

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

Regular Meeting of the Board of Directors
Community Room, Aberdeen High School
December 11, 2018

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 Representative

Comments from the Audience

Old Business

1. **New Instructional Materials**

Superintendent's Report

1. Budget Advisory Committee
2. Sixth-Grade to Miller Task Force
3. 2018-2019 Focus Areas
4. A.L.I.C.E. Training
5. Administrative Changes

Instructional Services

1. **Teaching and Learning Report**
2. **Elementary Title 1 / School Improvement Plans**

Financial Services

1. **Fiscal Status Report**
2. **Miller Modular Building**

Athletics and Activities

1. Athletic Director's Report

Board Meeting Agenda
December 11, 2018

New Business

1. [Renaming the Auditorium](#)
2. [Alternatives to Suspension](#)
3. Separation Incentive
4. [Special Education Services Contract](#)
5. [Contract for Student Teaching](#)
6. Next Meeting

Comments from the Audience

Executive Session

1. [Personnel Matters](#)

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

December 11, 2018 – Community Room, Aberdeen High School

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 27, 2018, are enclosed for your review and approval.
2. Accounts Payable – November payroll and accounts payable are enclosed for your review and approval.

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Old Business

1. New Instructional Materials – The Instructional Materials Committee met on November 14 and is recommending the following materials for adoption. They are presented tonight for second reading and adoption. Board action is requested.
 - a. “Movers and Shakers” by Cathryn Carroll and Susan Mather and published by Dawn Sign Press for use in American Sign Languages courses at Aberdeen High School. [Enclosure 2](#)
 - b. “Marketing Dynamics” by Clark, Gendall, Gassen, Walker and published by G-W Publisher for use in marketing classes and the Cats Cave at Aberdeen High School. [Enclosure 3](#)

Superintendent’s Report

1. Budget Advisory Committee – Superintendent Henderson will provide an update on the Budget Advisory Committee.
2. Sixth-Grade to Miller Task Force – Superintendent Henderson will provide an update on the task force assisting in the planning for sixth grade to move to Miller Junior High School.
3. 2018-2019 Focus Areas – Superintendent Henderson will provide an update on the five focus areas for 2018-2019.
4. A.L.I.C.E. Training – Superintendent Henderson will discuss plans for A.L.I.C.E. training (Alert, Lockdown, Inform, Counter, Evacuate) for staff in the District.

Board Information
December 11, 2018

5. Administrative Changes – Superintendent Henderson will discuss transitions taking place for 2019-2020 due to the pending retirement of the assistant superintendent.

Instructional Services

1. Teaching and Learning Report – Teaching and Learning Director Traci Sandstrom will present the Teaching and Learning Report for November. [Enclosure 4](#)
2. Elementary Title I/School Improvement Plans – The elementary principals will present the Title I Plans and School Improvement Plans for your review and approval. Board action is requested. [Enclosure 5](#)

Financial Services

1. Fiscal Status Report – Executive Director of Business and Operations Elyssa Louderback will present the Fiscal Status Report for November. [Enclosure 6](#)
2. Miller Modular Building – A purchase order for a 10-classroom complex to create capacity at Miller Junior High School for sixth-grade students is enclosed for your review and approval. [Enclosure 7](#)

Athletics and Activities

1. Athletic Director's Report – Athletic Director Aaron Roiko will provide an update on winter athletics.

New Business

1. Renaming the Auditorium – The Board has received a proposal to rename the Auditorium in memory of Pat Wilhelms. [Enclosure 8](#)
2. Alternatives to Suspension – Aberdeen High School Principal Sherri Northington will provide a report on work taking place in the District regarding new state regulations for discipline policies and procedures. [Enclosure 9](#)
3. Separation Incentive – Assistant Superintendent Jim Sawin will provide information on a proposal to offer an incentive to certificated teachers who notify the District early of their intent to separate from service after the 2018-2019 school year. Board action is requested.
4. Contract for Special Education Services – A contract through EduHealthcare to extend Kristin Williams' placement with the District as a speech language pathologist is presented for your review and approval. Board action is requested. [Enclosure 10](#)
5. Contract for Student Teachers -- A contract with the University of Phoenix allowing placement of a student teacher with our District is enclosed for your review and approval. [Enclosure 11](#)
6. Next Meeting – The next regular meeting of the Board is set for 5 p.m. Tuesday, January 15, 2019, in the Community Room at Aberdeen High School. There

Board Information
December 11, 2018

being only one meeting in January, Board action authorizing on-time payment of December utilities and agreements due before the meeting is requested.

Comments from the Audience

Executive Session

At this time the meeting will recess for an executive session expected to last 30 minutes under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee).

1. Personnel Matters [Enclosure 12](#)
 - a. Certificated
 - b. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – November 27, 2018

<p>At 5:00 p.m. President Bielski convened the regular meeting of the Aberdeen School Board in the Community Room at Aberdeen High School. Members present were Jennifer Durney, Erin Farrer and Jeff Nelson, along with Superintendent Alicia Henderson, student representative Natalie Hurd and 24 patrons and staff. Director Bill Dyer was excused. The meeting began with the Flag salute.</p>	CALL TO ORDER
<p>On a motion by Erin Farrer and seconded by Jennifer Durney, the Board approved the Consent Agenda, which included the minutes of the regular meeting on November 6, 2018; October payroll vouchers 826299 through 826350 totaling \$3,602,248.96; General Fund vouchers 826923 through 826295 and 826387 through 826509 totaling \$626,179.42; ASB Fund vouchers 826351 through 826384 and 826510 totaling \$28,109.58; and Private Purpose Trust Fund vouchers 826385 through 826386 totaling \$1,750.00, and a request from the Goldenaires at Aberdeen High School to travel to the Commencement Bay Jazz Festival in Tacoma to perform, receive feedback and hear other jazz groups on March 22-23.</p>	CONSENT AGENDA
<p>President Sandra Bielski opened the discussion for the annual election of officers. Director Jennifer Durney commented that she had spoken with Director William Dyer prior to the meeting about continuing as the legislative representative and spoke in support of keeping the same officers. On a motion by Jeff Nelson and seconded by Jennifer Durney, the Board unanimously on a roll call vote elected the following officers: Sandra Bielski, president; Erin Farrer, vice president, and Dr. William Dyer, legislative representative. Director Dyer was absent.</p>	ELECTION OF OFFICERS
<p>The Board appointed Director Erin Farrer to continue as the Board’s representative to the Washington Interscholastic Activities Association.</p>	WIAA REPRESENTATIVE
<p>Jennifer Durney wished Assistant Superintendent Jim Sawin a happy birthday and thanked him for his work in the District. President Bielski announced another birthday – a new grandchild in her family.</p>	COMMENTS FROM THE BOARD
<p>Student Representative Natalie Hurd provided updates about student events and activities. She noted that Aberdeen High School “won” Football for the third year in a row, with both Aberdeen and Hoquiam combining to set another record by raising more than 1.5 million “pounds” of food. She also noted the formation of two new clubs at Aberdeen High School –Japanese Club and Latin Student Union.</p>	COMMENTS FROM STUDENT REPRESENTATIVE
<p>Superintendent Henderson reported that the Budget Advisory Committee would be holding its third meeting the next evening and that the agenda would include an overview of the prototypical school as funded by the state and discussion about local levy funds, both how the district has used them in the past and new restrictions placed by the state.</p>	SUPERINTENDENT REPORT BUDGET ADVISORY COMMITTEE
<p>Superintendent Henderson reported on the work of the 6th Grade to Miller Task Force. She noted that the next meeting is planned for December 4 and reported that the previous meeting resulted in consensus on a teaming instructional model.</p>	6 TH GRADE TO MILLER TASK FORCE

Superintendent Henderson provided an update on the 2018-2019 Focus Areas. She noted the work taking place with PBIS will now include the new discipline rules from the state with a focus on alternatives to suspension.	2018-2019 FOCUS AREAS
Superintendent Henderson announced the District will be conducting an energy audit to identify areas where cost savings can be achieved.	ENERGY AUDIT
Principals Lisa Griebel, Derek Cook and Sherri Northington presented the Title I and school improvement plans for 2018-2019. On a motion by Director Jennifer Durney and seconded by Director Erin Farrer, the Board voted to approve the plans as presented.	TITLE I AND SCHOOL IMPROVEMENT PLANS
CTE Director Lynn Green presented two texts that are being recommended by the Instructional Materials Committee for use at Aberdeen High School: "Movers and Shakers" by Cathryn Carroll and Susan Mather and published by Dawn Sign Press for use as a supplemental text in American Sign Language classes and "Marketing Dynamics" by Clark, Gendall, Gassen, Walker and published by G-W Publisher for use as a primary curriculum in marketing classes and at the Cats Cave.	NEW INSTRUCTIONAL MATERIALS
Executive Director of Business and Operations Elyssa Louderback presented the Fiscal Stats Report for October. She noted that enrollment is less than last year and is being monitored closely. She reported the following fund balances: General Fund, \$4,166,773.43; Capital Projects Fund, \$130,300.82; Debt Service Fund, \$3,120,448.40; ASB Fund, \$271,958.28, and Transportation Fund \$299,041.19.	FISCAL STATUS REPORT
Executive Director of Business and Operations Elyssa Louderback reported that she waived the fees for the memorial service for former music teacher Pat Wilhelms to the extent allowed under Board Policy 6112.	FACILITY FEE WAIVER
Following a presentation by M'Liss DeWald, education manager for the Quinault Indian nation, on a motion by Jennifer Durney and seconded by Erin Farrer, the Board approved a memorandum of agreement with the Quinault Indian Nation Education Department to provide support services to eligible students.	QUINAULT INDIAN NATION EDUCATION SUPPORTS
Following a presentation by Principal John Crabb, on a motion by Erin Farrer and seconded by Jeff Nelson, the Board approved the 2018-2019 Highly Capable Plan as presented.	2018-2019 HIGHLY CAPABLE PLAN
Superintendent Alicia Henderson presented the 2018 Homeschool Report as filed with the Office of Superintendent of Public Instruction.	2018 HOMESCHOOL REPORT
On a motion by Erin Farrer and seconded by Jennifer Durney, the Board approved a contract with Therapia Staffing to place David Hughes in the District as a special education teacher.	SPECIAL EDUCATION CONTRACT
The next regular meeting of the Board is set for 5 p.m. Tuesday, December 11, in the Community Room at Aberdeen High School.	NEXT MEETING

At 5:54 p.m., President Sandra Bielski recessed the meeting for an executive session expected to last 30 minutes under RCW 42.30.110(g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee). The session convened at 6 p.m. At 6:30 p.m., the regular meeting reconvened.

