

c. What are some important relationships in their life?

"Brandon" is a 17 year old male senior. He came to our school from the local high school where he was only partially successful. While at that school, his home was ripped apart when his father and mother divorced. During their marriage, Brandon was exposed to drug abuse and neglect by his father. His mother, after years of bad treatment left when Brandon was a freshman, and took Brandon with her to move here to Aberdeen. He entered a new high school, and immediately became a truancy issue having little support at home, and knowing no one here. He ended up in court for truancy and eventually ended up locked up for short periods of time. On top of that he fell behind in his progress, missing a lot of school. He continued this pattern into his sophomore year. At some point he started using marijuana. Finally, at the end of his sophomore year, now almost a full year behind, he enrolled in our school. His mom had secured a job the year before and was trying to ride herd on her son and hold down a full time job. She became ill his sophomore year, with cancer, that she is continuing to battle to this day. Brandon at first was reluctant and socially closed off. Our staff often complained that he was

angry and resisting efforts to get to know him. Other students avoided him, because he seemed angry. It took a while, but eventually he began to engage. He began to trust. And then he began to work. By the beginning of his senior year, he had almost caught up with his credits. After repeated efforts to pass the state assessments, we enrolled him in our COE ELA and Math classes. He is working in them as of now. He was able to get a job, and the school works with him around his work schedule. He fully expects to graduate at the end of this year. I feel his experience isn't uncommon to the students in our school. Most of them come to us at a minimum a semester behind academically. Most of them have challenges outside of school. All of them are seeking meaningful relationships with positive people, as they lack them at home. Most of them are distrusting of the staff here at first. BUT, despite it all, these students are determined. They are brave. Many of them face challenges outside of school that would cause most of us to give up. But they are here. The best part of my job is seeing them turn the corner.....have a dream for their future....and begin realizing their potential.

### **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?

Mission: Harbor High School, a Title I Schoolwide Program, is dedicated to preparing our students to become responsible citizens, lifelong learners, effective planners, and successful workers.

Vision: 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.

Values of Harbor High School:

- 1.) Self advocacy
- 2.) Self determination
- 3.) Personal Responsibility
- 4.) Relationships
- 5.) Safety
- 6.) Kindness
- 7.) Everyone can learn, time is the adjustable factor.

As a staff, there is a shared belief that all students can learn. We believe that the time it takes them to do so is different for each student. That is why Harbor High School has a contract based learning model as its core. Students engage the material at a pace best suited for them. Teachers provide support as needed. The students take responsibility for the pace and scope of their learning. Student success is celebrated through traditions like our "Key Ceremony" and Wall, Academic Awards

Assemblies, and the Walk of Fame. We have daily updated progress reports for each student, advisory support, and weekly and monthly progress goals tailored for each student. In the area of our culture and beliefs, we, as a staff feel strong alignment.

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)?

Along with the rest of our district our Professional Development is geared around bringing sound instructional practices and supports in like AVID strategies. In our school this looks like an increased emphasis on organizational and writing support. The other area of emphasis is on PBIS and SEL. We have a PBIS team that meets monthly, and with the district as a whole three times per year. We, as a staff, are working to intervene with behavioral support based off of positive interventions. In terms of SEL we are embarking upon using "Character Strong" as a basis for SEL activities and lessons. We are in our infancy on this.

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?

- AVID Organizational Strategies-Monthly Planners, Goal sheets, Advisory support and Organizational Notebooks for targeted students. The metric we are using is tracking their usage in key classrooms, and looking at student points to see if there is a correlation. We are in Year One of this initiative.
- PBIS Support Strategies/Social Emotional Learning-Our key expectations are posted in the school. Staff are learning how to reinforce those. We have added a monthly awards assembly based upon PBIS expectations. We are rolling out an SEL trait of the month, at our assembly, and assigning "challenges" to students to engage in them. This has been mostly well received by students. The metrics we are using include tracking discipline data monthly, staff feedback and a survey, and student climate survey.

## **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.

#### Areas of Strength:

- A tiered series of academic interventions in ELA and Math
- Dedicated Collaboration time to review supports and progress of each student
- Individualized plans for each student
- Advisory support and plan monitoring for each student
- Celebrations of academic and social success
- A learning climate that is historically seen as comfortable and positive by students and staff

#### Areas to be Strengthened:

- Math supports and interventions
- Parental Involvement
- More specific academic interventions

#### Meaningful attendance interventions

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

We met as a staff to review data and last year's school improvement plan. We assessed the relative effectiveness of our measures, using data collected by the principal and presented in a small packet to staff. We had staff draw their own conclusions and we shared those out. From that list we prioritized our main areas of need, and areas of strengths.

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

Our community-school systems are primarily built around social and economic support for students and their families. We feel this area is a strength, but it does take constant work to keep track of the various agencies and help and support available. We have reached out to and work with:

- True North—Substance Abuse

- Beyond Survival—Sexual Abuse
- DSHS—Economic and Health support
- Columbia Wellness—Crisis Counseling
- BHR—Counseling
- GH County Health Department—Education
- Grays Harbor Skills Center—Occupational Training
- Gravity—GED Training
- Grays Harbor College—Education, Post-secondary Education
- Grays Harbor Youth Works—Vocational and Job Skills Training

We continue to need to strengthen our parent engagement opportunities. Our conferences have very good attendance, but family nights, information nights, and Title 1 meetings less so....unless we do them during conferences.

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)?

See #3

**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 type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input checked="" type="checkbox"/> Curriculum Based Assessments <input checked="" type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input checked="" type="checkbox"/> Credit Attainment <input checked="" type="checkbox"/> Stick Rate <input checked="" type="checkbox"/> Student Mobility Data	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input checked="" type="checkbox"/> Special Education Placement Data (LRE) <input checked="" 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"/> Discipline Referrals	<input type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
<input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)	<input type="checkbox"/> Extra-curricular activities participation
<input type="checkbox"/> Restraint and Isolation Data	<input type="checkbox"/> Fiscal and Financial Data
<input checked="" type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)	<input checked="" type="checkbox"/> <b>(Other) Uploaded in SharePoint.</b>
<input checked="" type="checkbox"/> Healthy Youth Survey	<input type="checkbox"/> <b>(Other)</b> Click or tap here to enter text.
<input checked="" type="checkbox"/> School Climate data	<input type="checkbox"/> <b>(Other)</b> Click or tap here to enter text.
<input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.	

Section 7: PLAN	
<b>SY 2019-2020 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS &amp; STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)</b>	
Goal/Priority #1 (G1)	According to our Needs assessment data, our students have had historically abysmal rates of daily attendance. Last year our daily attendance rate overall was 18.8% ADA. This is a major barrier to successful completion for our students. Using enhanced school to home communications, early interventions, and community resources, we will improve our ADA from 18.8.8 to 30 percent in the 2019-20 school year.
Goal/Priority #2 (G2)	<p>In reviewing student data, students coming to our school are anywhere from a semester up to a year and a half behind cohort peers in mathematics and ELA. As a result, our performance on the end of the year SBA exam in math has been traditionally low. During the 2019-20 school year, our goal in ELA is to:</p> <ul style="list-style-type: none"> <li>• <b>10th Grade - The percentage of students meeting proficiency will increase from 10% to 20%</b></li> <li>• <b>11th Grade - The percentage of students meeting proficiency in this cohort will increase from from 10% to 25%</b></li> <li>• <b>12th Grade - The percentage of students meeting proficiency in this cohort will increase from 46.4% to 60%</b></li> </ul> <p>Sub-Group Goal(s): The percentage of students receiving Special Education supports meeting proficiency will increase by 5%.</p>
Goal/Priority #3 (G3)	<p>In reviewing student data, students coming to our school are anywhere from a semester up to a year and a half behind cohort peers in mathematics and ELA. As a result, our performance on the end of the year SBA exam in ELA has been traditionally low. During the 2019-20 school year, our goal in ELA is to:</p> <ul style="list-style-type: none"> <li>• <b>10th Grade - The percentage of students meeting proficiency will increase from 27.8% to 35%</b></li> <li>• <b>11th Grade - The percentage of students meeting proficiency in this cohort will increase from from 40% to 55%</b></li> <li>• <b>12th Grade - The percentage of students meeting proficiency in this cohort will increase from 70.3% to 80%</b></li> </ul> <p>Sub-Group Goal(s): The percentage of students receiving Special Education supports meeting proficiency will increase by 5%.</p>

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

<b>8a. Activity</b>	<b>8b. Timeframe for Implementation</b>	<b>8c. Lead(s)</b>	<b>8d. Resources</b>
G1: Look at current year attendance data and identify trends and problematic students.	May 2019-June 2019	Derek Cook	Attendance Data Homeroom
G1: Look at returning students in this age range, draw up a list of targeted students for support.	June 2019-August 2019	Derek Cook	School lists Attendance Data
G1: Interview returning student about obstacles, and input on what might work	August-September 2019	Derek Cook Gayle Anderson/Theresa Kaufmann	Attendance Data Student data sheet
G1: Look at research based practices on effective practices for habitually truant students	August-September 2019	Derek Cook HHS Staff	Intervention Manuals Various Articles MTSS materials School Attendance Data
G1: Development of tiered responses in conjunction with current attendance policies and supports	August-September 2019	Derek Cook HHS Staff	Intervention Manuals Outcome: Tiered response plan Student lists
G1: Weekly tracking of targeted cohort- Targeted call and text messages to students.	August-May 2019-20	Derek Cook Theresa Kaufmann Student/Family	Weekly attendance data Student Data Sheets Staff Meeting Notes
G1: Set up monthly meetings with students and families who are attendance issues	September-May 2019-20	Derek Cook Theresa Kaufmann Gayle Anderson Advisors Student	Attendance Data Student progress summary Individual Learning Plan
G1: From meetings, work with advisor and student to make adjustments to the student's learning plan.	September-May 2019-20	Derek Cook Advisor	Individual Learning Plan Collaboration Time
G1: Monitor students who are in intervention, looking at attendance, progress, etc. and make adjustments as needed.	September-May 2019-20	Derek Cook Advisor Theresa Kaufmann	Individual Learning Plan Collaboration Time
G1: Provide students, advisors, families updated information as the year progresses.	September-May 2019-20	Derek Cook Advisor Student	Individual Learning Plan Collaboration Time Student Data Sheets

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		Family	Attendance Data
G1: Evaluation of program	February 2019 June 2019	HHS Staff	Student data Attendance data Homeroom data
G2: Returning students progress in ELA and Math will be compiled and compared to where students should ideally be in their cohort.	August 2019	Derek Cook HHS Staff	Student Progress Data Master Schedule
G2: Students will be sorted into intervention tiers based upon past progress, points, and assessment scores	August 2019	HHS Staff Advisors Katie Hirschfeld	Student Progress Data Scheduling software
G2: Student Tier one supports in Math are extra time on assignments, work at a pace comfortable to the student, mastery based learning, small class size, differentiated learning contracts, and peer and staff tutoring.	August-June 2019-20	Advisors Principal	Student Progress Data Student Assessment Data Contracts Collaboration Time
G2: T2 support in Math--:Enrollment in ALEKS math, which is an intuitive math program that scaffolds learning for students in need of support	August-June 2019-20	Advisors Principal	ALEKS Math Enrollment \$1000 Title 2 funds for enrollment
G2: Selected T2 students will be enrolled into 3-5 sessions/week with an academic or peer tutor using flexible scheduling. This will be done during advisory.	August-June 2019-20	Advisors Principal	Student Data Tutor
G2: T3 students in Math will be either double enrolled (100 mins./day) or scheduled into an hour of tutoring in our academic support lab.	August-June 2019-20	Advisors Principal	Student Data Collaboration Time Tutor time Academic Support materials
G2: T3 students will be scheduled for intensive support during Focus Thursday time in either the classroom, or academic support lab.	August-June 2019-20	Advisors Principal	Academic Support materials Advisor time Tutor time
G3: Student Tier one supports in ELA are extra time on assignments, work at a pace	August-June 2019-20	Advisors Principal	Student data Advisor time

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comfortable to the student, mastery based learning, small class size, differentiated learning contracts, and peer and staff tutoring.			Collaboration time
G3: Students in Tier 2 of ELA-- Enrollment in Katie's ELA support class. Students are assessed and then areas of need are addressed with specific instruction and learning at appropriate reading levels	August-June 2019-20	Advisors Principal	Advisor time Student Data ELA Support curriculum
G3: T3 students in ELA will be either double enrolled (100 mins./day) or scheduled into an hour of tutoring in our academic support lab.	August-June 2019-20	Advisors Principal	Academic Support materials Advisor time Tutor time
G3: T3 students will be scheduled for intensive support during Focus Thursday time in either the classroom, or academic support lab.	August-June 2019-20	Advisors Principal	Academic Support materials Advisor time Tutor time
G3: Regular progress updates will occur with our tiered students, and staff through the advisory. Progress will be tracked by staff and reported on during our monthly collaboration	August-June 2019-20	Advisors Principal	Collaboration Time Advisor Time Student Progress database Learning Plan
G3: Yearly evaluation against goals will take place at the end of the year	June 2020	HHS Staff	Staff Time Staff surveys Evaluation

### 8e. Budget Table

<b>Funded SY 2019-2020 Expenditure (Linked to Activity)</b>	<b>Funding Source</b>	<b>Funding Amount</b>
A1)MTSS Materials Planning Time for staff Attendance Secretary Time Staff Time for meetings, contacts, etc.	Title 2, Title 1, HELP Fund, OSSI School Improvement Grant	@ \$ 500 Materials and cost @ \$1,500 supplemental staff time
A2) Staff Planning and Collaboration time T3 Supplementary curriculum and resources in Math and ELA	Title 2, Title 1, HELP Fund, OSSI School Improvement Grant	@\$14,000 Academic Support Lab @\$ 1,500 Supplementary Materials @\$ 500 Staff collaboration time

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1 0.5 FTE Academic Support Lab		
A3) Parent Engagement Materials Refreshments, Consumables	Title I Parent/Family Engagement Funds, HELP Fund, OSSI School Improvement Grant	@ \$700 Parent Engagement Materials, copy costs, etc.

Section 9a: STUDY	
(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>For Goal 1 we will seek this year’s attendance data for our returning students, looking at trends and identifying our most problematic truant 18 plus year olds. Once we have identified these students we will track and examine attendance data throughout the year, especially after each intervention to see if there is improvement in attendance, and overall progress academically. For this we will need to see their PLAN sheets which we use to track academic progress across the school year.</p> <p>For Goal 2 and 3 we will examine student credit needs in math and ELA, compared to where students should be within their graduation cohort. We will also look at state assessment results as well as results on the Interim Block Assessments given this year in Math and ELA. Using this data we will meet as a staff and come up with a listing of students in need of intervention. The final step is setting students into Tiers for scheduling purposes. Student progress data will be used through the year to assess student progress and possibly exit or intensify the student from interventions.</p>

Section 9b: STUDY	
(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
<p>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></p>	<p>Click or tap here to enter text.</p>

**Section 10: ADJUST**

**(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

- 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)	Continuing our work to improve attendance with one of our more troubling cohorts, our age 18 and older students, using enhanced school to home communications, early interventions, and community resources, we will improve our ADA from 30 to 45 percent in the 2020-21 school year.
Goal/Priority #2 (G2)	Using the MTSS model, curriculum alignment and Tiers of Instruction, HHS will increase the number of students who are academically on-track in Math and ELA from 45% to 55% in the 2020-21 school year.
Goal/Priority #3 (G3)	Using enhanced school to home communications, PBIS strategies, and a scheduled series of parent nights, we hope to be able to increase our overall parent/community involvement by 15% from the 2019-20 school year which is our baseline.

<b>Section 14: DO</b>			
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)</b>			
<b>14a. Activity</b>	<b>14b. Timeframe for Implementation</b>	<b>14c. Lead(s)</b>	<b>14d. Resources/Budget</b>
G1: Monitor progress: Comparison of ADA in 2019-20 with 2018-19	June 2020	Office Staff Principal	Attendance Data Homeroom
G1: Look at current year attendance data and identify trends and problematic students.	May 2020-June 2020	Derek Cook Office Staff	Attendance Data Homeroom
G1: Look at returning students in this age range, draw up a list of targeted students for support.	June 2020-August 2019	Derek Cook	School lists Attendance Data
G1: Interview returning student about obstacles, and input on what might work	August-September 2020	Derek Cook Gayle Anderson/Theresa Kaufmann	Attendance Data Student data sheet
G1: Look at research based practices on effective practices for habitually truant students, evaluate effectiveness of previous year's strategies	August-September 2020	Derek Cook HHS Staff	Intervention Manuals Various Articles MTSS materials School Attendance Data

G1: Development of tiered responses in conjunction with current attendance policies and supports: pull out inefficient or ineffective practices from the previous year	August-September 2020	Derek Cook HHS Staff	Intervention Manuals Outcome: Tiered response plan Student lists
G1: Weekly tracking of targeted cohort- Targeted call and text messages to students.	August-May 2020-21	Derek Cook Theresa Kaufmann Student/Family	Weekly attendance data Student Data Sheets Staff Meeting Notes
G1: Set up monthly meetings with students and families who are attendance issues	August-May 2020-21	Derek Cook Theresa Kaufmann Gayle Anderson Advisors Student	Attendance Data Student progress summary Individual Learning Plan
G1: From meetings, work with advisor and student to make adjustments to the student's learning plan.	August-May 2020-21	Derek Cook Advisor	Individual Learning Plan Collaboration Time
G1: Monitor students who are in intervention, looking at attendance, progress, etc. and make adjustments as needed.	August-May 2020-21	Derek Cook Advisor Theresa Kaufmann	Individual Learning Plan Collaboration Time
G1: Provide students, advisors, families updated information as the year progresses.	August-May 2020-21	Derek Cook Advisor Student Family	Individual Learning Plan Collaboration Time Student Data Sheets Attendance Data
G1: Evaluation of program	February 2020 June 2020	HHS Staff	Student data Attendance data Homeroom data
G2: Returning students progress in ELA and Math will be compiled and compared to where students should ideally be in their cohort.	August 2020	Derek Cook HHS Staff	Student Progress Data Master Schedule
G2: Students will be sorted into intervention tiers based upon past progress, points, and assessment scores	August 2020	HHS Staff Advisors	Student Progress Data Scheduling software
G2: Student Tier one supports in Math are extra time on assignments, work at a pace	August-May 2020-21	Advisors Principal	Student Progress Data Student Assessment Data

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



comfortable to the student, mastery based learning, small class size, differentiated learning contracts, and peer and staff tutoring.			Contracts Collaboration Time
G2: T2 support in Math--Enrollment in ALEKS math, which is an intuitive math program that scaffolds learning for students in need of support	August-May 2020-21	Advisors Principal	ALEKS Math Enrollment \$1000 Title 2 funds for enrollment
G2: Selected T2 students will be enrolled into 3-5 sessions/week with an academic or peer tutor using flexible scheduling. This will be done during advisory.	August-May 2020-21	Advisors Principal	Student Data Tutor
G2: T3 students in Math will be either double enrolled (100 mins./day) or scheduled into an hour of tutoring in our academic support lab.	August-May 2020-21	Advisors Principal	Student Data Collaboration Time Tutor time Academic Support materials
G2: T3 students will be scheduled for intensive support during Focus Thursday time in either the classroom, or academic support lab.	August-May 2020-21	Advisors Principal	Academic Support materials Advisor time Tutor time
G2: Student Tier one supports in ELA are extra time on assignments, work at a pace comfortable to the student, mastery based learning, small class size, differentiated learning contracts, and peer and staff tutoring.	August-May 2020-21	Advisors Principal	Student data Advisor time Collaboration time
G2: Students in Tier 2 of ELA-- Enrollment in Katie's ELA support class. Students are assessed and then areas of need are addressed with specific instruction and learning at appropriate reading levels	August-May 2020-21	Advisors Principal	Advisor time Student Data ELA Support curriculum
G2: T3 students in ELA will be either double enrolled (100 mins./day) or scheduled into an hour of tutoring in our academic support lab.	August-May 2020-21	Advisors Principal	Academic Support materials Advisor time Tutor time
G2: : T3 students will be scheduled for intensive support during Focus Thursday time	August-May 2020-21	Advisors Principal	Academic Support materials Advisor time

in either the classroom, or academic support lab.			Tutor time
G2: Regular progress updates will occur with our tiered students, and staff through the advisory. Progress will be tracked by staff and reported on during our monthly collaboration	August-May 2020-21	Advisors Principal	Collaboration Time Advisor Time Student Progress database Learning Plan
G2: Yearly evaluation against goals will take place at the end of the year	June 2021	HHS Staff	Staff Time Staff surveys Evaluation
G3: We will update our parent contact lists as we have a highly transient set of students. This will be done monthly.	August-May 2020-21	Advisors Principal	Parent contact lists Office coordination and time
G3: We will compare our existing students parent conference attendance and come up with some families to target for extensive reach out by our office and the student's advisor.	August 2020	Advisors Principal	Advisor time Collaboration Time Parent contact lists Office coordination and time
G3: We will come up with a calendar of meetings (Title 1, Parent information Nights) and publish and send home with students when they enroll.	July-August 2020	Advisors Principal	Staff Time Planning Time
G3: Using our Blackboard Connect Parent App, we will send out weekly informative phone calls, emails, and texts as to upcoming events at Harbor High School with options as to how parents can be involved.	August-May 2020-21	Advisors Principal	Blackboard Connect App
G3: Using our list of targeted parents, we will seek to make a positive contact with the parent when their student does something we want to reinforce.	August-May 2020-21	Advisors Principal	Parent List PBIS Tracking data
G3: After informing parents of our planned parent meetings, we will use our webpage, Blackboard Connect app., and newsletter to inform them of meetings, and invite them in. Meeting materials will be put on our school	August-May 2020-21	Advisors Principal	Newsletter Web Page Blackboard Connect Meeting materials

webpage, along with any resources that will be helpful to parents.			
G3: We will track all conference and meeting attendance, revising our list of parents we need to establish contact with.	August-May 2020-21	Advisors Principal	Conference Data Collaboration Time
G3: Staff will make a goal to contact each of their advisees parents once a month to keep that line of communication open with the home and school.	August-May 2020-21	HHS Staff Principal	Tracking Data Planning time
G3: Staff will brainstorm and promote opportunities for parent volunteering and engagement (State Testing, conferences, lunch helpers, school decoration).	August 2020	HHS Staff Principal	Planning time
G3: A monthly newsletter highlighting important topics and dates within the school will be published and distributed to parents monthly. It will also be placed on the school website.	August-May 2020-21	Principal	Newsletter
G3: The parent resources section of our website will be promoted and updated monthly.	August-May 2020-21	Principal	Website
G3: We will survey parents at our Winter conferences as to desired parent engagement events.	February 2021	HHS Staff Principal	Parent Survey Collaboration Time
G3: We will survey parents at our April conferences with regards to Title I and school effectiveness.	April 2021	HHS Staff Principal	Parent Survey Collaboration Time
G3: We will recruit a parent or parents to serve on our school leadership team. We have been unsuccessful at this so far.	October 2020	HHS Staff Principal	Parent outreach and recruitment
G3: Data from attendance and surveys will be used to reflect and plan for 2020-21.	May-June 2021	HHS Staff Principal	Survey Data Attendance Sheets from conferences

**Section 14e. Budget Table**

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

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1)MTSS Materials Planning Time for staff Attendance Secretary Time Staff Time for meetings, contacts, etc.	Title 2, Title 1, HELP Fund, OSSI School Improvement Grant	@ \$15,400 Attendance secretary time @ \$ 500 Materials and cost @ \$1,700 supplemental staff time
A2) Staff Planning and Collaboration time T3 Supplementary curriculum and resources in Math and ELA 1 0.5 FTE Academic Support Lab	Title 2, Title 1, HELP Fund, OSSI School Improvement Grant	@ \$15,400 Academic Support Lab @\$ 1,500 Supplementary Materials @\$ 500 Staff collaboration time
A3) Parent Engagement Materials Refreshments, Consumables	Title I Parent/Family Engagement Funds, HELP Fund, OSSI School Improvement Grant	@ \$700 Parent Engagement Materials, copy costs, etc.

<b>Section 15a STUDY</b>	
<b>SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)</b>	
<p>Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i></p>	<p>For Goal 1 we will seek this year’s attendance data for our returning students, looking at trends and identifying our most problematic truant 18 plus year olds. Once we have identified these students we will track and examine attendance data throughout the year, especially after each intervention to see if there is improvement in attendance, and overall progress academically. For this we will need to see their PLAN sheets which we use to track academic progress across the school year.</p> <p>For Goal 2 we will examine student credit needs in math and ELA, compared to where students should be within their graduation cohort. We will also look at state assessment results as well as results on the Interim Block Assessments given this year in Math and ELA. Using this data we will meet as a staff and come up with a listing of students in need of intervention. The final step is setting students into Tiers for scheduling purposes. Student progress data will be used through the year to assess student progress and possibly exit or intensify the student from interventions.</p> <p>For Goal 3 we will examine current student and parent participation in 2019-20 parent conferences and meetings from their sign in sheets. We will develop a list of parents and families we need to reach out to. We will look also at past Parent Survey data to see if there are more effective ways to engage parents</p>

Section 15b STUDY	
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
Study <i>(SY 20-21 mid-year implementation)</i> 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 15c STUDY	
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
Study <i>("End" of implementation)</i> 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 16a ADJUST	
SY 2020-2021 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
Adjust <i>(SY 20-21 mid-year implementation)</i> 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**

**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> Aberdeen High School	<b>1g. Grade Span:</b> 9-12 <b>School Type:</b> High School
<b>1b. Principal:</b> Sherri Northington	<b>1h. Building Enrollment:</b> 846
<b>1c. District:</b> ASD #5	<b>1i. F/R Percentage:</b> 56%
<b>1d. Board Approval Date:</b> November 19 <sup>th</sup> , 2019	<b>1j. Special Education Percentage:</b> 15.7%
<b>1e. Plan Date:</b> May 13 <sup>th</sup> , 2019	<b>1k. English Learner Percentage:</b> 7.4%
<b>1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  Targeted EL Progress	

**Section 2: School Leadership Team Members**

**Parent-Community Partners**

Please list by (Name, Title/Role)

Sherri Northington Principal	Natalie Tillery Math Teacher
Lonni Tegelberg Assistant Principal	Click or tap here to enter text.
Jody Charters EL Teacher	Click or tap here to enter text.

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

At Aberdeen High School, we embrace Bobcat Pride. All students, staff, families and community feel safe, are heard, respected and have a shared commitment for success and lifelong learning. Our staff are dedicated to the improvement for all students. Knowing that each student's skills and abilities vary, we work to meet them where they are and work to build them up and challenge them academically

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

It is the goal of Aberdeen High School to support students, families, and staff 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 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?

EL students need to develop independence in both academics and social skills. The state assessments present an ongoing barrier for our EL population. They have a need to develop language acquisition skills in both English and Math classrooms to improve their successes academically. This will better prepare them for graduation and post high school pursuits.

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.

We have a specific group of students that are dual identified as EL and Special Education. The barrier and expectation is they take the grade level ELPA when their specific disability may prevent them from understanding the content of which they need to understand in order to meet standard.

Strengths are staff and students with a high-work ethic and eager to learn and develop lessons. Currently being developed are; academic interventions by EL Staff in Advisory, talking with each of the EL students about their test scores and explaining what is needed to increase those scores, creating new ELPA test examples for students, Monitor ELPA test examples and adjust content. Other areas being addressed; Training for Math Teachers on Academic Language strategies for vocabulary, Training for English Teachers on Academic Language strategies for vocabulary, Goal setting for students with certificated teachers in English and Math, A COE course for specifically designed for EL teachers.

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?

Strengths are; passed both ELA and Math SBA Assessments, passing all classes with C's or better, good attendance, no discipline issues.

b. What challenges do they face?

Challenges; motivation to pass a non-graduation assessment, a lack of understanding on the impact they have on statistical data that helps identify areas of need in supporting student learning.

c. What are some important relationships in their life?

Relationships; Family, friends, teammates, significant others

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?

At Aberdeen High School, we embrace Bobcat Pride. All students, staff, families and community feel safe, are heard, respected and have a shared commitment for success and lifelong learning. Our staff are dedicated to the improvement for all students. Knowing that each student's skills and abilities vary, we work to meet them where they are and work to build them up and challenge them academically□

### **Bobcat Pride:**

Responsible

Respectful

Safe

Kindness

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)?

Training for Math Teachers on Academic Language strategies for vocabulary, Training for English Teachers on Academic Language strategies for vocabulary, all staff training on academic language strategies to incorporate in all classroom settings. English will be adjusting their strategies for vocabulary and sentence structure and scaffolding content.

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?

Creating specific and targeted instructional support in Math, English and EL sessions to better prepare students for state assessments and the ELPA. Afterschool support in Math and English coursework for students who need additional support.

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.

We have recently went through the accreditation process and have thoroughly combed through the data of each of our programs in both academics and support entities. We have introduced PBIS school wide and the data is showing a need to support our students who have many needs both in and out of the school setting

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

Our data showed that our largest areas of need were in Math and English content and assessment scores. Through examination of our discipline data, we needed to address the Social Emotional needs we have adopted Character Strong curriculum implemented in our advisory model weekly. We have begun training staff in restorative practices to build better supportive relationships with our students.

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

The English department is highly collegial by working with the EL department to provide intentional targeted strategies.

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)?

This supports the EL students and other students who struggle academically. The EL teachers reached out to the staff and asked for specific support in helping long term EL students reach their goal of exiting EL services.

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 type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input checked="" type="checkbox"/> Curriculum Based Assessments <input checked="" type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input checked="" type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input checked="" type="checkbox"/> Student Mobility Data <input checked="" type="checkbox"/> Discipline Referrals	<input checked="" 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 checked="" type="checkbox"/> Special Education Placement Data (LRE) <input checked="" 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) <input checked="" type="checkbox"/> Community data (e.g. food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)

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

- |   |   |
|---|---|
| <input type="checkbox"/> Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions) | <input checked="" type="checkbox"/> Extra-curricular activities participation |
| <input type="checkbox"/> Restraint and Isolation Data   | <input type="checkbox"/> Fiscal and Financial Data                            |
| <input checked="" type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.)            | <input type="checkbox"/> (Other) Click or tap here to enter text.             |
| <input checked="" type="checkbox"/> Healthy Youth Survey  | <input type="checkbox"/> (Other) Click or tap here to enter text.             |
| <input type="checkbox"/> School Climate data  | <input type="checkbox"/> (Other) Click or tap here to enter text.             |
| <input checked="" type="checkbox"/> Perceptual Data: (Local/Organization): Master Schedule Feedback       |   |

Section 7: PLAN	
<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)	<b>Aberdeen High School sophomores</b> will demonstrate a minimum of a 3% increase on the SBA in ELA by grade level cohort, as compared on 2017-18 and 2018-19 SBA assessment data.
Goal/Priority #2 (G2)	<b>Aberdeen High School sophomores</b> will demonstrate a minimum of a 3% increase on the SBA in Math by grade level cohort, as compared on 2017-18 and 2018-19 SBA assessment data.
Goal/Priority #3 (G3)	By June 2020, of the 9 <sup>th</sup> - 12 <sup>th</sup> grade students who are identified as EL (74 students) will improve their ELPA proficiency as measured by the ELPA 21 Assessment, demonstrated by moving from level 3 to level 4.