EXECUTIVE SESSION

On a motion by Jeff Nelson and seconded by Jennifer Durney, the Board approved the Personnel Report. Under certificated matters the Board approved the hiring of Lisa Shell as a substitute for the District.

PERSONNEL REPORT

CERTIFICATED

Under classified matters, the Board approved the hiring of Tara Perez as the Indian Education Coordinator for the District effective November 26, Erica Hollen as a piano accompanist at Miller Jr. High School effective November 13, Nicole LaFountaine as an AVID Tutor at Miller Jr. High School effective November 14, Nicole Daniels, Jennifer Krasowski and Trina Wallin as para-educators in the After School Program at Central Park Elementary School effective November 13, and Jennifer Krasowski as the After School Program Coordinator at Central Park Elementary School effective November 13; accepted the resignation of Taylor Sawin a para-educator at Robert Gray Elementary School effective November 5; approved a leave of absence for Leopoldo Sanchez-Villalpando, a para-educator at Aberdeen High School, effective January 2, 2019, to May 15, 2019; accepted resignations from Kevin Ridout as head coach for football at Aberdeen High School effective November 19, and from Chelsy Stewart as assistant coach for fast pitch at Aberdeen High School effective November 12, and approved the hiring of Dawn Crabb, Jessica Fulleton, Shelly Hoffman, Alisha McCue, Sandra Mullin, Amanda Pearson and Timothy Whiteley as substitutes for the District.

CLASSIFIED

There being no further business, the regular meeting was adjourned at 6:32 p.m..

ADJOURN

Alicia Henderson, Secretary

Sandra Bielski, President

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

As of December 11, 2018, the board, by a _____ vote, approves payments, totaling \$1,098.29. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX
Warrant Numbers 826652 through 826654, totaling \$1,098.29

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

Check Nbr	Vendor Name	Check Date	Check Amount
826652	Bank Of The Pacific (use Tax)	12/12/2018	639.67 GF
826653	Bank Of The Pacific (use Tax)	12/12/2018	450.41 ASB
826654	Bank Of The Pacific (use Tax)	12/12/2018	8.21 PPT
3	Computer	Check(s) For a Total of	1,098.29

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 December 11, 2018, the board, by a _____ vote, approves payments, totaling \$157,079.08. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 826587 through 826651, totaling \$157,079.08

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

Check Nbr	Vendor Name	Check Date	Check Amount
826587	Aberdeen Office Equipment Inc	12/12/2018	6,852.06
826588	Aberdeen Sd #5 Revolving Fund	12/12/2018	47.75
826589	Airgas Usa, Llc	12/12/2018	3.00
826590	Amazon Capital Services	12/12/2018	2,414.50
826591	Anchor Savings Bank	12/12/2018	2,488.89
826592	Apex Mailing Services Inc	12/12/2018	1,261.45
826593	Aramark Uniform Services	12/12/2018	23.34
826594	ASSETGENIE, INC	12/12/2018	525.00
826595	Barnes & Noble	12/12/2018	439.48
826596	Batdorf & Bronson	12/12/2018	178.38
826597	Builders Hardware & Supply	12/12/2018	1,710.72
826598	Consolidated Electrical Distri	12/12/2018	230.69
826599	Central Sales & Supply Inc	12/12/2018	245.78
826600	Centurylink (business Serv)	12/12/2018	152.55
826601	Centurylink	12/12/2018	1,313.61
826602	Cerebellum Corporation	12/12/2018	95.69
826603	Cintas Corporation	12/12/2018	3,959.97
826604	CMG CIT Acquisition LLC	12/12/2018	9,920.00
826605	Coast To Coast Computer Produc	12/12/2018	232.02
826606	Comcast	12/12/2018	289.82
826607	Creative Office	12/12/2018	591.38
826608	Cruz, Ma Felicitas	12/12/2018	10.00
826609	Dairy Fresh Farms	12/12/2018	8,139.09
826610	Domino's Pizza	12/12/2018	673.92
826611	Dunsire Printers	12/12/2018	147.06
826612	Ednetics Inc	12/12/2018	501.08
826613	Edu Healthcare	12/12/2018	5,580.00
826614	ESD 113	12/12/2018	17,904.69
826615	Farmer Bros Co	12/12/2018	157.43
826616	Ferrellgas	12/12/2018	986.30
826617	Food Services Of America	12/12/2018	40,405.81
826618	Franz Family Bakeries	12/12/2018	1,587.77
826619	Glynlyon Inc	12/12/2018	2,000.00

Check Nbr	Vendor Name	Check Date	Check Amount
826620	GOETTEL & ASSOCIATES, INC	12/12/2018	3,100.00
826621	Grays Harbor Community Hospita	12/12/2018	2,315.80
826622	Harbor Auto & Truck Parts	12/12/2018	411.01
826623	Home Depot	12/12/2018	40.34
826624	Jacknut Apparel	12/12/2018	81.70
826625	KCDA Purchasing Coop.	12/12/2018	564.86
826626	Kelley Imaging Systems Agreeeme	12/12/2018	3,830.00
826627	LEARNING WITHOUT TEARS	12/12/2018	189.54
826628	Masco	12/12/2018	11,980.20
826629	Miller Junior High	12/12/2018	25.00
826630	Obrien, John P	12/12/2018	217.86
826631	Office Depot	12/12/2018	800.03
826632	Parris, Trinity A	12/12/2018	833.33
826633	Perkins Coie Llp	12/12/2018	1,490.12
826634	PNW Printworks, Llc	12/12/2018	370.36
826635	Ricoh Usa Inc	12/12/2018	209.00
826636	School Nurse Supply	12/12/2018	218.95
826637	Shar Products Company	12/12/2018	398.00
826638	Smith & Losli Sheet Metal Inc	12/12/2018	310.78
826639	Subscription Serv Of America	12/12/2018	347.58
826640	Supplyworks	12/12/2018	239.44
826641	Swanson's Food	12/12/2018	3,575.56
826642	TEACHING STRATEGIES, LLC	12/12/2018	461.86
826643	Thermal Supply Inc	12/12/2018	180.77
826644	Tke Corp	12/12/2018	5,192.74
826645	Trane Us Inc	12/12/2018	3,145.74
826646	Us Postal Service (cmrs-Fp)	12/12/2018	2,000.00
826647	Wal Mart (pay To)	12/12/2018	359.15
826648	Wcp Solutions	12/12/2018	508.34
826649	Williams, Kristin	12/12/2018	60.00
826650	WSSDA	12/12/2018	500.00
826651	YMCA	12/12/2018	2,051.79
65	Computer	Check(s) For a Total of	157,079.08

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As of December 11, 2018, the board, by a _____ vote, approves payments, totaling \$91,585.87. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 826567 through 826586, totaling \$91,585.87

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

Check Nbr	Vendor Name	Check Date	Check Amount
826567	Aberdeen School District #5	- 12/12/2018	2,253.75
826568	Aberdeen School District #5	12/12/2018	11.28
826569	Aberdeen School District #5	12/12/2018	16.44
826570	Castle Rock High School	12/12/2018	200.00
826571	COASTAL HARVEST	12/12/2018	83,268.25
826572	Emerald Ridge High School	12/12/2018	275.00
826573	Fan Cloth	12/12/2018	2,050.00
826574	Fife High School	12/12/2018	250.00
826575	Food Services Of America	12/12/2018	51.10
826576	Glanz, Desiree Michelle	12/12/2018	380.00
826577	Grays Harbor College	12/12/2018	57.00
826578	Hoquiam Grizzly Wrestling	12/12/2018	200.00
826579	Mark Morris High School	12/12/2018	60.00
826580	Medco	12/12/2018	277.12
826581	Meissner, April J	12/12/2018	179.02
826582	PNW Printworks, Llc	12/12/2018	1,229.89
826583	Simons, Janice E	12/12/2018	282.82
826584	Ted Brown Music	12/12/2018	329.20
826585	Washington Ffa Assoc	12/12/2018	150.00
826586	Weatherwax Asb Fund	12/12/2018	65.00

20 Computer Check(s) For a Total of 91,585.87

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 December 11, 2018, the board, by a _____ vote, approves payments, totaling \$24,612.68. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:GENERAL, ASB, PRIVATE TRUST Warrant Numbers 826564 through 826566, totaling \$24,612.68

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

Check Nbr	Vendor Name	Check Date	Check Amount
826564	Anchor Savings Bank	12/12/2018	18,583.18 GF
826565	Anchor Savings Bank	12/12/2018	5,884.24 ASB
826566	Anchor Savings Bank	12/12/2018	145.26 PPT
3	Computer	Check(s) For a Total of	24,612.68

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 December 11, 2018, the board, by a _____ vote, approves payments, totaling \$200.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: PRIVATE PURPOSE TRUST
Warrant Numbers 826563 through 826563, totaling \$200.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
826563	Aberdeen High School (asb)	12/12/2018	200.00
1	Computer	Check(s) For a Total of	200.00

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

As of December 11, 2018, the board, by a _____ vote, approves payments, totaling \$141,056.20. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: TRANSPORTATION FUND
Warrant Numbers 826562 through 826562, totaling \$141,056.20

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

Check Nbr	Vendor Name	Check Date	Check Amount
826562	Schetky Nw Sales Inc	12/12/2018	141,056.20
1	Computer	Check(s) For a Total of	141,056.20

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 December 11, 2018, the board, by a _____ vote, approves payments, totaling \$1,813,715.71. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 826520 through 826561, totaling \$1,813,715.71