Section 8: DO			
<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>			
8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
<ul style="list-style-type: none"> <li>Intentional EL support in CATS Connections</li> </ul>	May 2020	Natalie Tillery	1 additional para educator
	May 2020	Natalie Tillery	

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



<ul style="list-style-type: none"> <li>• Honor Society tutoring during CATS Connections</li> <li>• Imagine Learning Galileo Assessments</li> <li>• Honor Society tutoring during CATS Connections</li> </ul>	May 2020	English Department  Honor Society	
<ul style="list-style-type: none"> <li>• Intentional EL support in CATS Connections</li> <li>• Math Interims</li> <li>• Introduction to Algebra - Math skills assessment data to ensure appropriate placement</li> <li>• Gear Up Math support in the 9<sup>th</sup> grade math courses</li> <li>• Honor Society tutoring during CATS Connections</li> </ul>	May 2020  Each trimester 2020  Trimester 1 2019  June 2020  May 2020	Natalie Tillery  Math Department  Math Department and Gear Up  Gear Up  Honor Society	1 additional para educator
<ul style="list-style-type: none"> <li>• Intentional EL support in CATS Connections</li> </ul>	May 2020	Natalie Tillery	1 additional para educator

**8e. Budget Table**

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

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1) Advisory EL support model Department Chair	School Improvement IGrant N/A during the scope of the day	\$20,000
A2) Advisory EL support model Department Chair	School Improvement IGrant N/A during the scope of the day	\$20,000
A3) Advisory EL support model Department Chair	School Improvement IGrant N/A during the scope of the day	\$20,000

Section 9a: STUDY	
<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>	
Study <i>(Prior to implementation) What evidence will you examine to evaluate if your activities are working?</i>	<p>Goal 1; Monitor ELA SBAC scores</p> <p>Goal 2; Monitor Math SBAC scores</p> <p>Goal 3; Monitor Practice ELPA Test results, individual student plans designed to increase ELPA scores before and after ELPA practice tests, intensive test preparation prior to practice tests and ELPA 21 assessment</p>

Section 9b: STUDY	
<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>	
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>	TBD

**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?*

TBD

**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 checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks</li><li><input type="checkbox"/> Universal Screening</li><li><input checked="" 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><li><input checked="" 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 checked="" type="checkbox"/> English Language Proficiency Data (i.e. ELPA)</li><li><input type="checkbox"/> Title III Data</li><li><input checked="" type="checkbox"/> Special Education Eligibility/Disproportionality Data</li><li><input type="checkbox"/> Special Education Placement Data (LRE)</li><li><input checked="" 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 checked="" 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)	10% of all Long Term EL students will show at least one level of growth in one or more domains of the ELPA 21 test annually.
Goal/Priority #2 (G2)	Monitor and adjust system of Gen. Ed leadership to help build a program to ensure all teachers are equipped to teach bilingual students- to include English, Math, a Counselor, EL, PE, Health, Social Studies, CTE, Foreign Language and Admin by June 2021.
Goal/Priority #3 (G3)	Monitor Academic Language aquisition and discourse for All EL Students by June 2021.

<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) Monitoring student participation through attendance, grades, ELPA and state assessments.	on-going each year	EL Teacher, Admin.	planning/monitoring meetings
A2) Defined role and create a plan of action for the EL Leadership Team	By September 2020	EL Teacher, Admin.	planning/monitoring meetings
A3) Evidence of Academic Language will include charts, walkthroughs, artifacts (notebook, chart, sentence stems, self and teacher evaluations)	implement SIOP Strategies across curriculum by Oct 2020	EL Teacher, Admin.	PD for all staff

**Section 14e. Budget Table**

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

Funded SY 2019-2020 Expenditure (Linked to Activity)	Funding Source	Funding Amount
A1) Planning and Monitoring Meetings	Scope of the school day	0
A2) Action Plan Development	Scope of the school day	0
A3) Walkthroughs	Scope of the school day	0

Section 15a STUDY	
<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>	ELPA 21 Component Scores, SBA Scores, Trimester Grades, Attendance, Discipline

Section 15b STUDY	
<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.

### Section 15c STUDY

*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)

Study

*(“End” of 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 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.





TO: Dr. Alicia Henderson, Superintendent  
 FROM: Elyssa Louderback, Executive Director of Business & Operations  
 SUBJECT: Monthly Budget Report for October 2019  
 DATE: November 19, 2019

**GENERAL FUND SUMMARY:**

Revenue--Receipts were \$ 4,645,972.10.

Expenditures--Expenditures totaled \$ 4,728,644.49. Expenditures for teaching and teaching support activities account for 73.48% of all expenditures to date. Salaries and benefits accounted for 75.04% of the month's total expenditures.

Fund Balance—Current month ending fund balance is \$ 965,564.40 (1.8% of budgeted expenditures). We had a negative cash flow of \$ 82,672.39 for the month.

**Additional General Fund Information**

**Revenue by Major Category:**

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 2,465,299	\$ 648,315	26.30%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 823,390	\$ 96,949	11.77%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 31,863,724	\$ 5,119,578	16.07%	Apportionment and LEA
State, Special	\$ 11,325,966	\$ 1,798,990	15.88%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 25,000	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 6,097,608	\$ 385,238	6.32%	Food Service, Fed Grants (Title I, Title 2, etc)
Other Districts	\$ 77,292	\$ 79	0.10%	Non high payments from Cosmopolis SD
Other Agencies	\$ 78,200	\$ 8,395	10.73%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
<b>Totals</b>	<b>\$ 52,756,479</b>	<b>\$ 8,057,543</b>	<b>15.27%</b>	
			<b>16.67%</b>	<b>% of fiscal year elapsed</b>

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

<u>Activity</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>Actual %</u>	<u>District payroll and/or:</u>
Board of Directors	\$ 133,093	\$ 311	0.23%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 363,544	\$ 59,828	16.46%	General Admin/ Supt Office
Business Office	\$ 509,613	\$ 87,548	17.18%	Fiscal operations
Human Resources	\$ 422,082	\$ 79,637	18.87%	Personnel & recruitment, labor relations
Public Relations	\$ 40,000	\$ 25,140	62.85%	Educational/admin info to public
Supervision of Instruction	\$ 972,460	\$ 173,474	17.84%	includes secretarial support
Learning Resources	\$ 310,084	\$ 53,695	17.32%	Library resources & staffing
Principal's Office	\$ 2,464,455	\$ 432,502	17.55%	includes Secretarial support
Guidance/Counseling	\$ 1,183,107	\$ 200,175	16.92%	Counselors/support services
Pupil Management	\$ 22,500	\$ 647	2.88%	Bus & playground aides, etc
Health Services	\$ 1,628,053	\$ 301,601	18.53%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 33,434,172	\$ 5,148,816	15.40%	classroom teachers/para support
Extra-curricular	\$ 1,076,352	\$ 137,641	12.79%	Coaching, advising, ASB supervision
Instructional Prof Dev	\$ 337,444	\$ 141,570	41.95%	Prof development; instructional staff
Instructional Technology	\$ 326,315	\$ 374,517	114.77%	classroom technology
Curriculum	\$ 560,285	\$ 457,215	81.60%	District materials adoptions/purchases; staff
Food Services	\$ 2,426,344	\$ 351,666	14.49%	Mgmt of food service for district
Transportation	\$ 1,320,441	\$ 172,266	13.05%	Co-op payments, fuel, insurance
Maint & Operations	\$ 3,977,254	\$ 863,077	21.70%	SRO, custodial/maint/grounds
Other Services	\$ 1,938,876	\$ 516,516	26.64%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (295,616)	\$ (17,147)	5.80%	in district use of buses, vehicles, food service
Interfund Transfers	\$ 300,000	\$ -	0.00%	Transfers (to Cap Proj/ Debt Service)
<b>Totals</b>	<b>\$ 53,150,858</b>	<b>\$ 9,560,694</b>	<b>17.99%</b>	
			16.67%	% of fiscal year elapsed

**CAPITAL PROJECTS FUND SUMMARY:**

Revenue--Total receipts were \$ 4,426.23 and consist of interest payments and rental fees.

Expenditures— Expenditures of \$ 604,539.95 for this month.

Fund Balance—Current monthly ending fund balance is \$ 631,700.07.

**DEBT SERVICE FUND SUMMARY:**

Revenue--Total receipts were \$ 841,081.83 and consists of interest/tax payments.

Expenditures— Expenditures of \$1,404.07 for the month.

Fund Balance—Current month ending fund balance is \$ 3,297,638.03. Funds in this account are held for bond principal and interest payments.

The next payments are due in December.

**ASSOCIATED STUDENT BODY FUND SUMMARY:**

Revenue--Total receipts for the month were \$ 28,007.85 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 5.84% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 299,058.12.

**TRANSPORTATION VEHICLE FUND SUMMARY:**

Revenue--Total receipts were \$ 432.99, and consist of interest payments.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 347,555.77.

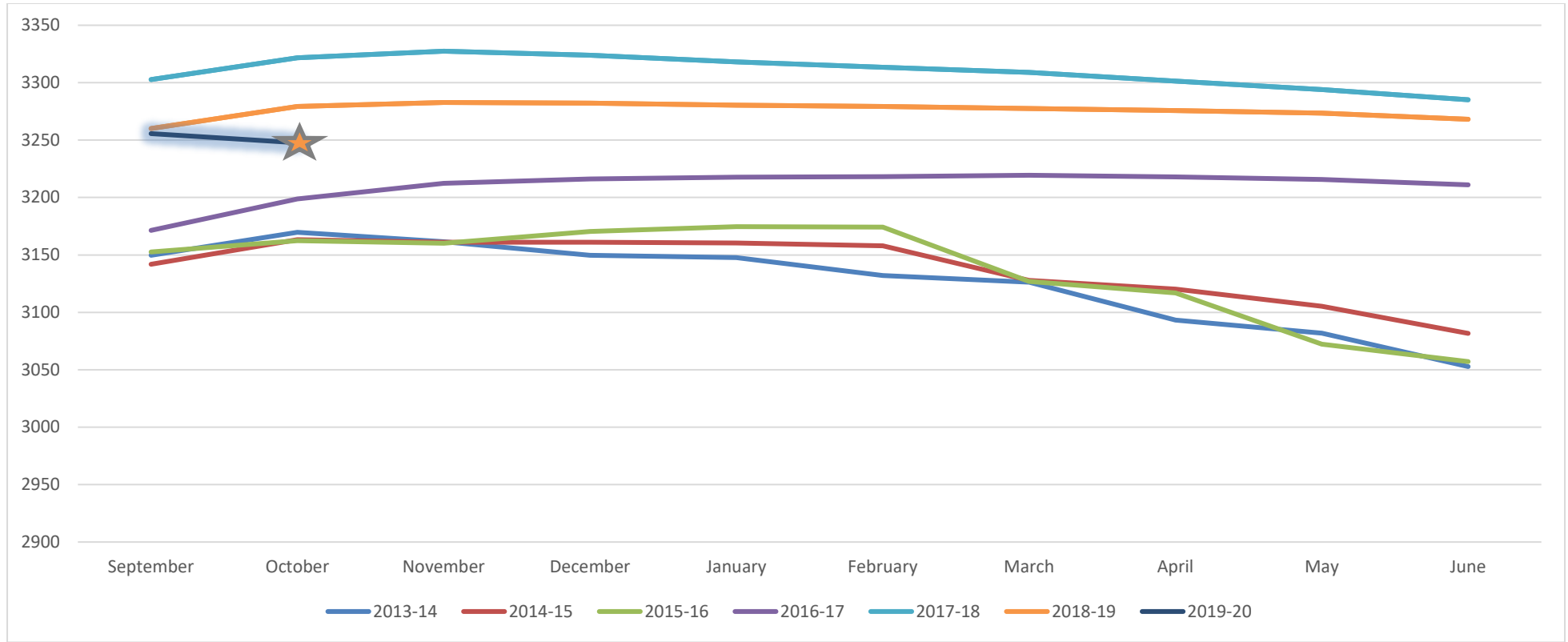
***SUMMARY OF BUDGET EXPENDITURE CAPACITY***

**Budget Capacity as of October, 2019:**

Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 53,150,858	\$ 9,560,694	\$ 43,590,164	17.99%	82.01%
Capital Projects	\$ 1,015,087	\$ 605,027	\$ 410,060	59.60%	40.40%
Debt Service	\$ 2,948,583	\$ 1,404	\$ 2,947,179	0.05%	99.95%
ASB	\$ 458,485	\$ 26,783	\$ 431,702	5.84%	94.16%
Trans Vehicle	\$ 300,000	\$ -	\$ 300,000	0.00%	100.00%



# ENROLLMENT TRENDS as of October, 2019



AAFTE	Grades K - 5	Grade 6 – 8	HS	Subtotal	Run Start/ Open Door	+/- (Budget) **
2019-20 Budget	1453	817	955	3,225	65	3,290
2019-20 Actual	1454.11	801.38	996.18	3,251.67	93.68	+ 55.35 (3,290)
2018-19 Actual	1778.50	496.06	993.69	3,268.24	82.30	+ 60.54 (3,290)
2017-18 Actual	1800.62	484.33	1000.19	3,285.13	47.83	+ 120.13 (3,165)
2016-17 Actual	1775.14	478.49	957.34	3,210.97	62.58	+ 100.97 (3,110)
2015-16 Actual	1726.24	457.17	937.05	3,118.86	62.25	+32.86 (3,086)
2014-15 Actual	1724.11	442.34	969.95	3,136.40	33.64	+ 50.40 (3,086)

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

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2019

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	2,465,299	596,502.15	648,314.93		1,816,984.07	26.30
2000 LOCAL SUPPORT NONTAX	823,390	17,126.45	96,949.36		726,440.64	11.77
3000 STATE, GENERAL PURPOSE	31,863,724	2,598,741.26	5,119,577.64		26,744,146.36	16.07
4000 STATE, SPECIAL PURPOSE	11,325,966	1,058,972.89	1,798,989.77		9,526,976.23	15.88
5000 FEDERAL, GENERAL PURPOSE	25,000	.00	.00		25,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	6,097,608	367,427.54	385,237.83		5,712,370.17	6.32
7000 REVENUES FR OTH SCH DIST	77,292	57.25	78.50		77,213.50	0.10
8000 OTHER AGENCIES AND ASSOCIATES	78,200	7,144.56	8,394.56		69,805.44	10.73
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	52,756,479	4,645,972.10	8,057,542.59		44,698,936.41	15.27
<u>B. EXPENDITURES</u>						
00 Regular Instruction	23,204,114	2,020,190.08	4,359,895.88	39,105.55	18,805,112.57	18.96
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	7,484,672	671,649.77	1,227,151.46	3,467.90	6,254,052.64	16.44
30 Voc. Ed Instruction	2,481,922	205,555.45	414,647.74	7,880.66	2,059,393.60	17.02
40 Skills Center Instruction	366,112	27,938.65	59,647.38	548.21	305,916.41	16.44
50+60 Compensatory Ed Instruct.	6,154,093	522,687.94	1,010,876.14	16,370.79	5,126,846.07	16.69
70 Other Instructional Pgms	728,455	76,504.69	112,575.40	3,540.26	612,339.34	15.94
80 Community Services	1,875,882	118,609.94	237,058.24	1,716.45	1,637,107.31	12.73
90 Support Services	10,855,630	1,085,507.97	2,138,841.68	139,225.41	8,577,562.91	20.99
<u>Total EXPENDITURES</u>	53,150,880	4,728,644.49	9,560,693.92	211,855.23	43,378,330.85	18.39
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	300,000	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	694,401-	82,672.39-	1,503,151.33-		808,750.33-	116.47
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,368,014		2,468,715.73			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	2,673,613		965,564.40			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	540,750	984,165.17
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	935,960.74
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	13,370	14,070.00
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	710,753-	3,545,931.14-
G/L 891 Unassigned Min Fnd Bal Policy	2,580,246	2,577,299.63
<u>TOTAL</u>	2,673,613	965,564.40

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2019

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	38,500	4,426.23	14,604.46		23,895.54	37.93
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	38,500	4,426.23	14,604.46		23,895.54	37.93
<b>B. EXPENDITURES</b>						
10 Sites	1,015,087	522,288.99	522,776.49	0.00	492,310.51	51.50
20 Buildings	0	82,250.96	82,250.96	0.00	82,250.96-	0.00
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	1,015,087	604,539.95	605,027.45	0.00	410,059.55	59.60
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>						
	0	.00	.00			
<b>D. OTHER FINANCING USES (GL 535)</b>						
	0	.00	.00			
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</b>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	976,587-	600,113.72-	590,422.99-		386,164.01	39.54-
<b>F. TOTAL BEGINNING FUND BALANCE</b>						
	1,931,916		1,222,123.06			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>						
	XXXXXXXXX		.00			
<b>H. TOTAL ENDING FUND BALANCE</b>						
<u>(E+F + OR - G)</u>	955,329		631,700.07			



I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	32,250	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Rsrv Of Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	108,048	113,625.06
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	815,031	518,075.01
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	955,329	631,700.07

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2019

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	2,608,022	836,826.98	902,302.01		1,705,719.99	34.60
2000 Local Support Nontax	41,000	4,254.85	8,766.42		32,233.58	21.38
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	300,000	.00	.00		300,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>2,949,022</u>	<u>841,081.83</u>	<u>911,068.43</u>		<u>2,037,953.57</u>	<u>30.89</u>
<b>B. EXPENDITURES</b>						
Matured Bond Expenditures	2,527,000	.00	.00	0.00	2,527,000.00	0.00
Interest On Bonds	420,683	.00	.00	0.00	420,683.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	1,404.07	1,404.07	0.00	504.07-	156.01
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>2,948,583</u>	<u>1,404.07</u>	<u>1,404.07</u>	<u>0.00</u>	<u>2,947,178.93</u>	<u>0.05</u>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	439	839,677.76	909,664.36		909,225.36	> 1000
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,328,739		2,387,973.67			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	2,329,178		3,297,638.03			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,329,178		3,297,638.03			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	<u>2,329,178</u>		<u>3,297,638.03</u>			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2019

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	99,745	4,928.82	38,819.62		60,925.38	38.92
2000 Athletics	98,160	11,457.55	41,837.65		56,322.35	42.62
3000 Classes	2,500	.00	.00		2,500.00	0.00
4000 Clubs	173,535	11,621.48	16,926.90		156,608.10	9.75
6000 Private Moneys	85,150	.00	.00		85,150.00	0.00
<u>Total REVENUES</u>	459,090	28,007.85	97,584.17		361,505.83	21.26
<b>B. EXPENDITURES</b>						
1000 General Student Body	70,720	5,106.65	5,924.40	148.32	64,647.28	8.59
2000 Athletics	131,840	5,520.79	18,527.96	0.00	113,312.04	14.05
3000 Classes	3,000	.00	.00	0.00	3,000.00	0.00
4000 Clubs	167,265	1,694.33	2,330.66	0.00	164,934.34	1.39
6000 Private Moneys	85,260	.00	.00	0.00	85,260.00	0.00
<u>Total EXPENDITURES</u>	458,085	12,321.77	26,783.02	148.32	431,153.66	5.88
<b>C. EXCESS OF REVENUES</b>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	1,005	15,686.08	70,801.15		69,796.15	> 1000
<b>D. TOTAL BEGINNING FUND BALANCE</b>						
	172,603		228,256.97			
<b>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>						
	XXXXXXXXXX		.00			
<b>F. TOTAL ENDING FUND BALANCE</b>						
<u>C+D + OR - E)</u>	173,608		299,058.12			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	165,708		291,558.12			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	173,208		299,058.12			
Differences	400		.00			

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of October, 2019

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,800	432.99	788.20		3,011.80	20.74
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	155,027	.00	.00		155,027.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	20,000	.00	.00		20,000.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</b>	<b>178,827</b>	<b>432.99</b>	<b>788.20</b>		<b>178,038.80</b>	<b>0.44</b>
<b>B. 9900 TRANSFERS IN FROM GF</b>	<b>0</b>	<b>.00</b>	<b>.00</b>		<b>.00</b>	<b>0.00</b>
<b>C. Total REV./OTHER FIN. SOURCES</b>	<b>178,827</b>	<b>432.99</b>	<b>788.20</b>		<b>178,038.80</b>	<b>0.44</b>
<b>D. EXPENDITURES</b>						
Type 30 Equipment	300,000	.00	.00	0.00	300,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<b>Total EXPENDITURES</b>	<b>300,000</b>	<b>.00</b>	<b>.00</b>	<b>0.00</b>	<b>300,000.00</b>	<b>0.00</b>
<b>E. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>F. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</b>	<b>121,173-</b>	<b>432.99</b>	<b>788.20</b>		<b>121,961.20</b>	<b>100.65-</b>
<b>H. TOTAL BEGINNING FUND BALANCE</b>	<b>346,449</b>		<b>346,767.57</b>			
<b>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>	<b>XXXXXXXX</b>		<b>.00</b>			
<b>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</b>	<b>225,276</b>		<b>347,555.77</b>			
<b>K. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	225,276		347,555.77			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>225,276</b>		<b>347,555.77</b>			

**ABERDEEN SCHOOL DISTRICT NO. 5**

**BOARD OF DIRECTORS**

**RESOLUTION NO. 2019- 14**

**Resolution of Budget Extension for General Fund**

**WHEREAS**, school directors are elected before, but take office after, the Annual Conference of the Washington State School Directors' Association; and

**WHEREAS**, it is to the advantage of the District to have its directors and directors-elect attend the workshops and orientation programs at the Conference and to exchange ideas with school directors from elsewhere in the state;

**THEREFORE, BE IT RESOLVED** that those persons newly elected on November 5, 2019, to the Aberdeen School District No. 5 Board of Directors be designated to attend the Annual Conference of the Washington State School Directors' Association, to be held November 21-24, 2019, as representatives of the district whereas expenses of the representatives shall be paid by the district in amounts and in the manner permitted by the law and the directors and representatives shall make a conference report to the Board at the a regularly scheduled meeting in December.

**DATED** this 19<sup>th</sup> day of November, 2019, and adopted at a duly convened meeting of the Board of Directors of Aberdeen School District No. 5, of which due notice was given in the manner provided by law and with the following directors being present and voting.

**ATTEST:**

**Board of Directors:**

\_\_\_\_\_  
Sandra Bielski, President

\_\_\_\_\_  
Jennifer Durney

\_\_\_\_\_  
Alicia Henderson, Secretary to the Board

\_\_\_\_\_  
William Dyer

**Aberdeen School District  
Career and Technical Education (2019-2024)**

	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b><u>Advisory Committees</u></b>	<p>Conduct program evaluations of all program areas</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p> <p>GAC – support CLNA process development</p> <p>Data collection/reporting</p> <p>Host spring advisory dinner at AHS</p>	<p>Continue program evaluation process; revise form if needed</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p> <p>Implement CLNA</p>	<p>Continue program evaluation process; revise form if needed</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p> <p>Appoint community chairs for each program committee</p>	<p>Continue program evaluation process; revise form if needed</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p> <p>Host spring advisory dinner at AHS</p>	<p>Continue program evaluation process; revise form if needed</p> <p>Ensure all advisory committees review necessary labor data and annual documentation</p>
<b><u>Program/Curriculum Review</u></b>  <b>Curriculum and Frameworks</b>	<p>Update all CTE frameworks by December</p> <p>Re-approval for STEM and Health Science programs in January (due 1/31/2020)</p> <p>Explore cross credit coursework for meeting graduation requirements</p> <p>Update culinary textbooks; add ASL novel</p>	<p>Update all CTE frameworks by December in accordance with planned master schedule for 2020-21</p> <p>Re-approval for Family and Consumer Science programs in January (due 1/31/2021)</p> <p>Submit any new courses by 4/15 for following year</p> <p>Implement new Criminal Justice textbooks</p>	<p>Update all frameworks by December</p> <p>Re-approval for Business and Marketing programs in January (due 1/31/2022)</p> <p>Submit any new courses by 4/15 for following year</p>	<p>Update all frameworks by December</p> <p>Re-approval for Agriculture Science programs in January (due 1/31/2023)</p> <p>Submit any new courses by 4/15 for following year</p>	<p>Update all frameworks by December</p> <p>Re-approval for Skilled and Technical programs in January (due 1/31/2024)</p> <p>Submit any new courses by 4/15 for following year</p>

<b>Standards Alignment</b>	Ensure all state standard alignment is current	Ensure all state standard alignment is current	Ensure all state standard alignment is current	Ensure all state standard alignment is current	Ensure all state standard alignment is current
<b>Middle/High School Programming</b>	<p>Explore other possible CTE coursework areas at Miller Junior High</p> <p>Determine CTE programming at Harbor High; explore elective and art options for students</p> <p>Evaluate STEM lab modules and equipment for upgrades – increase use in after school program</p>	<p>Implement any new elective options at Harbor High</p> <p>Provide transportation for Harbor High students</p> <p>Ensure alignment of programs with any change in AHS master schedule</p> <p>Conduct CLNA to determine high wage, high demand fields and program alignment</p>	<p>Utilize program evaluation data to explore future programming</p>	<p>Utilize program evaluation data to explore future programming</p>	<p>Utilize program evaluation data to explore future programming</p>
<b>Skills Center</b>	Explore maritime programming for summer, 2020	Conduct CLNA to determine high wage, high demand fields and program alignment	Conduct student interest surveys programs in the skills center program	Utilize program evaluation data to explore future programming	Utilize program evaluation data to explore future programming
<b>Certifications</b>	Review state list of possible industry certifications when released; expand as available	<p>Early Achiever’s rating for Snug Harbor</p> <p>Add certifications as possible</p>	Expand industry certifications to align to state identified options	Expand industry certifications to align to state identified options	Expand industry certifications to align to state identified options
<b>Marketing</b>	<p>Twin Harbors webpage revamp</p> <p>Twin Harbors staff “road trip” to consortium districts</p> <p>Logo contents among AHS students for CTE</p>	<p>Create CTE promo videos</p> <p>Evaluate CTE website contents</p> <p>Continue Twin Harbors “road trip”</p> <p>Counselor breakfast led by students</p>	<p>KAHS spots</p> <p>Continue Twin Harbors “road trip”</p> <p>Counselor breakfast led by students</p> <p>K-8 career/elective fairs; tours</p>	<p>Website maintenance</p> <p>Social media process for regular updates</p> <p>Counselor breakfast led by students</p> <p>K-8 career/elective fairs; tours</p>	<p>Website maintenance</p> <p>Counselor breakfast led by students</p> <p>K-8 career/elective fairs; tours</p> <p>KAHS spots</p>

**Aberdeen School District  
Career and Technical Education (2019-2024)**

	<p>CTE “SWAG” pack for staff and stakeholders</p> <p>Counselor breakfast led by students</p> <p>CTE/Skills Center presence at Aberdeen weekend market</p> <p>Student ambassador presence during parent conferences</p>	<p>K-8 career/elective fairs; tours</p> <p>Increase social media presence</p> <p>Community presentations</p> <p>Student ambassador presence during parent conferences</p>	<p>Social media campaign</p> <p>Explore CTE Shows Its Best option for community showcase</p> <p>Student ambassador presence during parent conferences and/or other family events</p>	<p>KAHS spots</p> <p>Continue Twin Harbors “road trip”</p> <p>Student ambassador presence during parent conferences and/or other family events</p>	<p>Continue Twin Harbors “road trip”</p> <p>Student ambassador presence during parent conferences and/or other family events</p>
<p><b><u>Guidance and Advisement</u></b></p>	<p>Continue to incorporate advisory into skills center courses</p> <p>Exposure to field trips, guest speakers, student enterprises and work-based learning</p> <p>Explore pre-apprenticeship options with community work group</p> <p>Engage in Freshman Pathway Day in January, 2020</p> <p>Partner with Grays Harbor Youth Works for internship opportunities and sophomore career pathway day</p>	<p>Exposure to guest speakers, student enterprises and work-based learning</p> <p>Prepare any pre-apprenticeship programs and alignments</p> <p>Partner with Grays Harbor Youth Works for internship opportunities and sophomore career pathway day</p>	<p>Exposure to guest speakers, student enterprises and work-based learning</p> <p>Formalize any pre-apprenticeship options ready for implementation</p> <p>Partner with Grays Harbor Youth Works for internship opportunities and sophomore career pathway day</p>	<p>Exposure to field trips, guest speakers, student enterprises and work-based learning</p> <p>Partner with Grays Harbor Youth Works for internship opportunities and sophomore career pathway day</p>	<p>Exposure to field trips, guest speakers, student enterprises and work-based learning</p> <p>Partner with Grays Harbor Youth Works for internship opportunities and sophomore career pathway day</p>



<p><b><u>Facilities and Equipment</u></b></p>	<p>Add updates to current play facility for Snug Harbor Childcare</p> <p>Plan outside play facility for Snug Harbor Childcare</p> <p>Create studio space at Miller Junior High for recording</p> <p>Upgrade camera equipment</p> <p>Explore replacement of deteriorating greenhouse siding</p> <p>Identify new art room furniture for purchase</p> <p>Update culinary appliances</p> <p>Add 3D printing equipment to computer science</p> <p>Explore computer/plotter and software upgrade for sign making lab</p> <p>Purchase of SCAN Tool for auto shop</p> <p>Acquire upgraded emergency alert system for Radio Broadcasting</p>	<p>Complete outside play facility for Snug Harbor Childcare</p> <p>Replacement of greenhouse siding</p> <p>Explore oversight software for AHS business lab</p> <p>Explore health care manikins</p> <p>Implement upgrade for sign making lab</p> <p>Evaluate shop equipment for safety, possible upgrades</p> <p>Review computer lab spaces for any upgrades</p> <p>Consider additional 3D printing capacity at Miller</p> <p>Incorporate advisory committee feedback/CLNA into budget planning</p>	<p>Evaluate shop equipment for safety, possible upgrades</p> <p>Review computer lab spaces for any upgrades</p> <p>Consider additional 3D printing capacity at Miller</p> <p>Incorporate advisory committee feedback/CLNA into budget planning</p>	<p>Evaluate shop equipment for safety, possible upgrades</p> <p>Review computer lab spaces for any upgrades</p> <p>Consider additional 3D printing capacity at Miller</p> <p>Incorporate advisory committee feedback/CLNA into budget planning</p>	<p>Evaluate shop equipment for safety, possible upgrades</p> <p>Review computer lab spaces for any upgrades</p> <p>Consider additional 3D printing capacity at Miller</p> <p>Incorporate advisory committee feedback/CLNA into budget planning</p>
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**Aberdeen School District  
Career and Technical Education (2019-2024)**

	Update some STEM modules at Miller Junior High				
<b><u>Leadership and Employability</u></b>	<p>Complete new Program of Work documents in all program areas</p> <p>Expand leadership opportunities through local consortium activities</p> <p>Maximize student based learning enterprises</p> <p>Add presence at Aberdeen weekend market in Summer 2020</p> <p>Add HOSA chapter in Fall, 2019</p> <p>Conduct after school activities in the arts and Robotics at Miller for leadership opportunities</p>	<p>Update Leadership Program of Work documents</p> <p>Increase work-based learning opportunities for students at Harbor High and AHS – determine how best to partner with Grays Harbor Youth Works and other community organizations</p>	<p>Update Leadership Program of Work documents</p> <p>Implement internship and apprenticeship connections for students</p> <p>Increase work-based learning opportunities for students</p>	<p>Update Leadership Program of Work documents</p> <p>Increase work-based learning opportunities for students</p>	<p>Update Leadership Program of Work documents</p> <p>Increase work-based learning opportunities for students</p>

<p><b><u>Teacher Certification</u></b></p>	<p>Review conditional certification applications for two-year status – maintain required 50 clock hours on file in CTE office</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>	<p>Increase number of staff with initial/continuing certifications</p> <p>Renew conditional certifications as necessary</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>	<p>Increase number of staff with initial/continuing certifications</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>	<p>Increase number of staff with initial/continuing certifications</p> <p>Renew conditional certifications as necessary</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>	<p>Increase number of staff with initial/continuing certifications</p> <p>Ensure people are pursuing the necessary clock hours/credits including STEM and TPEP</p>
<p><b><u>Tech Prep/Articulation</u></b></p>	<p>Renew business and CNA articulations in Fall, 2019</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p> <p>Restore Natural Resources articulation with Grays Harbor College</p> <p>Renew Medical Assisting, Carpentry, Culinary Arts articulations with Grays Harbor College in Spring, 2020</p>	<p>Renew ASL, Criminal Justice articulations with Grays Harbor College</p> <p>Explore Business Communications course options at Grays Harbor College if offered at AHS and Harbor High</p> <p>Review Pierce County options for current courses offered</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p>	<p>Evaluate new articulation opportunities with and outside of Grays Harbor College</p> <p>Renew business and CNA articulations in Fall, 2019</p> <p>Review Pierce County options for current courses offered</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p>	<p>Evaluate new articulation opportunities with and outside of Grays Harbor College</p> <p>Review Pierce County options for current courses offered</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p> <p>Renew Medical Assisting, Carpentry, Culinary Arts articulations with Grays Harbor College in Spring, 2020</p>	<p>Evaluate new articulation opportunities with and outside of Grays Harbor College</p> <p>Renew ASL, Criminal Justice articulation with Grays Harbor College</p> <p>Review Pierce County options for current courses offered</p> <p>Bates Technical College teacher verification forms renewed (video, HVAC)</p> <p>South Puget Sound Community College teacher verification forms renewed (auto)</p>

**215 Perkins V One-Year Transition Application**  
**Fiscal Year:** 19-20  
**Milestone: Under Org. Review** (Printed 10/25/2019)

**District:** Aberdeen School District  
**Organization Code:** 14005  
**ESD:** Capital Region ESD 113

**Page 1**

**Grant Timeline and Budget Overview**

The Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. In accordance with the transition provisions in Section 4 of the Act, the 2019-20 program year will be the transition year between Perkins IV and Perkins V, where the state and eligible school districts will spend the year planning and preparing to fully implement the new Perkins V requirements during the 2020-21 program year.