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

Check Nbr	Vendor Name	Check Date	Check Amount
826520	Aberdeen High School-AHS Schol	11/30/2018	115.00
826521	Aflac Remittance Processing	11/30/2018	1,694.84
826522	American Fidelity-FSA	11/30/2018	5,958.43
826523	American Fidelity	11/30/2018	4,680.54
826524	American Fidelity Health Servi	11/30/2018	3,250.00
826525	Ameritas	11/30/2018	19,800.00
826526	Bank Of The Pacific	11/30/2018	612,361.28
826527	Cnty/city Mun Ees	11/30/2018	3,010.51
826528	Deferred Compensation Program	11/30/2018	14,801.00
826529	Delta Management Associates In	11/30/2018	557.73
826530	Dynamic Collectors	11/30/2018	1,277.24
826531	E.S.D.#113 Unemployment Coop	11/30/2018	1,512.07
826532	Ecmc	11/30/2018	371.82
826533	Ed.Serv.Dist.#113	11/30/2018	32,408.08
826534	Employment Security Dept	11/30/2018	527.39
826535	Financial Assistance, Inc	11/30/2018	1,138.71
826536	Inspirus	11/30/2018	12,087.56
826537	Legal Shield	11/30/2018	136.15
826538	Lina	11/30/2018	6,918.75
826539	Nbn Vision	11/30/2018	10,740.00
826540	PREMERA	11/30/2018	404,775.76
826541	Pse Of Wa	11/30/2018	6,748.75
826542	Pse Of Washington	11/30/2018	55.56
826543	Public Employees Retirement	11/30/2018	996.65
826544	School Employees Retirement Sy	11/30/2018	141,458.08
826545	Teacher Retirement System-Dc	11/30/2018	405,226.24
826546	Tsa Consulting Group Inc	11/30/2018	14,185.00
826547	Twin Star Credit Union	11/30/2018	3,465.00
826548	Twin Star Credit Union	11/30/2018	260.00
826549	Twin Star Scholarship Acct	11/30/2018	93.50
826550	Twinstar Pse Local Dues	11/30/2018	93.50
826551	United Way	11/30/2018	612.38
826552	Us Department Of Education	11/30/2018	827.36

Check Nbr	Vendor Name	Check Date	Check Amount
826553	Veba Contributions-Y1286.001	11/30/2018	11,118.32
826554	Wa State School Ret Assn	11/30/2018	49.00
826555	Wash State Support Registry	11/30/2018	797.22
826556	Washington State Treasurer	11/30/2018	33,522.02
826557	Wea Chinook	11/30/2018	16.44
826558	Wea Payroll Deductions	11/30/2018	21,867.15
826559	Wea Select Plans-Wds	11/30/2018	21,155.48
826560	Wea Select Plans-Willamette	11/30/2018	4,412.70
826561	Wpas	11/30/2018	8,632.50
42	Computer	Check(s) For a Total of	1,813,715.71

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 December 11, 2018, the board, by a _____ vote, approves payments, totaling \$1,804,999.59. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 826511 through 826519, totaling \$1,804,999.59

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

Check Nbr	Vendor Name	Check Date	Check Amount
826519	Anchor Savings Bank	11/29/2018	1,802,892.30
1	Computer	Check(s) For a Total of	1,804,999.59

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

All material must be approved by the Instructional Materials Committee (IMC) prior to use.

This form must be typed/word processed and completed in full before submitting.

1 GENERAL INFORMATION

Name of Submitter/Committee: Anne Ramsey
 Date: 9/27/18
 School: Aberdeen High School
 Department: (secondary only) CTE/ASL

2 MATERIAL INFORMATION

Title: Movers & Shakers
 Author/Producer: Cathryn Carroll & Susan Mathon
 Publisher: Dawn Sign Press
 Copyright: 1997
 Price Per Item: \$9.95
 Number of copies to be purchased: 40
 ISBN/MHID: 978-0-915035-66-3

3 INTENDED USE

(Check all boxes that apply)

Grade level(s):

9-12

Course:

ASL I + II

- Basic/Core
- Supplemental
- Pilot
- Teacher Resource

- Large Group
- Small Group
- Individual Instruction
- Enrichment
- Other (Specify) _____

4 TYPE OF MATERIAL

(Check all boxes that apply)

- Text (print or electronic)
- Web Based Curriculum/Resource
- Apps/Computer Software
- Recording/CD
- Video/DVD
- Reviewed by Technology

Lexile Readability Level _____

5 SYNOPSIS/SUMMARY (Goals, brief description of content & purpose, online materials & support available)

Movers & Shakers is a great supplemental text. It will encourage the student to learn more about famous deaf individuals. It also explores the linguistics of ASL and English with writing assignments and language comparisons.

6 STANDARDS/CRITERIA

1. Do concepts in the materials remain consistent with the current standards for the curricular area(s) they support? Yes No
2. Materials lead to learner accomplishments of the following current standards: Yes No

List most appropriate/key standards addressed:

Common Core Literacy

See attached

Common Core Math

N/A

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

Other

3. Content can be adapted to abilities of individual students (i.e. different reading levels, ELL students, students with disabilities)? Yes No

Please explain:
The reading can be broken down or read aloud. Assignments can also be broken down or changed to verbal responses. This can be adapted to fit any need.

7 MATERIAL EVALUATION

Provide a brief overview/impression of instructional material (strengths/weaknesses, reasons selected over others, why students will benefit)

Strengths: In depth biographies, Language Comparisons to improve skills in both ASL + English. Writing exercises to expand ~~the~~ comprehension and options to draw/express in other modes. Selected for above reasons.
Weaknesses: Does not include any current individuals.

8. BIAS SCREENING

The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of "Poor" does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting the period in which they were written.

	Excellent	Good	Fair	Poor	N/A
1. Presents more than one viewpoint of controversial issues.					X
2. Presents minorities realistically.		X			
3. Includes contributions of minority authors.					
4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability and use of a trained dog guide or service animal by a person with a disability (WAC 392-190-055).		X			
5. Facilitates the sharing of cultural differences.	X				
6. Promotes the positive nature of differences.	X				
7. Includes the contributions, inventions, or discoveries of women.		X			
8. Includes the contributions, inventions, or discoveries of minorities.		X			
9. Presents minorities in a manner that promotes ethnic pride.		X			

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. SIGNATURES

Submitted by: Anne Ramsey Anne Ramsey
Print name Signature

Approved by Department Head (secondary only) Lynn Green Lynn Green
Print name Signature

Approved by Building Administrator Lynn Green Lynn Green
Print name Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee: Yes No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	11/13/18	X		
School Board				

Traci Sandstrom

English Language Arts Standards » History/Social Studies » Grade 9-10

Key Ideas and Details:

CCSS.ELA-Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

English Language Arts Standards » Language

- 1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language (9-10)
- 3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading

CC: Reading Informational Text

- 2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
 - 7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - 2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9 - Draw evidence from informational texts to support analysis, reflection, and research.
- 10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

All material must be approved by the Instructional Materials Committee (IMC) prior to use.

This form must be typed/word processed and completed in full before submitting.

1 GENERAL INFORMATION

Name of Submitter/Committee: Tammy Hahn
 Date: Sept 12, 18
 School: AHS
 Department: (secondary only) CTE

2 MATERIAL INFORMATION

Title: Marketing Dynamics
 Author/Producer: Clark, Gendall, Gussen, Walker
 Publisher: G-W Publisher
 Copyright: 2019
 Price Per Item: 96.60 (6-year subscription)
 Number of copies to be purchased: 30
 ISBN/MHID: 978-1-63126-627-0

Grade level(s): Mixed

Course: Intro to CATS CARE / marketing

3 INTENDED USE

(Check all boxes that apply)

- Basic/Core
- Supplemental
- Pilot
- Teacher Resource

- Large Group
- Small Group
- Individual Instruction
- Enrichment
- Other (Specify) _____

4 TYPE OF MATERIAL

(Check all boxes that apply)

- Text (print or electronic)
- Web Based Curriculum/Resource
- Apps/Computer Software
- Recording/CD
- Video/DVD
- Reviewed by Technology

Lexile Readability Level _____

5 SYNOPSIS/SUMMARY (Goals, brief description of content & purpose, online materials & support available)

Instructors Resources online which includes student ebook, workbook lesson plans powerpoint presentation Assessment software & Answer keys
 Comprehensive Framework to learn the concepts of marketing

6 STANDARDS/CRITERIA

1. Do concepts in the materials remain consistent with the current standards for the curricular area(s) they support? Yes No
2. Materials lead to learner accomplishments of the following current standards: Yes No

List most appropriate/key standards addressed:

- Common Core Literacy
 comprehension & collaboration, presentation of knowledge & ideas, key ideas & details, craft & structure, Research to build & present knowledge
- Common Core Math

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

Other

3. Content can be adapted to abilities of individual students (i.e. different reading levels, ELL students, students with disabilities)? Yes No

Please explain:

Teachers Edition and resources provides teaching strategies for various abilities. Learning cognitive behavior & emotional academically gifted.
 All students benefit from CTE courses and make significant contributions to student discussions & will benefit from English proficient peers providing a new language experience.
 Materials used have photos, graphs & charts utilized on the Companion Website

7 MATERIAL EVALUATION

Provide a brief overview/impression of instructional material (strengths/weaknesses, reasons selected over others, why students will benefit)

engages students in active reading and text features are abundant of critical thinking questions and activities. provides portfolio development compiled as students skills, talents and experiences and can be used in many ways such as employment volunteering or admission to college program of study.
 incorporates career clusters partners with precision exams for certification
 There is no weakness in resources

8. BIAS SCREENING

The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of "Poor" does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting the period in which they were written.