**Purpose:** Federal regulations (34 CFR 76.708) require that federal formula grant funds may not be obligated (incur costs) until the latter of the following two dates: (1) July 1 or (2) the date the applicant submits its application to the State in substantially approvable form. Federal regulations further stipulate that reimbursement for obligations is subject to final approval of the application.

Of the funds subawarded as an eligible subrecipient, 20% is available for obligation on July 1, 2019; the remaining amount is available October 1, 2019, pending an updated Grant Award Notice (GAN) from the US Department of Education. All funds expended under this award must be obligated by August 31, 2020

The Office of Superintendent of Public Instruction (OSPI) will review the application and communicate to the district if further action is necessary or if full approval has been issued. The application must be completed and approved prior to the release of funds.

The recipient is required to complete a **Comprehensive Local Needs Assessment (CLNA)** during the 2019-20 school year. This CLNA will be required for allocation of 2020-21 Perkins V funds. Further guidance will be provided by OSPI on the format of the CLNA.

It is important to note that this data-driven approach means that the results from each eligible recipient’s CLNA will dictate the types of programs and activities that agencies can implement with Perkins V funds during the 2020-21 program year and in subsequent program years.

OSPI has created a [215 Perkins V One-Year Transition Application Resource Guide](#) to assist you in completing this application.

<b>Step 1:</b>	Complete the Budget Overview below.
<b>Step 2:</b>	Press the <b>Mark Completed</b> icon on this page.

Budget Overview	
Preliminary Perkins Allocation: \$0	
Object (cite activities in narrative text)	Estimated Cost
Object 0 (Debit Transfer)	

Object 2 (Salaries Certificated)	
Object 3 (Salaries Classified)	
Object 4 (Benefits)	
Object 5 (Supplies Instructional Resources) Upgrade of equipment and materials in the following areas: Culinary arts - appliances, textbooks Camera equipment - digital cameras 3D printers Computer upgrades - printing, computers, software Automotive tools - scan tool Radio broadcasting - emergency alert system Greenhouse operations - siding replacement	\$37,100
Object 7 (Purchased Services)	
Object 8 (Travel)	
Object 9 (Capital Outlay)	
Indirects	
<b>Total</b>	<b>\$37,100</b>

## Transition Guidance and Assurances

### Transition Activities for School Districts during the 2019-20 Program Year

Although Perkins V builds on Perkins IV, there are a number of notable changes in the new Act. Several of these are particularly important for School Districts during the 2019-20 transition year, including:

- Focus on data-driven local planning and spending of Perkins funds by requiring a Comprehensive Local Needs Assessment (CLNA). The initial CLNA must be conducted by local school districts during this transition year.
- Greater emphasis on stakeholder engagement. Perkins V requires significant consultation with a required group of stakeholders, at both the state and local levels, not only while conducting the CLNA but also in development of the local application and in ongoing program planning, implementation, evaluation, and required needs assessment updates.
- Increased focus on serving special populations and on closing gaps in performance and enrollment between these and other student groups, which is why the assessment of the current situation of subpopulations is required in the CLNA. Some new groups have been identified for targeting in Perkins V. Please see [Resource Guide](#) for more information.

### 2019-20: 215 Perkins V One-Year Transition Application: Eligible recipients will:

- Conduct their CLNA. The CLNA does not have to be completed prior to submission of FP 215 Perkins V One-Year Transition plan for 2019-20.
  - Follow the requirements as outlined in Section 134(c), and in OSPI guidance.
- Be prepared to incorporate the results of the CLNA to support CTE size, scope, and quality; budget alignment; and effective program offerings into the 2020-21 Local Application.
- Have the CLNA completed in time to incorporate the results into the development of their 2020-21 Local Application and budget narrative.

School Districts may allocate some of their Perkins V Required Use of Funds (direct costs) for evaluations of Perkins activities in their local application to cover any costs for coordinating and conducting the CLNA such as: staffing, conducting meetings, contractual services, consultants, attending conferences and workshops, etc.

School Districts will not be expected to meet all of the requirements as identified in Perkins V legislation in the local application until the 2020-21 program year.

### Assurance Instructions:

1. Review the following requirements by clicking each hyperlink.
2. Click the box certifying the district has read and understood the requirements listed under each section.
3. Complete the Authorized Representatives Signature Block.

4. Sign, date, and print a copy of this assurance section.
5. **ALERT!** A hard copy of the printed, signed, and dated assurance section must be in district files for monitoring/auditing purposes.

Select Upon written request, will the district consult in a timely and meaningful manner with representatives of nonprofit private schools in the geographic areas served by the eligible recipient? [Section 317(b)(2)]

**NOTE:** The Office of Superintendent of Public Instruction is required to monitor the performance of career and technical education programs in at least the following areas:

- Student participation in and completion of high-demand programs.
- Students earning dual credit for high school and college.

This district hereby assures compliance with the following requirements under each section:

**FEDERAL**

- [The Office of Management and Budget \(OMB\) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards \(Uniform Guidance\)](#)
- [Education Department General Administrative Regulations \(EDGAR\)](#)
- [Strengthening Career and Technical Education for the 21st Century Act \(Public Law 115-224\)](#)

**STATE**

- [Washington State Perkins Plan Requirements](#)
- [Washington Administrative Code \(WAC\)](#)
- [Revised Code of Washington \(RCW\)](#)
- [State Administrative and Accounting Manual \(SAAM\)](#)

**OSPI**

- [Career and Technical Education Program Standards](#)
- [Agency Application Assurances](#)
- [Accounting Manual for Public School Districts in the State of Washington](#)

By accepting these funds and signing below, your district agrees to abide by all federal, state, and agency rules and regulations required of this money.

Authorized Representatives Signature Block	
<b>Superintendent:</b>	Dr. Alicia Henderson
<b>Section 504 Coordinator:</b>	Dr. Richard Bates
<b>Title IX Officer:</b>	David Glasier
<b>General Advisory Chair:</b>	Alan Gozart
<b>Board Chair:</b>	Sandra Bielski
<b>Career and Technical Education Director/Administrator:</b>	Lynn Green
<b>Date:</b> (MM/DD/YY)	10/31/2019

## WAIVER REQUEST

**ATTENTION:** Districts with an allocation of less than \$15,000 who have demonstrated inability to enter into a consortium may be granted a waiver. In order to receive a waiver, districts must meet certain eligibility requirements and demonstrate their ability to provide a program of sufficient size, scope and quality and demonstrate how Perkins V funding will be used to strengthen existing programs.

**3.1** Is your district located in a rural, sparsely populated area (335 or fewer students in grades 9-12)?

No

**3.2** What effort did the district make to enter into a consortium during the 2018-2019 school year? If no effort was made, please explain why joining a consortium was not a viable option for your district.

Our district is not the size that would require a waiver. We will meet Perkins requirements in the Aberdeen School District and we were not approached by any other districts seeking a consortium.

**3.3** Describe how the district will provide services and activities that are sufficient size, scope, and quality to be effective (this should include a description of existing programs of study, preparatory course offerings, articulations agreements, significant partnerships, etc.):

The Aberdeen School District offers more than 15 programs for students encompassing all six pathway areas. Each program area meets CTE program standards and encompasses leadership activities, work-based learning components, academic standards and technical skills. Programs offered include:

STEM  
 Robotics  
 GRADS  
 Business and Marketing Education  
 Financial Education  
 FACSE  
 Culinary Arts  
 Radio Broadcasting  
 Video Production  
 CTE Technical Arts  
 Agricultural Science  
 Automotive Technology  
 Health Sciences  
 Graphic Arts  
 American Sign Language  
 Construction  
 Computer Science

We have 11 different articulations and offer various credits for students in three different post-secondary institutions.



We operate a branch skills center within our district and serve numerous students through those 6 program areas offered: Automotive Technology, Cosmetology, Criminal Justice, Electrical Engineering and Refrigeration Careers, Medical Assisting and Professional Medical Careers.

Receipt of a waiver will be contingent on the following:

- The district’s statutory eligibility for a waiver, per responses to the above questions
  
- The quality of the district’s entire Perkins Local Plan
  
- The district’s historical capacity to manage the requirements of the Perkins grant (may include a review of past performance during Consolidated Program Reviews)

**3.4a** If this application is reflective of a consortium, please identify ALL school districts involved. **If not** a consortium, leave this question blank.

District Name(s)	CTE Director(s)/ Administrator(s)	Phone Number	Current Allocation

**3.4b** Which district will be the fiscal agent for the consortium?

N/A

**Final Allocation Amount: \$38,034**

### Required Uses of the Funds (Section 135)

**GENERAL AUTHORITY** - Each school district that receives funds under this part shall use such funds to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in the CLNA described in section 134(c).

**REQUIREMENTS FOR USES OF FUNDS** - Funds made available to school districts under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective.

Districts not using Perkins dollars under this section can list 0\$ in the amount box but must provide a narrative addressing how the district will fulfill this requirement.

- 4.1** The district will provide career exploration and career development activities through an organized, systematic framework designed to aid students, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education, career opportunities, and programs of study. ([Resource Guide](#), Section 135 (b)(1)(A-F))

Please describe how the district will meet the requirement:

The district has created a timeline of activities and exploration for all students in grades 7-12. That guidance process includes working through our daily advisory model with staff advisors as well as guidance counseling staff. Each year, students engage in a variety of scaffolded activities designed to expose students to experiences and information regarding career and college readiness. Students document their Personalized Pathways and outline courses of interest over their four years of high school that include relevant career and technical education content. All of this advisory work is part of the High School and Beyond Planning process that culminates in a Senior Board presentation during the student's senior year.

In career and technical education classes, students are exposed to a variety of career opportunities and options in addition to acquiring technical skills. Programs of study are a focus area in terms of assisting students in making course choices that align with their interests and intended pathways.

Please specify the amount of Perkins funds to be used. Amount: \$0

- 4.2** The district will provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. Examples of PD may include the integrations of academic and CTE standards, ensuring labor market information is used to inform programs and guide students, providing teachers the opportunity to advance knowledge, skills, and understanding of all aspects of an industry, and other topics as identified in section 2.(A-I) ([Resource Guide](#), Section 135 (b)(2)(A-I))

Please describe how the district will meet the requirement:

Career and technical educators are provided time outside of the regular school day and resources to coordinate CTE approved learning activities. Staff members are encouraged to attend professional development opportunities provided in the district that encompass tools and

strategies designed to support teaching and learning. More recent initiatives include PBIS and MTSS principles, social emotional learning and tools for high school and beyond planning.

In addition, each CTE staff member has been provided time for staff development within their pathways to collaborate with each other and work towards the integration of academic content as well as the CTE program standards as needed. This collaboration time allows time for staff to work with colleagues across buildings, the CTE director and academic teachers to best accomplish our curriculum integration goals. Several years ago, a summer program was implemented called Manufacturing Summer Camp. This provided interested teachers, counselors and administrators an opportunity to work in local manufacturing organizations during the summer to get a better sense of the types of employment options for our students. There is some interest in our community of exploring this option again.

Ongoing technology training is provided for all staff members in our district. One of the CTE teachers now serves as a Technology Specialist in the district assisting with a 1:1 tablet device roll out and providing ongoing, job-embedded staff development supporting implementation.

All CTE teachers are a part of the district professional development opportunities which will focus on differentiated instruction AVID strategies and PBIS throughout the school year.

The CTE Director meets with high school guidance counselors weekly and K-8 counselors periodically throughout the year. Topics continually include scheduling options, programs of study, HSBP lessons and career related events. Counselors are occasionally invited to department meetings with CTE staff throughout the year to collaborate about options for students. A breakfast event for counselors from within the district and around the region is held each spring to share branch skills center programs available to students in our ten district consortium.

Please specify the amount of Perkins funds to be used. Amount: \$0

- 4.3** The district will provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

Please describe how the district will meet the requirement:

We rely heavily on our advisory committees and industry partners to provide our connection to the workplace and to evaluate our programs with respect to industry standards, technical skills, leadership experiences and certifications. Guest speakers, industry visits, mock interviews, special events such as Business Week for all juniors and student presentations to community groups are just some of the results of our outreach efforts.

Through the review of labor data, high skill and high wage occupations are identified and the necessary skills are discussed and incorporated into curriculum frameworks and instruction. Course content is shared with advisory committees on an ongoing basis and feedback from our industry representatives is incorporated into coursework.

In addition, on campus there are multiple student enterprises operated by students to apply the skills learned in class. These include a radio station, credit union, school store, yearbook publication, television studio, automotive shop, major appliance repair shop, district print shop, greenhouse and aquaculture lab and a sign shop. These all provide students opportunities to gain real work experience.

Certifications are offered in several programs including business education, culinary arts, banking and finance, cosmetology, automotive, medical assisting and professional medical careers and are expanding to other classes through Precision Exams Career Skills Assessments.

Strong CTSO's are in place; notably, our SkillsUSA chapter has sent multiple students to nationals over the past several years. We have had three national SkillsUSA officers in recent years and our advisor was one of the five finalists in the nation for Advisor of the Year in 2013. Three years ago, we had our first ever two-time national champion from Aberdeen High School! Active chapters in FFA, FBLA, ASL Club and a Robotics club are all organizations helping students

to acquire leadership skills. A new HOSA chapter was established this fall. All of our leadership organizations help students gain skills for employment.

Please specify the amount of Perkins funds to be used. Amount: \$0

- 4.4** The district will support the integration of academic skills into career and technical education programs and programs of study to support CTE students at the secondary school level in meeting state academic standards. ([Resource Guide](#), Section 135 (b)(4)(A-B))

Please describe how the district will meet the requirement:

All CTE frameworks for approved courses incorporate academic standards. The CTE teachers have collaborated with their colleagues, including those from academic content areas, over the years to determine how various standards can be integrated into CTE content effectively. Historically, the CTE teachers have worked with a math specialist and a team of math teachers to ensure the following outcomes were accomplished:

1. Alignment of curriculum with math standards
2. Implementation of collaborative projects between CTE and math teachers to make relevant, meaningful connections for students
3. Ensure appropriate math placement and support of students through their four years of high school

New pathways to graduation have opened numerous conversations regarding students interest areas and the best ways to reach graduation requirements for individual students. We continue collaborative work with core content area teachers during collaboration time.

There has been intense work done with the fine arts team regarding course equivalency options in the past three years. This work will continue as needed depending on course offerings.

We will continue to work with other core academic areas to ensure appropriate alignment of standards and equivalencies. This will involve teacher collaboration and the use of the course equivalency toolkit as a guide to the standards. The district Superintendent has an interest in expanding cross crediting opportunities for our students.

Please specify the amount of Perkins funds to be used. Amount: \$0

- 4.5** The district will plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113. (Items are identified in section 135 (b)(5)(A-T). ([Resource Guide](#), Section 135 (b)(5)(A-T))

Please describe how the district will meet the requirement:

The district will continue to conduct a program evaluation for each area and develop a five year plan that will be approved by respective advisory committees. This process allows us to ensure we are aligned to industry standards and utilizing current equipment, processes and materials approved by our business and industry representatives and partners. We continue to offer industry certification opportunities and want to ensure our students have access to comparable experiences and are prepared for entry level employment in skilled field.

Perkins funds will be used to acquire and upgrade materials and equipment that align with industry standards. This will include some upgrades to our culinary equipment and textbooks, camera equipment, computer equipment and plotters, automotive tools, radio broadcasting equipment and the incorporation of additional 3D printing.