	Excellent	Good	Fair	Poor	N/A
1. Presents more than one viewpoint of controversial issues.		✓			
2. Presents minorities realistically.		✓			
3. Includes contributions of minority authors.					✓
4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability and use of a trained dog guide or service animal by a person with a disability (WAC 392-190-055).	✓				
5. Facilitates the sharing of cultural differences.	✓				
6. Promotes the positive nature of differences.	✓				
7. Includes the contributions, inventions, or discoveries of women.		✓			
8. Includes the contributions, inventions, or discoveries of minorities.		✓			
9. Presents minorities in a manner that promotes ethnic pride.		✓			

Aberdeen School District
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. SIGNATURES

Submitted by: Tammy Heth Tammy Heth
Print name Signature

Approved by Department Head *(secondary only)* Lynn Green Lynn Green
Print name Signature

Approved by Building Administrator Lynn Green Lynn Green
Print name Signature

10. RECOMMENDATIONS

Recommended by instructional materials committee: Yes No

11. FINAL APPROVAL

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson	11/13/18	✓		
School Board				

Traci Dandotroz



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Goodheart-Willcox Publisher Correlation of <i>MARKETING DYNAMICS</i> , 4e ©2019 to A*S*K Certification Exam Fundamental Marketing Concepts		
PERFORMANCE INDICATORS		CORRELATING PAGES
Channel Management (CM)		
Acquire foundational knowledge of channel management to understand its role in marketing.		
CM:001	Explain the nature and scope of channel management (CS) LAP-CM-002	Pg. 13, 278–280
CM:002	Explain the relationship between customer service and channel management (CS)	Pg. 366–367, 380–382
CM:003	Explain the nature of channels of distribution (CS) LAP-CM-001	Pg. 266–272
CM:004	Describe the use of technology in the channel management function (CS)	Pg. 266–272, 274–280
CM:005	Explain legal considerations in channel management (SP)	Pg. 280
CM:006	Describe ethical considerations in channel management (SP)	Pg. 411–413, 555–558
Manage channel activities to minimize costs and to determine distribution strategies.		
CM:007	Coordinate channel management with other marketing activities (SP)	Pg. 13, 279–280
CM:008	Explain the nature of channel-member relationships (SP)	Pg. 266–273
CM:021	Explain the nature of affinity partner relationships (SP)	Pg. 224
Marketing Information Management (IM)		
Acquire foundational knowledge of marketing-information management to understand its nature and scope.		
IM:012	Describe the need for marketing data (CS) LAP-IM-012	Pg. 128–136
IM:184	Identify data monitored for marketing decision making (SP) LAP-IM-011	Pg. 129–135
IM:001	Explain the nature and scope of the marketing information management function (SP) LAP-IM-002	Pg. 13, 128–141
IM:025	Explain the role of ethics in marketing-information management (SP)	Pg. 54–57, 411–413, 555–558
IM:183	Describe the use of technology in the marketing-information management function (SP)	Pg. 129, 135–137, 140
IM:419	Describe the regulation of marketing-information management (SP)	Pg. 45
Understand marketing-research activities to show command of their nature and scope.		
IM:010	Explain the nature of marketing research (SP) LAP-IM-005	Pg. 13, 128–141
IM:282	Discuss the nature of marketing research problems/issues (SP) LAP-IM-013	Pg. 130–133, 135, 141 Special Feature: Math, Pg. 139
Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.		
IM:284	Describe methods used to design marketing research studies (i.e., descriptive, exploratory, and causal) (SP) LAP-IM-014	Pg. 129–136, 139–140
IM:281	Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (SP) LAP-IM-015	Pg. 129–135, 138–141



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IM:285	Discuss the nature of sampling plans (i.e., who, how many, how chosen) (SP) LAP-IM-016	Pg. 318
Understand data-collection methods to evaluate their appropriateness for the research problem/issue.		
IM:289	Describe data-collection methods (e.g., observations, mail, diaries, telephone, Internet, discussion groups, interviews, scanners, tracking tools) (SP)	Pg. 129–135, 372–373, 381
IM:418	Explain characteristics of effective data-collection instruments (SP)	Pg. 129, 131–135
Interpret marketing information to test hypotheses and/or to resolve issues.		
IM:062	Explain techniques for processing marketing data (SP)	Pg. 129, 140–141
IM:469	Monitor/measure customer “buzz” (SP)	Pg. 203–204, 310
IM:191	Explain the use of descriptive statistics in marketing decision making (SP)	Special Feature: Math, Pg. 319
Evaluate marketing research procedures and findings to assess their credibility.		
IM:292	Identify sources of error in a research project (e.g., response errors, interviewer errors, non-response errors, sample design) (SP)	Pg. 130–131, 141 Special Feature: Math, Pg. 139
IM:293	Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length, layout) (SP)	Pg. 132, 141
IM:428	Assess appropriateness of marketing research for the problem/issue (e.g., research methods, sources of information, timeliness of information, etc.) (SP)	Pg. 129–135, 141
Marketing (MK)		
Understand marketing's role and function in business to facilitate economic exchanges with customers.		
MK:001	Explain marketing and its importance in a global economy (CS) LAP-MK-004	Pg. 6, 41, 80–81, 115–119
MK:002	Describe marketing functions and related activities (CS) LAP-MK-001	Pg. 12–14
Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.		
MK:014	Explain factors that influence customer/client/business buying behavior (SP) LAP-MK-006	Pg. 153–154, 168–174, 177–179, 181, 317–320 Special Feature: Green, Pg. 373
MK:015	Discuss actions employees can take to achieve the company's desired results (SP) LAP-MK-002	Pg. 366–367
MK:019	Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.) (SP) LAP-MK-003	Pg. 161–162, 170–171, 235–237
Market Planning (MP)		
Develop marketing strategies to guide marketing tactics.		
MP:001	Explain the concept of marketing strategies (CS) LAP-MP-002	Pg. 29–31
Select target market appropriate for product/business to obtain the best return on marketing investment (ROMI).		
MP:003	Explain the concept of market and market identification (CS) LAP-MP-003	Pg. 148–162
Employ marketing information to plan marketing activities.		
MP:006	Explain the nature of marketing planning (SP)	Pg. 22–32, 393
MP:007	Explain the nature of marketing plans (SP) LAP-MP-001	Pg. 22–32, 393



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MP:008	Explain the role of situation analysis in the marketing planning process (SP)	Pg. 24–25
MP:013	Explain the nature of sales forecasts (SP)	Pg. 396–397, 487–488
Professional Development (PD)		
Understand responsibilities in marketing to demonstrate ethical/legal behavior.		
PD:137	Explain the need for professional and ethical standards in marketing (SP)	Pg. 43–48, 54–58, 406, 408, 411–413, 555–558 Special Features: Employability, Pg. 25, 43, 60, 133, 150, 219, 313; Ethics, Pg. 10, 46, 75, 110, 152, 195, 241, 267, 312, 358, 397, 438, 476, 506, 557; Media, Pg. 532
Participate in career planning to enhance job-success potential.		
PD:024	Explain employment opportunities in marketing (CS) LAP-PD-021	Pg. 7, 200, 502–514 Special Feature: Careers, Pg. 10, 47, 79, 115, 149, 199, 235, 278, 316, 355, 397, 427, 474, 518, 561
Pricing (PI)		
Develop a foundational knowledge of pricing to understand its role in marketing.		
PI:001	Explain the nature and scope of the pricing function (SP) LAP-PI-002	Pg. 12–13, 118, 234–243
PI:015	Describe the role of business ethics in pricing (SP)	Pg. 57–58
PI:016	Explain the use of technology in the pricing function (SP)	Pg. 487–488
PI:017	Explain legal considerations for pricing (SP)	Pg. 254–256
PI:002	Explain factors affecting pricing decisions (SP) LAP-PI-003	Pg. 234, 238–243
Product/Service Management (PM)		
Acquire a foundational knowledge of product/service management to understand its nature and scope.		
PM:001	Explain the nature and scope of the product/service management function (SP) LAP-PM-017	Pg. 12, 14, 199–200, 209
PM:024	Identify the impact of product life cycles on marketing decisions (SP) LAP-PM-018	Pg. 208–209
PM:039	Describe the use of technology in the product/service management function (SP)	Pg. 287, 295–297
PM:040	Explain business ethics in product/service management (SP)	Pg. 54–58 Special Feature: Ethics, Pg. 10
Generate product ideas to contribute to ongoing business success.		
PM:134	Identify product opportunities (SP)	Pg. 201–204
PM:127	Identify methods/techniques to generate a product idea (SP) LAP-PM-011	Pg. 203–204
PM:128	Generate product ideas (SP)	Pg. 203–204, 212–213
Apply quality assurances to enhance product/service offerings.		
PM:019	Describe the uses of grades and standards in marketing (CS) LAP-PM-008	Pg. 217
PM:020	Explain warranties and guarantees (CS) LAP-PM-004	Pg. 197–198
PM:017	Identify consumer protection provisions of appropriate agencies (SP) LAP-PM-007	Pg. 46–48



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Employ product-mix strategies to meet customer expectations.		
PM:003	Explain the concept of product mix (SP) LAP-PM-003	Pg. 196–197
PM:041	Describe the nature of product bundling (SP)	Pg. 250–251
Position company to acquire desired business image.		
PM:206	Explain the nature of corporate branding (SP)	Pg. 216–225
PM:207	Describe factors used by businesses to position corporate brands (SP)	Pg. 31, 160
PM:277	Identify customer touch points (SP)	Pg. 203
Position products/services to acquire desired business image.		
PM:042	Describe factors used by marketers to position products/services (SP) LAP-PM-019	Pg. 31, 160
PM:021	Explain the nature of product/service branding (SP) LAP-PM-006	Pg. 216–225
PM:276	Describe the role of customer voice in branding (SP)	Pg. 203, 219
Promotion (PR)		
Acquire a foundational knowledge of promotion to understand its nature and scope.		
PR:001	Explain the role of promotion as a marketing function (CS) LAP-PR-002	Pg. 12, 14, 118–119, 308–320
PR:002	Explain the types of promotion (CS) LAP-PR-004	Pg. 315–320
PR:003	Identify the elements of the promotional mix (SP) LAP-PR-001	Pg. 12, 14, 30, 309–311
PR:099	Describe the use of business ethics in promotion (SP)	Pg. 54–58, 411–413, 555–558 Special Feature: Ethics, Pg. 10, 312
PR:100	Describe the use of technology in the promotion function (SP)	Pg. 12, 14, 310, 315–320
PR:101	Describe the regulation of promotion (SP)	Pg. 43–45, 118–119 Special Feature: Ethics, Pg. 312
Understand promotional channels used to communicate with targeted audiences.		
PR:007	Explain types of advertising media (SP) LAP-PR-003	Pg. 315–316, 327–331
PR:247	Describe word-of-mouth channels used to communicate with targeted audiences (SP)	Pg. 310, 424–425
PR:089	Explain the nature of direct marketing channels (SP)	Pg. 316–317
PR:249	Identify communications channels used in sales promotion (SP)	Pg. 318–319, 424–425
PR:250	Explain communications channels used in public-relations activities (SP)	Pg. 319–320, 424–425
Understand the use of an advertisement's components to communicate with targeted audiences.		
PR:014	Explain the components of advertisements (SP)	Pg. 336–339
PR:251	Explain the importance of coordinating elements in advertisements (SP)	Pg. 338
Understand the use of public-relations activities to communicate with targeted audiences.		
PR:252	Identify types of public-relations activities (SP)	Pg. 319–320
PR:253	Discuss internal and external audiences for public-relations activities (SP)	Pg. 319–320