Please specify the amount of Perkins funds to be used. Amount: \$37,100

- 4.6** The district will develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under [Resource Guide](#), Section 134(c) and Section 113(b)(4)(B).

Please describe how the district will meet the requirement:

Each winter, all program advisory committees will conduct program evaluations using a tool that includes the CTE program standards for the state of Washington. These evaluations incorporate feedback from all advisory members and are compiled into one overall document used to drive the five year planning process for each program area. This process will contribute data to the CLNA for review.

Please specify the amount of Perkins funds to be used. Amount: \$0

## Comprehensive Local Needs Assessment Planning

Please see the [Resource Guide](#) for additional guidance regarding the CLNA.

### For Partnerships Conducting a CLNA

School Districts can opt to complete an individual CLNA or partner with one or more local educational agencies (secondary and/or postsecondary) to conduct the CLNA. Keep in mind, however, that most data must be collected on each individual school district's programs to meet the Perkins V requirements for the CLNA.

For those opting to complete the CLNA in partnership with one or more other agencies, below is guidance for responding to Questions 5.1 – 5.4.

- **Question 5.1:** The partnership can have one Leadership Team, but all local education agencies involved in the partnership must be represented and this representative identified in the response to this question. How this team will work together through the partnership will also need to be discussed.
- **Question 5.2:** Since the partnership will address regional and local needs together, the response to this question could be the same for each school district in the partnership.
- **Question 5.3:** Partnerships may work together to meet the stakeholder representation requirements. In the description of how stakeholders will be identified, discuss how selection will include stakeholders from each participating school district's local area.
- **Question 5.4:** Districts within the partnership may pool funds to meet the CLNA requirements for all participating agencies. For Question 4, please describe all resources that will be used to conduct the multi-agency CLNA.

For each question in the section below, school districts **MUST** provide a written response.

A new requirement of Perkins V is for each school district to conduct a Comprehensive Local Needs Assessment (CLNA) to guide the development of activities and programs to meet Perkins V requirements. During the 2019-20 transition year, school districts will conduct their CLNA.

Please provide the following information on how your agency will prepare to conduct the CLNA.

- 5.1** Describe who in the district will be on the leadership team to oversee the required CLNA process, and their roles and responsibilities.

CTE Director and Branch Skills Center Director will lead and facilitate the process. Other area CTE Directors may be on the team if a collaborative approach is determined. One CTE teacher will be on the leadership team as well. Other key stakeholders will be the Teaching and Learning Director, CTE teaching staff, counselors and secondary Principals. The District Cabinet will be a part of the process as well, reviewing data and providing feedback.

- 5.2** Describe how the district, while conducting the CLNA, will take into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Demand data, advisory council, etc.)

Advisory committees will continue to be a part of program evaluations and reviewing labor data.

This information is key to the CLNA process. Current programs and courses are driven by these reviews and recommendations each year. Representatives from the workforce and economic development agencies will be involved in the CLNA process and will be able to provide data as well.

**5.3** Describe how the district will identify and involve representatives from the following required groups of stakeholders in the CLNA process. Describe who will be involved, representing each of the advisory areas.

- CTE/Education stakeholders
- Business/industry stakeholders
- Parents/students
- Special populations stakeholders
- Other stakeholders ([Resource Guide](#), Section 134(d))

The CTE Director will lead the process. A teacher representative will be on the Leadership team and other staff will be informed throughout the process with regular staff meetings. Cabinet members meet weekly and the CTE Director will keep the district leaders apprised during this time. Counselors and principals meet weekly and will be apprised throughout the process.

Advisory committees are in place for all program areas and a General Advisory Committee works with the CTE Director. All advisory committees are made up of business and industry stakeholders who will contribute to the data review and evaluation processes of respective programs. Various advisory committee members will be invited to be a part of the process to include different sectors.

Parent volunteers will be sought and student ambassadors will be appointed to participate. Other stakeholders, including special populations, will be invited from various representative groups ensuring diversity in perspective.

**5.4** Describe what fiscal resources will be needed to effectively conduct the CLNA. Possible resources needed may include, but are not limited to, outside consultants, additional staff, travel expenditures, and funds needed to conduct meetings.

Please specify the amount of Perkins funds to be used. \$0

I do not anticipate a great cost in the process other than some staff time, printing and materials for meetings. Less than \$1,000 and Perkins funds will not be used.

The Act spells out the areas for school districts to assess during the CLNA, reflecting areas emphasized in the new law. Perkins V requires assessment of each of the following while conducting the CLNA, Section 134(c)).

**5.5** Describe the School Districts proposed timeline to inform the CLNA process and required information to inform the 20-21 Perkins application.

October, 2019 - CTE Director attends OSPI workshop to learn more about the CLNA  
 October, 2019 - CTE Director shares CLNA process with General Advisory Committee members  
 November, 2019 - Determine stakeholders for CLNA  
 December, 2019 - Meet with area district CTE Directors to determine any partnership efforts for the CLNA  
 January, 2020 - Set up meeting schedule with CLNA partners and stakeholders  
 February, 2020 - Update General Advisory Committee on progress; solicit feedback  
 February-March, 2020 - Pull needed data to review with CLNA team  
 April-May, 2020 - Analyze data and determine priority areas  
 June, 2020 - Finalize process and recommendations to inform Perkins Application 20-21

**5.6** Describe how the district will use the results of the CLNA to inform the specific CTE programs

and activities to be funded ([Resource Guide](#), Section 134(2.a)).

The results from the CLNA will be used to prioritize programs and cost areas so that Perkins funds can be utilized to support highest priority areas. Perkins funds have traditionally been used to support upgrades in program materials and equipment as recommended through local advisory committees. The CLNA will provide a more comprehensive, data driven approach to making those decisions. The Perkins application will then be written to reflect those priorities and results.

The results of the CLNA will be used to prepare the local application and budget beginning with the 2020-21 school year.



**Five year District Wide Plan**

Please identify the program areas in which you are offering courses:

- Agricultural Education
- Business & Marketing
- Family and Consumer Sciences Education
- Health Science Education
- Science, Technology, Engineering & Mathematics (STEM)
- Skilled & Technical Sciences

*The strategic or District Wide Plan for Career and Technical Education is created using the annual Individual Program Evaluations, Individual Program Goals, and recommendations from the General Advisory Committee (GAC).*

Please upload your Five Year District Wide Plan for CTE

- I certify that the District Wide Plan for CTE was developed in coordination with and approved by the General Advisory Committee.
- I certify that the District Wide Plan for CTE has school-board approval.

**UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE**

File names may **NOT** include symbols (e.g., #).

<b>Uploaded Files</b>	<b>Uploaded By</b>	<b>Uploaded At</b>
Five Year Planning Form for CTE Overall 2019-2024 Fall 2019.pdf	Lynn Stritmatter Green	10/25/2019 2:27 PM

## Programs of Study / CTE Dual Credit

**New federal definition of a Program of Study:** The term "Program of Study" means a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- A. Incorporates challenging state academic standards including those adopted by a state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- B. Addresses both academic and technical knowledge and skills including employability skills;
- C. Is aligned with the needs of industries in the economy of the state, region, tribal community or local area;
- D. Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to a more occupation-specific instruction);
- E. Has multiple entry and exit points that incorporate credentialing; and
- F. Culminates in the attainment of a recognized postsecondary credential.

## Programs of Study

The following are minimum criteria for program of study assurances:

- The secondary CTE, academic, and appropriate elective courses are included, as well as the state and local graduation requirements.
- The secondary Program of Study includes leadership standards, through 21st Century skills.
- The Program of Study includes coherent and rigorous coursework in a non-duplicative sequence of courses from secondary to postsecondary.
- Completion of the secondary Program of Study prepares students for entry into the postsecondary opportunities (military, employment, apprenticeship, certificate and/or degree programs).
- Program of Study courses include appropriate state standards and/or industry skills standards.
- Program of Study leads to an industry recognized credential; academic certificate or degree; or employment.

### 7.1 Describe how the district will promote career and technical education programs of study to students, and inform parents as appropriate, when planning future coursework.

We completed more than 75 different program of study documents several years ago and have used them in a variety of ways. Five years ago, we transitioned to using a web based program called Naviance that allowed us to more formally use the Program of Study model and interact with parents. This year we transitioned to a new format, Career Planner, that will allow us to continue to share information with students and families.

Programs and plans of study have been aligned to local coursework and post-secondary

opportunities. Students and families have access to this information through conferences, Skyward and parent logins. In addition, this information is covered in advisory classes and CTE classes. We intend to continue offering sequences of courses that lead students to a successful path and to do a better job of sharing the programs of study beginning in our junior high classes and going onto post-secondary options as part of our Personalized Pathway implementation.

**7.2** Describe how the district will expand programs of study and strengthen articulations with local post-secondary institutions.

Programs of study begin in our district at the junior high level with various STEAM programs available to students. We continue to make direct connections 7-12 and beyond for students to be deliberate and intentional about course taking patterns. We recently implemented a skills center Medical Assistant course and have worked with Grays Harbor College, Grays Harbor Community Hospital and Harbor Medical Group to articulate the program. Our articulated courses have changed in recent years and we continue to collaborate with our local community college and other post-secondary schools to ensure the most options possible for students. Our most recent collaboration with Grays Harbor College around Culinary Arts instruction has resulted in a 5 credit articulation.

This year, we will explore maritime programming in partnership with our local historical Seaport to provide opportunities for students in this high demand field.

**List a Minimum of One Program of Study**

**Press the "NEW" button to complete information for each NEW record.**  
**To avoid losing data, press the "SAVE" button after completion of each NEW record before pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**

**Please identify your current program of study:**

**Career Cluster:** Health Science

**Pathway:** Therapeutic Services Pathway

[Link To Pathways](#)

**In the list below, check the appropriate box(es) and identify the name of the institution(s):**

- 4-year Institution
- Community College Grays Harbor College
- Technical School
- Apprenticeship

Does this program of study lead to any state or nationally recognized certification? Yes

If yes, please identify certification name. Certified Nursing Assistant

Please identify the current high school building code where this program of study is offered: [Bldg. Codes \(CO/DIST/BLDG\)](#)

**High School Bldg. Code 140053476**

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

## CTE Dual Credit

Please upload a signed copy of all current CTE Dual Credit Articulation Agreements. Career and Technical Education (CTE) Dual Credit, formerly known as Tech Prep, provides career pathways for high school students. CTE Dual Credit classes are taught at the high school or skills center and integrate academics with technical skills to help prepare students for advanced education and careers related to professional-technical occupations. All CTE Dual Credit courses offer high school and college credit for successfully completing the same class.

Valid CTE Dual Credit Articulation Agreements must have the following:

- Current Memorandum of Agreement (MOA) that outlines agreed process
- Current Articulation Agreement – must include:
  - Name of secondary/post-secondary institutions
  - Name of secondary/post-secondary course(s)
  - Credits offered
  - All authorizing signatures

### **UPLOAD COMPLETED FILE ON OR BEFORE DUE DATE**

File names may **NOT** include symbols (e.g., #).

<b>Uploaded Files</b>	<b>Uploaded By</b>	<b>Uploaded At</b>
Perkins Application Tech Prep documents 19-20.pdf	Lynn Stritmatter Green	10/25/2019 1:30 PM

## INSTRUCTOR DATA

**NOTE:** This information is for the Office of Superintendent of Public Instruction (OSPI) Career and Technical Education purposes only. Names and emails will not be shared with anyone outside of OSPI without permission from individual instructors. This will assist OSPI with communication, professional planning and trainings.

**8.1** How many teachers in your district are teaching CTE courses? (Headcount not FTE) 23

Press the "NEW" button to complete each NEW record.

To avoid losing data, press the "SAVE" button after completion of each NEW record. Allow SAVE to complete before pressing the "NEW" button again.

First Name	Last Name
Richelle	Barger
<b>Email:</b> rbarger@asd5.org	

**Certification #:** 542044C

**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Shelbie	Dickson
<b>Email:</b> sdickson@asd5.org	

**Certification #:** 541605B

**Certification Type:** Conditional

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences

- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Molly	Houk
<b>Email:</b> mhouk@asd5.org	

<b>Certification #:</b> 432710B	<b>Certification Type:</b> Initial
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Cory	Martinsen
<b>Email:</b> cmartinsen@asd5.org	

<b>Certification #:</b> 435128D	<b>Certification Type:</b> Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
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Anne	Ramsey
------	--------

**Email:** aramsey@asd5.org

<b>Certification #:</b> 472607A	<b>Certification Type:</b> Initial
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
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David

Bruncke

**Email:** dbruncke@asd5.org

<b>Certification #:</b> 309487G	<b>Certification Type:</b> Conditional
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

<b>First Name</b>	<b>Last Name</b>
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Tracy

Ecklund

**Email:** tecklund@asd5.org

<b>Certification #:</b> 328455A	<b>Certification Type:</b> Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education

- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Tammy	Heth
<b>Email:</b> theth@asd5.org	

<b>Certification #:</b> 509775C	<b>Certification Type:</b> Initial
---------------------------------	------------------------------------

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Lindsey	Kargbo
<b>Email:</b> lkargbo@asd5.org	

<b>Certification #:</b> 500559J	<b>Certification Type:</b> Initial
---------------------------------	------------------------------------

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.



First Name	Last Name
Ashley	Kohlmeier
<b>Email:</b> akohlmeier@asd5.org	

<b>Certification #:</b> 455051C	<b>Certification Type:</b> Conditional
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Michael	Machowek
<b>Email:</b> mmachowek@asd5.org	

<b>Certification #:</b> 299563G	<b>Certification Type:</b> Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Matthew	Mahon
<b>Email:</b> mmahon@asd5.org	

<b>Certification #:</b> 439497R	<b>Certification Type:</b> Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Cami	Revel
<b>Email:</b> crevel@asd5.org	

<b>Certification #:</b> 396575C	<b>Certification Type:</b> Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Mark	Sundstrom
<b>Email:</b> msundstrom@asd5.org	

<b>Certification #:</b> 400614D	<b>Certification Type:</b> Continuing
---------------------------------	---------------------------------------

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Robert	Sutlovich
<b>Email:</b> rsutlovich@asd5.org	

<b>Certification #:</b> 409733C	<b>Certification Type:</b> Conditional
---------------------------------	--

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Charles	Veloni
<b>Email:</b> cveloni@asd5.org	

<b>Certification #:</b> 364498F	<b>Certification Type:</b> Continuing
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Ashley	Emmett
<b>Email:</b> aemmett@asd5.org	

<b>Certification #:</b> 423682D	<b>Certification Type:</b> Initial
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Sally	Holt
<b>Email:</b> sholt@asd5.org	

<b>Certification #:</b> 327485R	<b>Certification Type:</b> Conditional
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
William	Stricker
<b>Email:</b> wstricker@asd5.org	

<b>Certification #:</b> 287536G	<b>Certification Type:</b> Initial
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Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Eric	Williamson
<b>Email:</b> ewilliamson@asd5.org	

<b>Certification #:</b> 286448F	<b>Certification Type:</b> Conditional
---------------------------------	--

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Keelee	Frost
<b>Email:</b> kfrost@asd5.org	

<b>Certification #:</b> 306504B	<b>Certification Type:</b> Conditional
---------------------------------	--

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Jan	Gravley
<b>Email:</b> jgravley@asd5.org	

<b>Certification #:</b> 381215C	<b>Certification Type:</b> Continuing
---------------------------------	---------------------------------------

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

First Name	Last Name
Kanoa	McEachern
<b>Email:</b> mceachernkanoa@yahoo.com	

<b>Certification #:</b> 562179B	<b>Certification Type:</b> Conditional
---------------------------------	--

Check program areas that the instructor is teaching under.

- Agricultural Education
- Skilled & Technical Sciences
- Business & Marketing Education
- Family & Consumer Sciences
- STEM
- Health Sciences

**REMEMBER:** Allow **SAVE** to complete before pressing the **NEW** button again.

**Perkins Reserve Special Projects (PRSR)**

**NOTE:** Perkins Reserve Special Projects (PRSR) funds must be obligated to the budget categories that align with the intent of the grant. Permissible use of funds varies per PRSR Grant Award.

Districts may receive multiple Perkins Reserve Special Project (PRSR) awards. Please click 'New' to create a separate record for each **new** PRSR your district has received.