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Selling (SE)		
Acquire a foundational knowledge of selling to understand its nature and scope.		
SE:017	Explain the nature and scope of the selling function (CS) LAP-SE-117	Pg. 12, 14, 370–377
SE:076	Explain the role of customer service as a component of selling relationships (CS) LAP-SE-130	Pg. 14, 178–179, 365–367, 380–382
SE:828	Explain key factors in building a clientele (SP) LAP-SE-115	Pg. 178–179, 195–196
SE:932	Explain company selling policies (CS) LAP-SE-121	Pg. 368
SE:106	Explain legal and ethical considerations in selling (SP) LAP-SE-129	Pg. 54–58, 411–413, 555–558 Special Feature: Ethics, Pg. 312, 358
SE:107	Describe the use of technology in the selling function (SP)	Pg. 367, 386–387
SE:108	Describe the nature of selling regulations (SP)	Pg. 46–48, 254–256, 368
Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.		
SE:062	Acquire product information for use in selling (CS) LAP-SE-131	Pg. 118, 194–209
SE:109	Analyze product information to identify product features and benefits (SP) LAP-SE-113	Pg. 157, 197–198, 222
Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.		
SE:048	Explain the selling process (CS) LAP-SE-126	Pg. 14, 370–377
SE:359	Discuss motivational theories that impact buying behavior (SP)	Pg. 170–171

Teaching and Learning Report December 2018



Aberdeen
School District

*Our Children,
Our Schools,
Our Future*

Post-Secondary Success (AVID)

- + AVID 12 Success & Planner Tracking
- + School Improvement Strategies
- + Budget Cost Analysis
 - Completed
 - Shared Budget Advisory Committee (BAC)
 - Cost reduction proposals shared

Science

- + Secondary
 - Adoption Review Meetings
 - Tool Review
 - Upcoming Meetings
 - Curriculum Materials
 - Begin Reviews & Pilots

Positive Behavioral Interventions & Supports (PBIS)

- + Multi-Tiered Systems & Supports (MTSS)
 - State Grant Participation
- + SEL Round 2 Sessions
 - January 15 & 17
 - Continue Implementation Plan
- + Budget Cost Analysis
 - Completed
 - Shared Budget Advisory Committee (BAC)
 - Minimal Cost

Technology/Digital Teaching and Learning

- ✚ Budget Cost Analysis
 - Completed
 - Shared Budget Advisory Committee (BAC)
 - Cost reduction proposals shared
 - Further investigations being conducted

Other

- ✚ ESD Clock Hour Option being explored



School Improvement Plans

Elementary Schools

2018 - 2019

AJ West - English Language Arts (ELA)

Goal:

K - 2 measurement; spring 2019 ELA MAP Assessment

- Kindergarten - 58% of students will score at or above average
- First Grade - 45% of students will score at or above benchmark
- Second Grade - 58% of students will score at or above the district norm RIT score

3 - 6 measurement; spring 2019 ELA SBA scores

- Third Grade - 35% of students will score at or above proficiency
- Fourth Grade - 33% of students will score at or above proficiency
- Fifth Grade - 30% of students will score at or above proficiency
- Sixth Grade - 45.9% of students will score at or above proficiency

Sub-Group Goal(s): The percentage of EL students meeting standard will increase from 10% to 15%, as measured by the ELA SBA Assessment..

Strategies to Achieve the Goal:

1. Focus on improving oral and written communication skills at all grade levels utilizing AVID strategies
1. Conduct regular grade-level data meetings to assess need for and effectiveness of interventions, and collaborate with Title I/LAP to effectively deliver interventions to supplement core instruction



AJ West - Math

Goal:

K - 2 measurement; spring 2019 Math MAP Assessment

- Kindergarten - 50% of students will score at or above average
- First Grade - 48% of students will score at or above benchmark
- Second Grade - 60% of students will score at or above the district norm RIT score

3 - 6 measurement; spring 2019 Math SBA scores

- Third Grade - 40% of students will score at or above proficiency
- Fourth Grade - 40% of students will score at or above proficiency
- Fifth Grade - 35% of students will score at or above proficiency
- Sixth Grade - 29.5% will score at or above proficiency

Sub-Group Goal(s): The percentage of EL students meeting standard will increase from 10% to 15%, as measured by the Math ELA SBA

Strategies to Achieve the Goal:

1. Focus on improving oral and written communication skills at all grade levels utilizing AVID strategies.
1. Conduct regular grade-level data meetings to assess need and effectiveness of interventions, and collaborate with Title I/LAP to effectively deliver interventions to supplement core instruction.



Central Park - English-Language Arts

Goal: The average percentage of students meeting standard will increase from 59.75% to 64.75%, as measured by the 2019 ELA SBA.

Sub-Group Goal(s): The percentage of our hispanic students meeting standard will increase from 38% to 43%, as measured by the 2019 ELA SBA.

Strategies to Achieve the Goal:

1. Using AVID organizational strategies, all students will use notebooks to organize assignments and academic goals for the day and week
1. Use curriculum supported programs, in conjunctions with student devices, to work on comprehension, fluency, and vocabulary



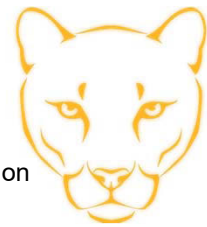
Central Park - Math

Goal: The average percentage of students meeting standard will increase from 52.75% to 57.75%, as measured by the 2019 Math SBA.

Sub-Group Goal(s): The percentage of our hispanic students meeting standard will increase from 38.25% proficiency to 43.25%, as measured by the 2019 Math SBA.

Strategies to Achieve the Goal:

1. Using AVID organizational strategies, all students will use notebooks to organize assignments and academic goals for the day and week
1. Use curriculum supported programs, in conjunctions with student devices, to work on comprehension, fluency, and vocabulary



McDermoth - English-Language Arts

Goal: 3 - 6 measurement; spring 2019 ELA SBA scores

- Fourth Grade - The percentage of students meeting proficiency will increase from 39% to 42%
- Fifth Grade - The percentage of students meeting proficiency will increase from 41% to 44%
- Sixth Grade - The percentage of students meeting proficiency will increase from 52% to 55%

Sub-Group Goal(s): The percentage of EL students meeting proficiency will increase from 31% to 34%, as measured by the ELA SBA

Strategies to Achieve the Goal:

1. Focused Professional Development (collaboration, questioning, resources)
1. Data Action Meetings



McDermoth - Math

Goal: 3 - 6 measurement; spring 2019 Math SBA scores

- Fourth Grade - The percentage of students meeting proficiency will increase from 47% to 50%
- Fifth Grade - The percentage of students meeting proficiency will increase from 28% to 31%
- Sixth Grade - The percentage of students meeting proficiency will increase from 40% to 43%

Sub-Group Goal(s): The percentage of EL students meeting proficiency will increase from 24% to 27%, as measured by the Math SBA

Strategies to Achieve the Goal:

1. Focused Professional Development (collaboration, questioning, resources)
1. Data Action Meetings



Robert Gray - English-Language Arts

Goal: Grades 3 - 6 students will collectively increase the percentage of students meeting proficiency by 5%, by grade-level cohort, as compared to the 2017 - 18 and 2018 - 2019 SBA ELA assessment

- Third Grade - The percentage of students meeting proficiency will increase from 29% to 34%
- Fourth Grade - The percentage of students meeting proficiency will increase from 29% to 34%
- Fifth Grade - The percentage of students meeting proficiency will increase from 42% to 47%
- Sixth Grade - The percentage of students meeting proficiency will increase from 40% to 45%

Sub-Group Goal(s): The percentage of EL students meeting proficiency will increase from 39% to 44%, as measured by the ELA SBA

Strategies to Achieve the Goal:

1. Implement use of ELA Interim SBA Assessments 3X's during the year for students In grades 3-6 for data driven decision making to support student learning in areas of highest need
1. Project-based learning across the disciplines based on the grade level Common Core State Standards



Robert Gray - Math

Goal: Grades 3 - 6 students will collectively increase the percentage of students meeting proficiency by 5%, by grade-level cohort, as compared to the 2017 - 18 and 2018 - 2019 SBA math assessment

- Third Grade - The percentage of students meeting proficiency will increase from 33% to 38%
- Fourth Grade - The percentage of students meeting proficiency will increase from 33% to 38%
- Fifth Grade - The percentage of students meeting proficiency will increase from 38% to 43%
- Sixth Grade - he percentage of students meeting proficiency will increase from 40% to 45%

Sub-Group Goal(s): The percentage of EL students meeting proficiency will increase from 10% to 15%, as measured by the math SBA

Strategies to Achieve the Goal:

1. Implement use of MATH Interim SBA Assessments 3X's during the year for students in grades 3-6 for data driven decision making to support student learning in areas of highest need
1. Project based application of the Math CCSS and identified learning targets



Stevens ELA

Goal: The percentage of fifth-grade students will increase by 5% from 47.7% to 52.7% as measured by the ELA SBA

Sub-Group Goal: Fifth and Sixth-grade students qualifying in Special Education will improve their ELA SBA scores by at least 5%

Strategies to Achieve the Goal:

1. Through collaboration with our Title I/LAP instructional program, core teachers and using a variety of data sources, we will accurately place students in tier 2 interventions to supplement core instruction.
2. Using MAP assessment strand data, SBA Interim assessment growth and core instructional formative and summative assessments, we will monitor and adjust core instruction, individualized instructions and targeted intervention.
3. Students who do not meet regular performance goals will be provided further interventions (triple dip) using specially designed interventions from Title I and Lap.



Stevens Math

Goal: The percentage of fifth-grade students will increase by 5% from 41.7% to 46.7% as measured by the Math SBA

Sub-Group Goal: Fifth and Sixth-grade students qualifying in Special Education will improve their math SBA scores by at least 5%

Strategies to Achieve the Goal:

1. Through collaboration with our Title I/LAP instructional program, core teachers and using a variety of data sources, we will accurately place students in tier 2 interventions to supplement core instruction.
2. Using MAP assessment strand data, SBA Interim assessment growth and core instructional formative and summative assessments, we will monitor and adjust core instruction, individualized instructions and targeted intervention.
3. Students who do not meet regular performance goals will be provided further interventions (triple dip) using specially designed interventions from Title I and Lap.



TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, AJ West Elementary

Date: February 7, 2018

Mission: At A.J West, we believe everyone can learn. We believe everyone can become a responsible citizen able to contribute to their own, their families', and the community's well-being. Working together as a community of learners, we will provide the opportunity for all students to acquire the skills necessary to develop themselves into responsible citizens.

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

COMPONENT #1: NEEDS ASSESSMENT

1. Title 1 Team:

The Title I team includes John Meers, Principal; Brandy Sjostrand, Title I/LAP Teacher; Maria Mays, Special Education Teacher; Jennifer Arquette, 4th Grade Teacher; Andrea DeCou, 2nd Grade Teacher. We use multiple measures to identify academic needs. We revise and update qualifying students and eligibility lists in October, February, and June. We start the school year with students who show the most academic need in June of the previous year.

Title 1 funds are used to support K-6th-grade students in math, and 5th and 6th-grade students in ELA based on need. Students that show the most academic need are identified by using the average of three measures (MAP, DIBELS/CBM, and Teacher Rating) and to convert the scores to a standard based (1-4) scale in order to create a composite score.

- a) Measures of Academic Progress Percentile Results (NWEA)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-90 Advanced

- b) Teacher Rating - Teachers rate students in math and reading using a 1-4 standard based scale using classroom-based assessments (1-Intensive, 2-Strategic, 3-Benchmark, 4-Advanced).

- c) EasyCBM for Math and Reading Percentile Results (U of O)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-99 Advanced

2. Data Considered: We begin each academic year using the previous end-of-year data.

2017-18	2017-18												
Student Count: 407	Student Count: 413												
72% free or reduced priced meals	68.5% Free or reduced priced meals												
20% Transitional Bilingual	18.2% Transitional Bilingual												
% of students below grade level in math Kinder – 16 1 st – 16 2 nd – 14 3 rd – 17 4 th – 8 5 th – 10 6 th – 8	% of students below grade level scoring 2.67 or less composite score in math (not including Special Education) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Grade</th> <th style="width: 25%;">%of Students Below 2.67</th> <th style="width: 20%;">%of Students Served</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>50%</td> <td>21%</td> </tr> <tr> <td>1</td> <td>65%</td> <td>27%</td> </tr> <tr> <td>2</td> <td>36%</td> <td>22%</td> </tr> </tbody> </table>	Grade	%of Students Below 2.67	%of Students Served	K	50%	21%	1	65%	27%	2	36%	22%
Grade	%of Students Below 2.67	%of Students Served											
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		3	46%	34%									
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		6	38%	23%									
% of students below grade level in reading 5 th – 13 6 th - 11	% of students below grade level in reading	<table border="1"> <thead> <tr> <th>Grade</th> <th>%of Students Below 2.67</th> <th>%of Students Served</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>47%</td> <td>21%</td> </tr> <tr> <td>6</td> <td>38%</td> <td>23%</td> </tr> </tbody> </table>			Grade	%of Students Below 2.67	%of Students Served	5	47%	21%	6	38%	23%
Grade	%of Students Below 2.67	%of Students Served											
5	47%	21%											
6	38%	23%											

3. Intervention Models, Strategies and Materials used in 2018-19:

Math			
	Who Served	How Served (model, materials, strategies)	Effectiveness
	12 students from three kindergarten classes	<u>Pull-out Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students are having difficulty with.	In order to determine the effectiveness of intervention strategies, multiple data points must occur. The Title I teacher will revisit effectiveness after the winter benchmark to compare with fall benchmark results to determine if interventions have been effective.
	12 students from three first grade classrooms	<u>Push-In Support:</u> A paraeducator working with small groups of students under the direction of the classroom teacher and Title I teacher, provided push in support. Instruction included a reteach of the current lesson using manipulatives (number lines, base-ten blocks, counters, cubes, number grids). Groups also participate in games that focused on the conceptual understanding of concepts taught in kindergarten.	In order to determine the effectiveness of intervention strategies, multiple data points must occur. The Title I teacher will revisit effectiveness after the winter benchmark to compare with fall benchmark results to determine have been effective.
	10 students from three-second grade classrooms	<u>Push-In Support:</u> A paraeducator working one-on-one with Title I identified students under the direction of the classroom teacher and the Title I teacher provides push in support. Instruction includes Common Core State Standard-aligned interactive math tubs. The para or teacher will provide one-on-one assistance to clarify directions, provide extra practice, or support language.	In order to determine the effectiveness of intervention strategies, multiple data points must occur. The Title I teacher will revisit effectiveness after the winter benchmark to compare with fall benchmark results to determine if interventions have been effective.

		<p><u>Push-In Support:</u> A paraeducator working with a small group under the direction of the classroom teacher and the Title I teacher provides push in support. Instruction includes a review of the previous lesson and an allotment of extra time to practice skills with support.</p> <p><u>Pull-Out Support:</u> A paraeducator working with a small group under the direction of the classroom teacher and the Title I teacher provides pull out support. The paraeducator uses strategic intervention and reteaching from the My Math curriculum. Instruction also includes skip counting games, and worksheets; number sense games, the order of operations, odd and even, and targeted skills on IXL.</p>	
	<p>16 students from three third grade classrooms</p>	<p><u>Pull-Out support:</u> A paraeducator working with a small group of students under the direction of the classroom teacher and the Title I teacher provides pull-out support. Instruction includes using the Number Worlds curriculum to support number sense, place value, vocabulary, and language skills. Students practice basic number sense, following directions, academic vocabulary, and build an understanding of place value as well as basic functions of numbers and operations.</p> <p><u>Push-In support:</u> A paraeducator working with a small group of students under the direction of the classroom teacher and the Title I teacher provides push-in support. Instruction includes using the My Math reteaching lessons.</p>	<p>In order to determine the effectiveness of intervention strategies, multiple data points must occur. The Title I teacher will revisit effectiveness after the winter benchmark to compare with fall benchmark results to determine if interventions have been effective.</p>
	<p>18 students from three fourth grade classrooms</p>	<p><u>Push-In Support:</u> A paraeducator works with a large group of students while the teacher works with a small group of students. Instruction includes a review of material from the core curriculum in areas of demonstrated deficiency.</p> <p><u>Pull-Out Support:</u> A paraeducator working with a small group of students under the direction of the classroom teacher and the Title I teacher provides pull out support. Instruction includes Number Worlds curriculum and constructed response.</p> <p><u>Push-In Support:</u> A paraeducator working one-on-one with Title I identified students under the direction of the classroom teacher and the Title I teacher provides push in support. Instruction includes reteaching of concepts and a review of concepts not yet mastered. The para or</p>	<p>In order to determine the effectiveness of intervention strategies, multiple data points must occur. The Title I teacher will revisit effectiveness after the winter benchmark to compare with fall benchmark results to determine if interventions have been effective.</p>

		teacher will provide one-on-one assistance to clarify directions, provide extra practice, or support language.	
	10 students from two fifth grade classrooms	<p><u>Pull-Out Support:</u> A paraeducator working with a small group of students under the direction of the classroom teacher and the Title I teacher provides pull out support. Instruction includes Number Worlds curriculum and targeted skill worksheets.</p> <p><u>Push-In support:</u> A paraeducator working with a small group of students under the direction of the classroom teacher and the Title I teacher provides push-in support. Instruction includes using the My Math reteaching lessons, My Math workbook, and fact fluency timings.</p>	In order to determine the effectiveness of intervention strategies, multiple data points must occur. The Title I teacher will revisit effectiveness after the winter benchmark to compare with fall benchmark results to determine if interventions have been effective.
	14 students from three sixth grade classrooms	<u>Pull-Out Support:</u> A Paraeducator working with small groups of students under the direction of the classroom teacher and the Title I teacher, provides in-class support. Instruction included a reteach of passed material from the core curriculum, support in accessing the core curriculum workbook pages, and promoting the use of manipulatives.	In order to determine the effectiveness of intervention strategies, multiple data points must occur. The Title I teacher will revisit effectiveness after the winter benchmark to compare with fall benchmark results to determine have been effective.
Reading			
	Who Served	How Served	Effectiveness
	13 students from two fifth grade classrooms	<u>Pull-out Support:</u> A Paraeducator working with small groups of students under the direction of the classroom teacher and the Title I teacher, provides in-class support. Instruction included WonderWorks workbooks, visual vocabulary cards, with a focus on analyzing text, answering questions based on text evidence, and spelling patterns.	In order to determine the effectiveness of intervention strategies, multiple data points must occur. The Title I teacher will revisit effectiveness after the winter benchmark to compare with fall benchmark results to determine have been effective.
	11 students from two sixth grade classrooms	<u>Push-In Support:</u> A paraeducator working with small groups of students under the direction of the classroom teacher and the Title I/LAP teacher provides in-class support using Reading Notebooks, NewsELA, Social Studies resources, and scholastic news resources.	In order to determine the effectiveness of intervention strategies, multiple data points must occur. The Title I teacher will revisit effectiveness after the winter benchmark to compare with fall benchmark results to determine have been effective.

4. Parent Engagement:

Date	Activity	Effectiveness
Annually (Spring)	During spring conferences, family activities are planned in the gym. The purpose is to provide families with the opportunity to participate in their child(ren)'s education by creating academic games to play at home. These resources encourage families to practice vital skills to reinforce grade level standards.	Last year, dozens of families participated in make-it and take-it activities.
Annually (Before School Begins)	AJ West hosts an Open House. Families have the opportunity to learn about the curriculum, meet teachers, and sign up to volunteer or be a part of the PTO.	This is one of the most attended events. It helps students, parents, and teachers to begin building a relationship that will promote success.
November-June	AJ West has a literacy program called "Be a Hero at Home". Parents sign up for the program, and since AJ West is a Title I school, all students are eligible to participate. Once permission forms are collected, students receive a bag with a book and bilingual activities to help interact with the text.	This program is in the beginning stages, however, so far families and teachers are excited about the program.