Name of PRSR:

Name of OSPI Program Supervisor administering PRSR:

Please provide a description of the PRSR:

Please provide a description how this PRSR aligns with ongoing district efforts to strengthen CTE programs, and the value to the district of being able to participate in the PRSR:

**Proposed Budget - Perkins Reserve**

	Perkins Reserve	Perkins Basic	State Enhanced CTE	Match/ In-Kind (optional)	Total
<b>Travel</b>					\$0
<i>Narrative:</i>					
<b>Supplies/ Instructional Materials</b>					\$0
<i>Narrative:</i>					
<b>Technology/ Equipment</b>					\$0
<i>Narrative:</i>					
<b>Purchased Services</b>					\$0
<i>Narrative:</i>					

<b>Classified/ Certificated Staff Salary/ Benefits</b>						<b>\$0</b>
<i>Narrative:</i>						
<b>Perkins Reserve Total</b>					<b>\$0</b>	
					<b>Total</b>	<b>\$0</b>

**Press the "NEW" button to complete information for each NEW record.**  
**To avoid losing data, press the "SAVE" button after completion of each NEW record *before* pressing the "NEW" button again. Allow SAVE to complete before pressing the "NEW" button again.**



# ITINERANT TEACHER SERVICES AGREEMENT

between

Aberdeen School District  
216 North G Street  
Aberdeen, WA 98520  
(hereinafter referred to as the District)

and

Washington State School for the Blind  
(hereinafter referred to as the WSSB)

In consideration of the promises and conditions contained herein, the District and the WSSB do mutually agree as follows:

## 1.0 RESPONSIBILITIES OF THE WSSB

- 1.1 Provide an Itinerant Teacher of the Visually Impaired for on-site consultation and/or direct services for District visually impaired student during the 2019-2020 school year.
- 1.2 The Itinerant Teacher shall be housed out of the WSSB with access to WSSB materials, phones, and equipment. District students with a visual impairment will have reasonable access to said equipment and materials for educational purposes on a temporary basis when those materials cannot be accessed through the Ogden Resource Center (ORC).
- 1.3 It will be the responsibility of the WSSB to assign an Itinerant Teacher who will coordinate specific service dates and times with the District.
- 1.4 The Itinerant Teacher shall provide training and technical assistance to District school personnel in regard to educational programming for students with a visual impairment.
- 1.5 The Itinerant Teacher will provide assistance in developing student's IEP.
- 1.6 The Itinerant Teacher will maintain a record of the interventions and/or time spent with child and/or staff.
- 1.7 Clerical assistance will be provided by the WSSB.
- 1.8 The Itinerant Teacher will have direct access to all teachers at the WSSB to assist with consultation of LEA's student.
- 1.9 WSSB warrants that all staff members working directly with children have been fingerprinted, background checked and cleared with both Washington State Patrol (WSP) and the Federal Bureau of Investigation (FBI).
- 1.10 WSSB warrants that all staff members working directly within the District, or have association with the District, may have access to confidential and sensitive information regarding a child, family, or staff member. WSSB staff will comply with all Family Educational Rights and Privacy Act (FERPA). This federal law prohibits information from a student's educational record being released without prior written parent permission.

# **Itinerant Teacher Services Agreement**

Aberdeen School District/WSSB

Page Two

## **2.0 RESPONSIBILITIES OF THE DISTRICT**

2.1 District agrees to pay WSSB for contracted services not to exceed \$15,808.00 as detailed on the attached Addendum A and considered a part of this Agreement. Service to the district will begin in August 2019 and continue through the end of the 2019-2020 school year.

2.2 Payment will be made in three installments according to the contract amount billed per fiscal quarter due and payable according to the following chart:

<u>Service Dates</u>	<u>Bill and Due</u>
August, September, October, November,	December 2019
December, January, February, March	April 2020
April, May, June	July 2020

2.3 District staff will comply with all Family Educational Rights and Privacy Act (FERPA) as well as Health Information Portability and Accountability Act (HIPAA). These federal laws prohibit information from a child's educational record(s), including medical, being released without prior written parent permission.

## **3.0 ASSIGNMENT**

Neither this Agreement nor any interest therein may be assigned by either party without first obtaining the written consent of the other party.

## **4.0 TERMINATION**

4.1 If either party fails to comply with the terms and conditions of this Agreement, the other party, upon 30 days prior written notice to the breaching party, may terminate this Agreement.

4.2 WSSB shall have the right to terminate this Agreement for convenience upon 30 days prior written notice.

4.3 WSSB shall have the right to terminate this Agreement in the event that funding becomes unavailable upon 30 days prior written notice.

## **5.0 LIABILITY**

It is further understood that each party hereto accepts responsibility for claims, losses, defense, and expenses attributable to any act or permission on the part of itself, its employees, and agents arising from the performance under this contract.

## **6.0 INDEMNIFICATION**

WSSB agrees to indemnify and hold harmless the District, its officers, agents and employees from any and all claims and losses resulting from the WSSB's performance of this contract, and from any and all claims and losses resulting to any person who may be injured or damaged by the actions and/or conduct of the employees or agents of WSSB.

The District agrees to indemnify and hold harmless the WSSB, its officers, agents and employees from any and all claims and losses resulting from the District's performance of this contract, and from any and all claims and losses resulting to any person who may be injured or damaged by the actions and/or conduct of the employees or agents of the District.

**Itinerant Teacher Services Agreement**

Aberdeen School District/WSSB

Page Three

**7.0 AMENDMENTS**

In the event the legislature modifies funding impacting contract costs, the parties may re-negotiate fees and modify or amend this Agreement with mutual consent of both parties.

**8.0 WHOLE AGREEMENT**

The parties acknowledge that they have read and understand this Agreement, including any supplements, attachments and Addendums thereto, and do agree thereto in every particular. The parties further agree that this Agreement, together with all appendices, constitutes the entire agreement between the parties and supersedes all communications, written or oral, heretofore related to the subject matter of this Agreement. This agreement may be modified or amended with the mutual consent of the parties.

**9.0 APPLICABLE LAW**

This Agreement shall be governed by the laws of the State of Washington.

**10.0 WAIVER AND SEVERABILITY**

No provision of this Agreement or the right to receive reasonable performance of any act called for by its terms shall be deemed waived by a waiver of a breach thereof as to a particular transaction or occurrence.

If any term or condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other terms, conditions, or applications of the Agreement which can be given effect without the invalid term, condition, or application; to this end, the terms and conditions of this Agreement are declared severable.

**11.0 EFFECTIVE DATE AND DURATION**

This Agreement shall commence August 2019 and shall terminate June 2020.

IN WITNESS WHEREOF, the WSSB and the District have executed this Agreement.

Aberdeen School District

Washington State School for the Blind

\_\_\_\_\_  
Alicia Henderson,  
Superintendent

\_\_\_\_\_  
\_\_\_\_\_  
Superintendent or Designee

Date \_\_\_\_\_

Date \_\_\_\_\_

*Washington State School for the Blind complies with all state and federal rules and regulations and does not discriminate in employment or in client services because of race, color, sex, religion, national origin, creed, marital status, age, Vietnam era or disabled veterans status, or the presence of any sensory, mental, or physical handicap. A copy of WSSB's nondiscrimination policy is available upon request.*

Addendum A

To

**ITINERANT TEACHER SERVICES AGREEMENT**

CONTRACT FOR VISION SERVICES

Between

Aberdeen School District

and

Washington State School for the Blind

**Detail of Amounts to be Billed to District**

Hours of Itinerant Teacher (Direct Service, Prep/Telephone Time, Travel Time (to and from district):

2 day(s) per Month at \$832.00 a day = \$15,808.00

**TOTAL AMOUNT OF CONTRACT:     \$15,808.00**

**SAM Search Results**  
**List of records matching your search for :**

**Search Term : Washington State School for the Blind\***  
**Record Status: Active, Inactive**

<b>ENTITY</b>	BLIND, WASHINGTON STATE SCHOOL FOR THE	Status: Inactive
DUNS: 159140706	+4:	CAGE Code: 59NJ9 DoDAAC:
Expiration Date: 10/21/2015	Has Active Exclusion?: No	Debt Subject to Offset?: No
Address: 2214 E 13TH ST	State/Province: WASHINGTON	
City: VANCOUVER	Country: UNITED STATES	
ZIP Code: 98661-4120		

Surplus Property / Stewart Building  
Presented for Board Action Nov. 19, 2019

Quantity	Description	Manufacturer	Model #	Color or Detail	Condition	Administrator	Building	Date added to list	
1	Cash Register	Sharp	XE-A102	grey	Does not work	Griebel	Miller JH	3/22/19	
33	5'-5.5'diameter lunch tables			brown surface	fair	Pauley	Miller/Maintenance		
12	rectangular folding lunch tables				fair	Pauley	Stewart/Maintenance		
approx 200	lunch chairs			olive, gold, rust	poor	Pauley	Miller/Maintenance		
56	Microsoft Visual Basics	Thomson Course Technology	ISBN:9780619267209	Spiral hardcover	fair	Northington	AHS	5/17/19	
	Printing Calculator	Sharp	DL-220A	Off white	fair	Griebel	Miller JH	5/17/19	
1	Lord of the Flies class novel	Perigee	ISBN:0399501487	Paperback	fair	Northington	AHS	5/17/19	
1	Lord of the Flies class novel	Perigee	ISBN:0881030317	Hardcover	fair	Northington	AHS	5/17/19	
1	Endless Steppe	Harper Keypoint	ISBN:0064470127X	Paperback	fair	Northington	AHS	5/17/19	
1	After School Nightmare	Go! Media Entertainment	ISBN:1933617160	Paperback	fair	Northington	AHS	5/17/19	
1	The Adventures of Huck Finn	Bantam Books	ISBN:0553210793	Paperback	poor	Northington	AHS	5/17/19	
1	The Umbrella Man and other storie	Puffin Books	ISBN:0329214020	Follettbound	poor	Northington	AHS	5/20/19	
1	Lifetime Health	Holt	ISBN:9780030962196	Hardcover	poor	Northington	AHS	5/20/19	
1	Biology	Glencoe	ISBN:0078299004	Hardcover	fair	Northington	AHS	5/20/19	
3	Physical Science	Holt	ISBN:0030664691	Hardcover	fair	Northington	AHS	5/20/19	
1	Long-Term Care Nursing Assistant	Mosbys	ISBN:9780323075831	Paperback	poor	Northington	AHS	5/20/2019	
1	Keyboard	Microsoft	4000v11.0	black	fair	Bates	Admin	5/20/2019	
3	American Nations	Holt	ISBN:0030654041	Hardcover	poor	Northington	AHS	5/20/19	
2	Flip Camera	Pure Digital Technologies		Black/Silver	Sticky	Northington	AHS	5/20/19	
1	Nikon CoolPix	Nikon		8.0 Megapixels	No charger	Northington	AHS	5/20/19	
1	The Novice by Taran Matharu	Fiewel and Friends	ISBN:9781250067128	Hardcover	poor	Northington	AHS	5/22/19	
1	Forrest Gump by Winston Groom	Simon and Schuster	ISBN:0671894455	Paperback	poor	Northington	AHS	5/30/19	
1	The Pigman by Paul Zindel	Bantam Books	ISBN:0553263218	Paperback	poor	Northington	AHS	5/30/19	
1	Speak by Laurie Halse Anderson	Square Fish	ISBN:9780312674397	Paperback	water damage	Northington	AHS	5/30/19	
1	The Hideout by Peg Kehret	Aladdin Paperbacks	ISBN:9781404635630	Hardback	fair	Northington	AHS	5/30/19	
1	Careers with Click and Mortar by B	Rosen Publishing Group	ISBN: 0823934233	Hardback	fair	Northington	AHS	5/30/19	
64	The Grays Harbor County Book of	Gorham, Rochester, WA		Paperback	excellent	Northington	AHS	6/4/19	
1	Lutefisk for the Bobcat Soul Who's	Gorham, Rochester, WA		Paperback	excellent	Northington	AHS	6/4/19	
5	Lutefisk for the Bobcat soul Who's	Gorham, Rochester, WA		Paperback	excellent	Northington	AHS	6/4/19	
20	Financial Fitness for Life	National Council on Economic Ed	ISBN: 1561835463	Paperback	excellent	Northington	AHS	6/12/19	
1	weight bench	soloflex			fair	Hoehn	MJH-between gym areas	6/12/19	
1	Treadmill	Spirit Cushion Flex			poor	Hoehn	MJH-between gym areas	6/12	
1	Step climber	Lifestyler 2000			unknown	Hoehn	MJH-between gym areas	6/12/19	
1	weight bench	Boxflex			poor	Hoehn	MJH-between gym areas	6/12/19	
1	Treadmill	Por-Form 395							
3	Treadmill	Pro-Form 390Pi			very poor	Hoehn	MJH-top gym boy's side	6/12/19	
1	Bowflex				fair	Hoehn	MJH-top gym boy's side	6/12/19	
1	weight station	small (duo)			fair	Hoehn	MJH-top gym boy's side	6/12/19	
2	Stationary Bike	Health Riders			fair	Hoehn	MJH-top gym boy's side	6/12/19	
1	Stationary Bike	Cario Fit Plus			poor	Hoehn	MJH-top gym boy's side	6/12/19	
1	Stationary Bike	Power Rider			fair	Hoehn	MJH-top gym boy's side	6/12/19	
1	Stationary Bike	VitaMaster			fair	Hoehn	MJH-top gym boy's side	6/12/19	
1	Stationary Bike		S#101292		fair	Hoehn	MJH-top gym boy's side	6/12/19	
1	Stationary Bike	Schwinn Airdyne			fair	Hoehn	MJH-top gym boy's side	6/12/19	
1	Stationary Bike	Stamina			fair	Hoehn	MJH-top gym boy's side	6/12/19	
1	Stationary Bike	Stamina UX2			fair	Hoehn	MJH-top gym boy's side	6/12/19	
2	elliptical	kettler			fair	Hoehn	MJH-top gym boy's side	6/12/19	
1	elliptical	Lifestyler			poor	Hoehn	MJH-top gym boy's side	6/12/19	
1	large weight bench setup with weig	MultiSports			good	Hoehn	MJH-top gym boy's side	6/12/19	
1	Arm weight seat with weights	Pacific Fitness			fair	Hoehn	MJH-top gym boy's side	6/12/19	
1	sit up bench	Champion			fair	Hoehn	MJH-top gym boy's side	6/12/19	
2	leg lift unit	Champion			fair	Hoehn	MJH-top gym boy's side	6/12/19	
25	Exploring Planet Earth	Prentice Hall	(new in '96)		fair	Hoehn	Library - back room	6/17/19	
25	Planetary Science	Delta Education	foss		good	Hoehn	Science storage are	6/17/19	
	Earth History	Delta Education	Foss		good	Hoehn	Science storage are	6/17/19	
	Weather and Water	Delta Education	Foss		good	Hoehn	Science storage are	6/17/19	
	Human Brain and Senses	Delta Education	Foss		good	Hoehn	Science storage are	6/17/19	
	Force and Motion	Delta Education	Foss		good	Hoehn	Science storage are	6/17/19	
	Populations and Ecosystems	Delta Education	Foss		good	Hoehn	Science storage are	6/17/19	