5. Staff Information:

- All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- 96 % of teachers are certified appropriately.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

1. Based on our data, things we will do differently for the 2018-2019 school year include:

- Hold school-wide and grade-level data meetings
- Create a leadership team and a SMART goal to improve k-6 test scores
 - By June, 2019, most students in grades K-6 at A.J. West Elementary will achieve their projected RIT growth in Reading as measured by NWEA MAP Student Goal Setting Worksheet. This will be achieved by focusing on improving written and verbal communication across content area via the teaching of writing organization and increased student discourse.

2. To facilitate school reform we will implement the following strategies for the 2018-19 school year:

- Use ongoing data to drive instruction in a small group
- Gain teacher input in order to plan specific learning targets for intervention
- Coach paraeducators to increase their instructional strategies.
- Coach teachers in the practice of differentiating instruction.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

1. We will implement the following activities in each grade level to ensure mastery:

Math			
	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
K	IXL Number Flash Cards Shape Flash Cards Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, teacher created number and counting assessments	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified

1	My Math Strategic Intervention My Math Reteach Teacher Created Materials/content specific games Fluency	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, fluency checks, Check Progress	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
2	IXL Prodigy My Math Strategic Intervention My Math Reteach Teacher Created Materials/content specific games Number Worlds	Curriculum-based assessments at the beginning and end of each unit, benchmark assessments three times a year, daily quick checks	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
3	IXL My Math Reteach Manipulatives Number Worlds	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA. Check Progress,	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
4	My Math Curriculum Math Review Board Math4Today IXL Imagine Learning Math Facts Flash Cards Number Worlds Constructed Response/Problem Solving	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA, math board review (formative assessment), exit tickets	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
5	Fact Fluency My Math Strategic Intervention My Math Reteach Number Worlds	Curriculum-based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA, math timings, Check Progresses, Exit slips, daily assignments, and observations.	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
6	Manipulatives My Math Reteach	Assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA, daily assignments, and observations	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
Reading			
	Activities	How will you measure student mastery (daily, weekly, monthly, yearly)?	What strategies will you use to make adjustments if needed?
5	Imagine Learning WonderWorks Teacher Created Materials Vocabulary Cards Fluency passages	Assessments at the end of each skill, benchmark assessments three times a year, SBA, fluency checks	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified
6	Imagine Learning Teacher Created Materials Fluency Passages Reading Notebooks Social Studies Passages NewsELA leveled passages Scholastic News	Curriculum-based assessments at the end of each skill, benchmark assessments three times a year, SBA, observational data, individual conferencing	As learning target changes through the curriculum support is provided and growth is documented. For students who are not showing adequate growth, the intervention is modified and the Student Study Team is notified

2. We will implement the following activities to increase parent engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Parent Engagement	
Activities	Measurement of Improvement in Student Learning
<p>Family make-it and take-it nights</p> <p>Have teachers recommend grade level specific targets for math and reading games to provide increased opportunities for families to participate in their child(ren)'s education.</p>	<p>Improved scores on classroom achievement as well as benchmark and yearly standardized assessments (SBA).</p>
<p>AJ West has a literacy program called "Be a Hero at Home". Students receive a bag with a book and bilingual activities to help interact with the text.</p>	<p>Improved scores on classroom achievement as well as benchmark and yearly standardized assessments (MAP, CBM, SBA).</p>

COMPONENT #4: COORDINATION AND INTEGRATION

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2,287,591.54	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities, and parent involvement.</p>
Title I, Part A	\$150,375.00	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards, particularly in reading and math, kindergarten through 12. Funds may also be used for preschool programs.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade-level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p>
Title II, Part A	\$0	<p>Intents/Purposes: To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.</p>
Title III	\$0	<p>Intents/Purposes: To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction educational programs designed to help LEP students achieve these standards.</p>
		<p>Intents/Purposes: To assist rural low-income districts in meeting ESEA performance goals.</p> <p>Use of funds to support Intents/Purposes: Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
Total	\$2,437,966.54	

TITLE I, PART A TARGETED ASSISTANCE PLAN

Aberdeen School District #5, **Central Park Elementary**

Date: November 13, 2018

Mission: at Central Park, we are committed to providing a safe, positive and respectful learning environment while partnering with all stakeholders to ensure each child's success. At the same time, prepare each child for a productive life, while meeting the standards set forth by our district, state and nation.

Vision: Our vision is to close the achievement gaps for all students to master the necessary skills to gain achievement.

COMPONENT #1: NEEDS ASSESSMENT

- a) **Title 1 Team:** The Title I team includes John Crabb, Principal; the Title 1 Teacher, Beth Crollard; and a general education teacher from each grade. Title 1 serves the students who qualify in math and in grades 5 and 6 reading.
- b) **Staff Information:**
- All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
 - 100 % of teachers are certified appropriately.
- c) **Data Considered:** We begin each academic year using the previous end-of-year data.

2017-18	2018-19
Student Count <u>192</u> Of the 34 new students, 13 qualify for Title 1 services (38%)	Student Count <u>193</u> Of the 54 new students, 23 qualify for Title 1 services (43%)
47.9% free or reduced priced meals	43% free or reduced priced meals
6.1% Transitional Bilingual	4.7 % Transitional Bilingual
% of students below grade level in math per grade: Kinder – 0 1 st – 5 2 nd – 4 3 rd – 4 4 th – 5 5 th – 1 6 th - 1	% of students below grade level in math per grade: Kinder – 13 1 st – 6 2 nd – 1 3 rd – 3 4 th – 5 5 th – 4 6 th - 1
% of students below grade level in reading: 5 th – 2 6 th - 2	% of students below grade level in reading: 5 th – 1 6 th - 1

COMPONENT #2: IDENTIFICATION OF STUDENTS

Central Park is a targeted assist school. Students are rank ordered on the Elementary District Qualification Matrix (EDQM.) Students enter and exit the program at benchmarking periods when the EDQM is updated. Benchmarking is conducted during the Fall, Winter and Spring. DIBELS and MAPS are used for Benchmarking. The number of students served is based on funds available. We qualify students using three measures and converting the scores numerically to a 1-4 (1 low, 4 high.)

EDQM: Composite rating = DIBELS+MAPS+Teacher Rating / 3

The Title 1/LAP teacher is responsible for compiling the data and completing the EDQMs for math and reading. The Title 1 /LAP teacher will be paid up to 6 hours for completing the EDQM and establishing groups at each benchmarking period. The end of the year EDQM will be used to establish fall groups with adjustments made after fall benchmarking.

COMPONENT #3: PRACTICES AND STRATEGIES

1. Intervention Models, Strategies and Materials used in 2016-17:

Math			
Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	7	Push-in support, reteach number sense, number identification, 1:1 correspondence, rote counting, using manipulatives	This model of instruction was somewhat effective because limited space within the classroom made it difficult for students to hear instruction. In addition, students were easily distracted by the other activities taking place within the classroom.
1	2	Push-in & pull out support, reteach number sense, comparing numbers, adding and subtracting, using manipulatives, after school support	Both methods of support were used to meet the needs of our students.
2	5		The pull-out model allowed control of the environment, with few distractions in the room. Many of the students receiving intervention services struggle with attention. The quiet environment separated from the busy classroom helped students focus. Students were able to attend to concepts they might have missed in the classroom.
3	4	Push-in support & pull out support, reteach number sense, adding and subtracting, and facts	While the push-in model allowed less time lost during transitions. When students switched groups, they were able to come to the para more quickly. When the schedule allowed for the para to be in the classroom, he/she was able to interact more with the teacher in the classroom. He/ she was able to witness the teacher's instructional style first hand. A more united front is presented instructional strategies.
4	1	Push-in support & pull out support, reteach and reinforce classroom teaching	
5	2	Before school, small group, reteach and reinforce classroom teaching	
6	3	Before school, small group, reteach and reinforce classroom teaching	
Reading			
Grade	Who Served	How Served	Effectiveness
5	2	Before school, small group, reteach and reinforce classroom teaching	We would have liked more time in the classroom to support students, unfortunately we did not have enough para time to support during classroom time. The time was effective before school when students were able to get to school early.
6	2		

2. Based on our data, things we will do differently for the 2017-2018 school year include: We applied and received an after-school grant to further support our grades 3-6. This is staffed with paras already working with these students. Title 1 students were targeted and invited to participate. Components of the program center around math and reading homework support as well as STEAM activities to further enrich these students.

COMPONENT #4: COORDINATION AND TRANSITIONS

1. Title 1 Budget Matrix for Central Park School

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$1,339,708.51	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>
Title I, Part A	\$56,050.00	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards (EALRs), particularly in reading and math, kindergarten through 12. Funds may also be used for preschool programs.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p>
Title II, Part A	\$0	<p>Intents/Purposes: To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.</p>
Title III	\$0	<p>Intents/Purposes: To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p>Intents/Purposes: To assist rural low-income districts in meeting ESEA performance goals.</p> <p>Use of funds to support Intents/Purposes: Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
Total	\$1,395,758.51	

2. Coordination of Services and Procedures to Support Transition Between Early Childhood and Grades:

- a. In June, team meets with preschool teachers about students coming to Kindergarten
- b. Teachers meet to discuss students in grade level transfers (k to 1, 1 to 2, 2 to 3, 3 to 4, 4 to 5, 5 to 6)
- c. SST meetings: Teams from the two schools meet to ensure smooth transitions for students.
- d. Meet with the Title 1/LAP teacher at Miller to discuss Title 1 students to ease the transition

Support for transitions considers individual needs of students to ensure a smooth transition, follow up at beginning of year to assess how transitions are going, and continued transition meetings and follow up as needed.

COMPONENT #5: PARENT & FAMILY ENGAGEMENT

1. Parent & Family Engagement:

Date	Activity	Effectiveness
10/18/17	Annual Title 1/ Learning Assistance (LAP) Parent Meeting	7 people attended
On-Going	A lending library is available for Title 1 students and parents to check out books for their students at their reading levels.	Students are reading more at home with their parents as evident with the use of the program.
October 2017	Parent, Student, School Compact	All parents signed and returned with the understanding that we partner to support our children.