	Diversity of Life	Delta Education	Foss		good	Hoehn	Science storage are		
1	Dictionary	Webster	Spanish English	Paperback	poor	Griebel	Office	6/17/19	
2	Dictionary	Random House		Unabridged	poor	Griebel	Office	6/17/19	
1	Dictionary	Scott, Foresman	Advanced Dictionary	Hardback	fair	Griebel	Office	6/17/19	
1	Dictionary	American Heritage	College dictionary	Hardback	fair	Griebel	Office	6/17/19	
6	Dictionary	Merriam-Webster	New Student Dictionary	Hardback	fair	Griebel	Office	6/17/19	
1	Dictionary	Thorndike	Senior Dictionary	Hardback	fair	Griebel	Office	6/17/19	
1	Read Naturally	Read Naturally	10 sets reading CDs		fair	G Hagen	Stewart Building	6/18/19	
1	Apple computer laptop	Apple	M2453	teal	fair	McKinney	Mcdermoth	6/25/19	
	6th grade Glencoe Math				unknown	McKinney	Mcdermoth	6/25/19	
	6th grade FOSS Science				unknown	McKinney	Mcdermoth	6/25/19	
2	Dictionaries	Webster	Student Dictionary	Pink Hardback	Fair	Griebel	Miller	6/27/19	
2	Dictionaries	Webster	New Riverside Univ Dict	Red Hardback	Fair	Griebel	Miller	6/27/19	
2	Teachers Guide World Intelligence World Edition Vol 1				Excellent	Villarreal	Stewart Building	6/27/19	
2	Teachers Guide World Intelligence World Edition Vol 2				Excellent	Villarreal	Stewart Building	6/27/19	
2	Teachers Guide World Intelligence World Edition Vol 3				Excellent	Villarreal	Stewart Building	6/27/19	
3	Vocabulary Handbooks				Excellent	Villarreal	Stewart Building	6/27/19	
56	World Intelligence World Edition Vol 1 Workbook				Excellent	Villarreal	Stewart Building	6/27/19	
52	World Intelligence World Edition Vol 2 Workbook				Excellent	Villarreal	Stewart Building	6/27/19	
51	World Intelligence World Edition Vol 3 Workbook				Excellent	Villarreal	Stewart Building	6/27/19	
1	Sight Singer Vol 1		Teacher Ed	Paperback	Fair	Griebel	Miller	9/5/19	
9	Sight Singer Vol 1		Student Ed	Paperback	Fair	Griebel	Miller	9/5/19	
22	Scrooge-One Act Musical Play	Jenson Publishing	Singer's Editions	Paperback	Fair	Griebel	Miller	9/5/19	
1	Scrooge-One Act Musical Play	Jenson Publishing	Teacher's Manual	Paperback	Fair	Griebel	Miller	9/5/19	
49	"Holiday Music"			Pamphlets	Poor	Griebel	Miller	9/5/19	
17	Assorted Sheet Music/Song Bks				Fair	Griebel	Miller	9/5/19	
46	"A Christmas Singing Bee"	Shawnee Press		Paperback	Fair	Griebel	Miller	9/5/19	
4	Yule Time for Teen Time	Carl Fischer Inc		Paperback	Fair	Griebel	Miller	9/5/19	
8	Making Music Your Own 8	Silver Burdett		Hardback	Fair	Griebel	Miller	9/5/19	
1	Ordinary People doing Extraordinary	Farmers Insurance		DVD	Fair	Griebel	Miller	9/5/19	
	For Christmas	ProArt Publications			Fair	Griebel	Miller	9/5/19	
33	The Language of Literature	McDougal Littell	student edition	green	fair	Hoehn	Miller	9/16/19	
2	Step Up to Writing 2nd Edition	Sopris West (2003)	Teacher Edition binder	blue & yellow	fair	Hoehn	Miller	9/16/19	
1	Step Up to Writing overhead masters	Sopris West (2003)	Teacher Edition binder	red,yellow,blue	fair	Hoehn	Miller	9/16/19	
8	High Point Level A orange	Hampton Brown	Teacher Edition spiral bound	orange	fair	Hoehn	Miller	9/16/19	
7	High Point Level A orange	Hampton Brown	Assessment Handbook	orange	fair	Hoehn	Miller	9/16/19	
6	High Point Level A orange	Hampton Brown	Teacher Resource Book	orange	fair	Hoehn	Miller	9/16/19	
5	High Point Level A orange	Hampton Brown	TE Practice Book	orange	fair	Hoehn	Miller	9/16/19	
4	High Point Level A orange	Hampton Brown	Instructional Overheads	orange	fair	Hoehn	Miller	9/16/19	
61	High Point Level A orange	Hampton Brown	Practice Book	orange	used	Hoehn	Miller	9/16/19	
4	High Point Level A orange	Hampton Brown	Selection CDs	orange	fair	Hoehn	Miller	9/16/19	
4	High Point Level B green	Hampton Brown	Selection CDs	green	fair	Hoehn	Miller	9/16/19	
7	High Point Level B green	Hampton Brown	Teacher Edition spiral bound	green	fair	Hoehn	Miller	9/16/19	
6	High Point Level B green	Hampton Brown	Teacher Resource Book	green	fair	Hoehn	Miller	9/16/19	
6	High Point Level B green	Hampton Brown	Assessment Handbook	green	fair	Hoehn	Miller	9/16/19	
4	High Point Level B green	Hampton Brown	Instructional Overheads	green	fair	Hoehn	Miller	9/16/19	
101	High Point Level B green	Hampton Brown	Practice book	green	used	Hoehn	Miller	9/16/19	
4	High Point Level B green	Hampton Brown	TE Practice Book	green	fair	Hoehn	Miller	9/16/19	
4	High Point Level C yellow	Hampton Brown	Selection CDs	yellow	fair	Hoehn	Miller	9/16/19	
2	High Point Level C Yellow	Hampton Brown	Instructional Overheads	yellow	fair	Hoehn	Miller	9/16/19	
4	High Point Level C yellow	Hampton Brown	Teacher Resource Book	yellow	fair	Hoehn	Miller	9/16/19	
5	High Point Level C yellow	Hampton Brown	Assessment Handbook	yellow	fair	Hoehn	Miller	9/17/19	
4	High Point Level C yellow	Hampton Brown	TE Practice Book	yellow	fair	Hoehn	Miller	9/17/19	
5	High Point Level C yellow	Hampton Brown	TE spiral bound	yellow	fair	Hoehn	Miller	9/17/19	
87	High Point Level C yellow	Hampton Brown	Practice book	yellow	fair	Hoehn	Miller	9/17/19	
2	High Point The Basics purple	Hampton Brown	Selection CDs	purple	fair	Hoehn	Miller	9/17/19	
1	High Point Listen and Learn CD	Hampton Brown	CD	purple	fair	Hoehn	Miller	9/17/19	
2	High Point DVD	Hampton Brown	DVD	black	fair	Hoehn	Miller	9/17/19	
2	High Point CD	Hampton Brown	CD	black	fair	Hoehn	Miller	9/17/19	
8	High Point The Basics purple	Hampton Brown	TE spiral bound	purple	fair	Hoehn	Miller	9/17/19	
6	High Point The Basics purple	Hampton Brown	Teacher Guide spiral bound	purple	fair	Hoehn	Miller	9/17/19	
6	High Point The Basics purple	Hampton Brown	Reading Practice Book	purple	fair	Hoehn	Miller	9/17/19	
4	High Point The Basics purple	Hampton Brown	TE Reading Practice Book	purple	fair	Hoehn	Miller	9/17/19	
6	High Point The Basics purple	Hampton Brown	Assessment Handbook	purple	fair	Hoehn	Miller	9/17/19	
6	High Point The Basics purple	Hampton Brown	TE Resource book	purple	fair	Hoehn	Miller	9/17/19	
3	High Point	Hampton Brown	TE Language Book	tan	fair	Hoehn	Miller	9/17/19	

8	High Point	Hampton Brown	Language practice book	tan	fair	Hoehn	Miller	9/17/19	
78	High Point	Hampton Brown	Diagnosis & Placement	gray	fair	Hoehn	Miller	9/17/19	
5	High Point Reading Basics kit	Hampton Brown	TE kit	purple	used	Hoehn	Miller	9/17/19	
3	High Point Reading Basics kit	Hampton Brown	Instructional Overheads	purple	fair	Hoehn	Miller	9/17/19	
97	High Point Level A	Hampton Brown	Student Textbook	orange	fair	Hoehn	Miller	9/17/19	
80	High Point Level C yellow	Hampton Brown	Student Textbook	yellow	fair	Hoehn	Miller	9/17/19	
1	Math Munchers	The Learning Company	Product Instruction	blue & yellow	fair	Hoehn	Miller	9/19/19	
1	Math Talk	CTW 1995	TE	note book	fair	Hoehn	Miller	9/19/19	
1	Second Step	Committee for Children 2008	TE	note book	fair	Hoehn	Miller	9/19/19	
1	Second Step	1993 violence prevention	TE	vhs & notebook	fair	Hoehn	Miller	9/19/19	
1	Elements of Literature	Holt, Rinehart & Winston	TE	blue & yellow	fair	Hoehn	Miller	9/19/19	
1	Elements of Literature	Holt, Rinehart & Winston	TE	green	fair	Hoehn	Miller	9/19/19	
1	Elements of Literature	Holt, Rinehart & Winston	student edition	green	fair	Hoehn	Miller	9/19/19	
3	Addison Wesley Mathematics	Addison Wesley	Student edition 1987	blue	poor	Hoehn	Miller	9/19/19	
93	Course 1, volume 1 SE	Glencoe Math			New	Hagen	Stewart Building	9/20/19	
125	Course 1, volume 2 SE	Glencoe Math			New	Hagen	Stewart Building	9/20/19	
2	Discipline with Love and Logic	The Love and Logic Press	VHS tapes	blue	used	Hoehn	Miller	9/23/19	
1	Winning Quarterback drills	Coaches Choice	VHS tapes	white	used	Hoehn	Miller	9/23/19	
1	The Winning Edge	Clearview	VHS tapes	black	used	Hoehn	Miller	9/23/19	
1	The Rhythm in Steel	Sanch Electronix	VHS tapes	black	used	Hoehn	Miller	9/23/19	
1	Woody Guthrie	Films for the Humanities	VHS tape	white	used	Hoehn	Miller	9/23/19	
2	Jazzmakers	Chevron Video Showcase	VHS tapes	white	used	Hoehn	Miller	9/23/19	
1	The Juilliard Master Class Series	Home Vision	VHS tape	white	used	Hoehn	Miller	9/23/19	
1	James Galloway Plays Mozart	Paramount Home Video	VHS tape	white	used	Hoehn	Miller	9/23/19	
5	Clearview curriculum	Clearview	VHS tapes	white	used	Hoehn	Miller	9/23/19	
1	The Civil War VHS	National Park Series	VHS tape	black	used	Hoehn	Miller	9/23/19	
2	Coaching basketball video	Coaches Choice	VHS tapes	white	used	Hoehn	Miller	9/23/19	
9	Readers Digest Discovering	Readers Digest	VHS tapes	multi	used	Hoehn	Miller	9/23/19	
4	Travel & Experiance the World	Pilot Guides	VHS tapes	multi	used	Hoehn	Miller	9/23/19	
2	Travel Tips	Republic Pictures Home Video	VHS tapes	white	used	Hoehn	Miller	9/23/19	
2	US Field Army Band	Video Clinic Series	VHS tapes	black	used	Hoehn	Miller	9/23/19	
1	ABC World of Discovery	ABC Procuctions	VHS tape	black	used	Hoehn	Miller	9/23/19	
1	Math who needs it	Fase Productions	VHS tape	black	used	Hoehn	Miller	9/23/19	
1	Rock and Mineral	Eyewitness	VHS tape	white	used	Hoehn	Miller	9/23/19	
3	American Music	EVN	VHS tapes	black	used	Hoehn	Miller	9/24/19	
1	Your Unlimited Potential	Sharper Video	VHS tape	black	used	Hoehn	Miller	9/24/19	
2	Civil War	Atlas Video	VHS tapes	black	used	Hoehn	Miller	9/24/19	
1	Civil War	PBS Video	VHS tape	black	used	Hoehn	Miller	9/24/19	
8	Revolutionary War	History Channel	VHS tapes	black	used	Hoehn	Miller	9/24/19	
21	Math Common Core workbook	Glencoe Math	course 1, volume 1	orange/blue	new	Hoehn	Miller	9/24/19	
10	Math Common Core TE	Glencoe Math	course 1, volume 1	orange/blue	used	Hoehn	Miller	9/24/19	
29	Math Common Core workbook	Glencoe Math	course 1, volume 2	orange/blue	new	Hoehn	Miller	9/24/19	
12	Math Common Core TE	Glencoe Math	course 1, volume 2	orange/blue	used	Hoehn	Miller	9/24/19	
6	Math Common Core TE	Glencoe Math	Assessment Masters	orange/blue	fair	Hoehn	Miller	9/24/19	
24	Math Common Core workbook	Glencoe Math	course 2, volume 1	orange/green	new	Hoehn	Miller	9/24/19	
1	Math Common Core TE	Glencoe Math	course 3, volume 2	orange/purple	used	Hoehn	Miller	9/24/19	
116	Math Common Core workbook	Glencoe Math	course 3, volume 1	orange/purple	new	Hoehn	Miller	9/24/19	
165	Math Common Core workbook	Glencoe Math	course 3, volume 2	orange/purple	new	Hoehn	Miller	9/24/19	
1	Math Common Core workbook	Glencoe Math	course 2, volume 2	orange/green	new	Hoehn	Miller	9/24/19	
6	Math Common Core CD	Glencoe Math	course 1 & 3 student & teacher edition	fair	Hoehn	Miller	Miller	9/25/19	
11	My Perspective 6th grade TE	Pearson	Preview Edition	white	fair	Hoehn	Miller	9/26/19	
3	My Perspective 7th grade TE	Pearson	Unit 1 Sampler	white	fair	Hoehn	Miller	9/26/19	
3	My Perspective 7th grade TE	Pearson	Preview Edition	white	fair	Hoehn	Miller	9/26/19	
2	My Perspective 8th grade TE	Pearson	Preview Edition	white	fair	Hoehn	Miller	9/26/19	
2	cd/cassette players			black	used	Hoehn	Miller	9/26/19	
1	Sony Handycam		ccd-trv65	black	damaged	Hoehn	Miller	9/26/19	
233	Integrated Science (Physical)	Holt	ISBN 0-03-066469-1	HB	fair	Northington	AHS	10/1/19	
26	Physics	Holt	ISBN0-03-056546-4	HB	fair	Northington	AHS	10/1/19	
74	Biology	McGraw Hill	ISBN: 0-07-829900-4	HB	fair	Northington	AHS	10/1/19	
56	Chemistry	McGraw Hill	ISBN: 0-02-828378-3	HB	fair	Northington	AHS	10/1/19	
5	Chemistry	McGraw Hill	ISBN: 0-07-365601-1	HB	fair	Northington	AHS	10/1/19	
1	Lifetime Health	Holt	ISBN:0-03-096219-6	HB	fair	Northington	AHS	10/1/19	
1	Conversations in Am. Lit	RR Dpmmelley-Westford	ISBN: 1457646765	HB	fair	Northington	AHS	10/1/19	
1	Eve by Ana Carey	HarperCollins	ISBN: 0062048503	HB	fair	Northington	AHS	10/1/19	
1	Chemistry TE	McGraw Hill	ISBN:0028283791	HB	fair	Northington	AHS	10/1/19	
1	Reading Essentials for Biology	McGraw Hill	ISBN: 0078602343	PB	qood	Northington	AHS	10/1/19	





**CERTIFICATED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Stacy Devall	Miller Jr. High School	Math Teacher – 21 <sup>st</sup> Century Program	11/14/19

**LEAVE OF ABSENCES:** We recommend the Board approve the following certificated leave of absences:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Laci Hunsaker	A. J. West Elementary	Teacher	12/02/19-12/13/19
Chris Collin	Stevens Elementary	Teacher	12/04/19-12/20/19

**RESIGNATION:** We recommend the Board approve the following certificated resignation:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Arnie Lewis	Stevens Elementary	Principal	06/30/20

**Substitute Certificated:**

Jill Berney  
Cole Edwards  
Kylie Stenbeck  
Falisha Zwolinski

**CLASSIFIED**

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Donna Probstfield	Transportation	Bus Driver	11/07/19
Judy Reynvaan	Aberdeen High School	Piano Accompanist	11/07/19
Elizabeth Rowe	Miller Jr. High School	Piano Accompanist	11/07/19

**LEAVE OF ABSENCE:** We recommend the Board approve the following classified leave of absence:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Dawn Borns	Robert Gray Elementary	Para-educator	12/02/19-01/06/20

**RESIGNATION:** We recommend the Board approve the following classified resignation:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Joshua Brown	Stevens Elementary	Para-educator	11/08/19

**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>
Todd Bridge	Aberdeen High School	Boys' Wrestling – Assistant Coach	11/18/19
Jeff Hatton	Aberdeen High School	Boys' Wrestling – Assistant Coach	12/23/19
Trevor Mullin	Aberdeen High School	Boys' Swimming – Assistant Coach	11/18/19

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Alexandria Cugal	Aberdeen High School	Girls' Wrestling – Assistant Coach .25FTE	11/18/19