2. We will implement the following activities to increase parent and family engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Parent Engagement	
Activities	Measurement of Improvement in Student Learning
Grandparents Day with a focus on AVID strategies: Philosophical Chairs or Socratic Seminar, One-pagers, Marking the text	Improved scores on classroom achievement, benchmarking assessment and annual SBA.

COMPONENT #6: PROFESSIONAL DEVELOPMENT

Grade	Names of staff providing Targeted Assistance Programs	What Professional Development do they need?	How will you measure the effectiveness of the PD provided?
K-6	Beth Crollard	Reading Summit AVID Strategies ELA Menu of Best Practices Monthly Title 1/LAP Department PD	Through progress monitoring of students throughout the school year.

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, **McDermoth Elementary**

Date: 11/30/18

Mission:

The mission of McDermoth Elementary School is to prepare students academically and socially in a respectful, safe learning environment to be positive, contributing, and productive members of the world community.

Vision:

To provide students with the appropriate level of support from parents, staff and administration to help them access core curriculum and meet state academic standards.

COMPONENT #1: NEEDS ASSESSMENT

- 1. Title 1 Team:** Includes the building principal, paraprofessionals, the Title 1 Teacher, school counselor, office coordinator and select certificated staff. We use multiple measures to identify academic needs. We revise and update qualifying students and eligibility lists in October, February and June. We start the school year by serving students who qualified in June of the previous year.

Title 1 funds are used to support K-6th grade students in Math, and 5th and 6th grade students in ELA, based on need.

Students are qualified using three measures and converting the scores numerically to a 1-4 to create a composite score.

- a) Measures of Academic Progress Percentile Results (NWEA)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-90 Advanced

- b) Teacher Rating - Teachers rate students in math and reading using a 1-4 based on their classroom based assessments (1-Intensive, 2-Strategic, 3-Benchmark, 4-Advanced).

- c) EasyCBM for Math and Reading Percentile Results (U of O)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-99 Advanced

- 2. Data Considered:** We begin each academic year using the previous end-of-year data.

2017-18	2018-19
Student Count 409	Student Count 383
66.5% free or reduced priced meals	60.1% free or reduced priced meals
18.1% Transitional Bilingual	15.9% Transitional Bilingual

TITLE I, PART A SCHOOLWIDE PLAN
Aberdeen School District #5, McDermoth Elementary

% of students below grade level in math

K – 37%
 1st – 42%
 2nd – 50%
 3rd – 60%
 4th – 52%
 5th – 57%
 6th – 55%

% of students below grade level in Math

	MAPs *below the 36th percentile	SBA
Kinder	30%	
1st	35%	
2nd	50%	
3rd	59%	52.2%
4th	43%	72.3%
5th	33%	59.1%
6th	35%	54.2%

% of students below grade level in reading

5th – 47%
 6th – 39%

% of students below grade level in Reading

	MAPs *below the 36th percentile	SBA
5th	37%	47.6%
6th	33%	50.1%

3. Intervention Models, Strategies and Materials used in 2017-18:

- a. In-class support - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.
- b. Pull-out Model – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.

TITLE I, PART A SCHOOLWIDE PLAN
Aberdeen School District #5, McDermoth Elementary

Math

Grade	Who Served	How Served	Effectiveness
K	Not served due to lack of funding for support	N/A	
1	6 students from three 1st grade classrooms	<p>Pull-out and in-class support</p> <p><u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.</p> <p><u>Pull-out Model</u> – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.</p>	<p>The pull-out model was not effective for the following reasons: the needs of the students varied by class, the instructional pacing was not synchronized by grade level teams and ineffective locations for the interventions.</p> <p>The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.</p>
2	6 students from three 2nd grade classrooms	<p><u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.</p>	<p>The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.</p>

TITLE I, PART A SCHOOLWIDE PLAN
Aberdeen School District #5, McDermoth Elementary

3	6 students from three 3rd grade classrooms	<u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.
4	10 students in three 4th grade classrooms	<u>Pull-out Model</u> – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The pull-out model was not effective for the following reasons: the needs of the students varied by class, the instructional pacing was not synchronized by grade level teams and ineffective locations for the interventions.
5	10 students in two 5th grade classrooms	<u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.
6	4 students in two 6th grade classrooms	<u>Pull-out Model</u> – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The pull-out model was not effective for the following reasons: the needs of the students varied by class, the instructional pacing was not synchronized by grade level teams and ineffective locations for the interventions.

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, McDermoth Elementary

Reading

Grade	Who Served	How Served	Effectiveness
5	5 students in one 5th grade classrooms	<u>Pull-out Model</u> – Pull-out instruction was determined through collaboration between the classroom teacher and the Title 1 teacher based on scheduling and available classroom space. A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The pull-out model was not effective for the following reasons: the needs of the students varied by class, the instructional pacing was not synchronized by grade level teams and ineffective locations for the interventions.
6	5 Students in two 6th grade classrooms	<u>In-class support</u> - A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	The in-class support model was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students that supported the core instruction delivered in the classroom.

- 1. Parent Engagement:** Describe what you did for parent engagement activities. How effective were your parent engagement activities? Why or why not? There is not a set requirement for the number of items you need to list here. You may list as many as you like.

Date	Activity	Effectiveness
?	Revolving Book Bags: Provide student book bags that include fiction and non-fiction texts and activities to support parent involvement.	This parent engagement activity was not effective for the following reasons: This activity was never implemented during the 2017-18 school year.
May/June 2018	Pastries with Parents: Parents were invited to read with their child and learn at home reading strategies.	This parent engagement activity was not effective for the following reasons: This activity had very low attendance.

2. Staff Information:

- a. All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- b. 83% of teachers are certified appropriately.

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, **McDermoth Elementary**

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

3. Based on our data, things we will do differently for the 2018-2019 school year include:

- a. Implement Imagine Math Facts schoolwide. Teachers have been concerned about students lack of fact fluency and its effects on student progress in math. We plan to implement Imagine Math Facts schoolwide to increase overall SBA math scores and make it more achievable for students to access math content by being fact fluent.
- b. Fourth grade has a high number of student need in Math, so we decided to focus on serving these grade levels during our after school program.
- c. We also found that we have many struggling math students in fifth and sixth grade (see 4th and 5th grade data from 2017-18), so this year we are providing support for more students by devoting two paraprofessionals during the 5th/6th grade intervention period to serve twice as many students.
- d. Professional development on analyzing MAPs data will be incorporated into staff meetings. This will help our staff receive training in data interpretation and analysis and also prepare teachers for important discourse during the Data Action Meetings.
- e. We will implement AR goals with trimester celebrations schoolwide so that we can create a culture of achievement for our students, improve reading motivation and stamina, and increase overall SBA scores in ELA.

4. To facilitate school reform we will implement the following strategies for the 2018-19 school year:

- a. Title 1 students will continue to receive additional time during the school day for targeted Math/ELA intervention that will be overseen by a certificated teacher. However, we have planned many changes as to how this time is utilized. We will implement the following changes to increase the effectiveness of the double dosing:
 - i. This school year classroom teachers will direct the Title 1 Math and ELA interventions with support from the Title 1 teacher in addition to teaching the core curriculum.
 - ii. The Title 1 teacher will consult with each grade level to provide intervention options, decide on a daily schedule, and support teachers needs in regards to planning and prepping materials for the intervention. This will allow the intervention to have a consistent and predictable structure and routine.
 - iii. All Title 1 interventions and materials will align tightly with the core curriculum/standards. Core instruction will be enhanced by providing problems and tasks that are similar, but not identical to what students receive during core instruction.
 - iv. Interventions will also focus on building academic language through discourse for english learners. Additionally, paraprofessionals will help students make connections that may not have background knowledge to understand the math story problems or reading selections. (*OSPI Menu of Best Practices: Double Dosing).
- b. Implement an After School Program that targets struggling students in grades 2-4. In addition to supporting students with homework, the program will incorporate STEM projects where students will be given opportunities to apply their knowledge during various project-based learning(*OSPI Menu of Best Practices: After School Programs).
- c. Implement a Morning Study Table during breakfast hours. All students will have the opportunity to receive homework help from a paraprofessional. Students will also be encouraged to join the study table by incorporating literacy games and activities, such as Rory's Story Cubes, Bananagrams, Apples to Apples, etc. (*OSPI Menu of Best Practices: Before School Programs)
- d. Implement a Professional Learning Community by creating Data Action Meetings. The principal and Title 1 teacher will meet with each grade level on a 7-week rotation. These meetings will closely follow the Professional Learning Community guiding questions from the OSPI Menu of Best Practices to support student growth. During the meeting the PLC will focus on identifying data trends, discussing action to take based on the trends, and implementing new instructional strategies. (OSPI Menu of Best Practices: Professional Learning Communities)

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, McDermoth Elementary

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

1. We will implement the following activities in each grade level to ensure mastery: What specific activities will you use in each grade level to ensure student mastery? How will you measure student mastery? What strategies will you use if adjustments are needed? There is not a set requirement for the number of items you need to list here. You may list as many as you like.

Math			
Grade	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
K	MyMath Reteach/Extra Practice Pages Number Recognition Activities Imagine Math Facts (Winter/Spring)	Formative Assessments: Daily/Weekly <ul style="list-style-type: none"> • Reteach/Extra Practice pages will be turned in to the classroom teacher as an informal assessment of the student's progress. • MyMath Check My Progress Summative Assessments: Monthly <ul style="list-style-type: none"> • MyMath Unit Assessments Summative Assessments: Trimester/Yearly <ul style="list-style-type: none"> • MAPs and DIBELs assessments for Math will be used to track student progress at benchmarking periods (Fall, Winter, Spring). 	The Data Action Meeting will allow time for discussion of specific student needs and intervention adjustments. Classroom teachers direct the intervention so they can make adjustments to the content/material based on student assessments (both formative and summative). Additionally, if a classroom teacher is not seeing a student progress they can consult the Title 1 teacher for more intensive and individualized intervention resources or refer the student to SST (Student Study Team).
1	MyMath Reteach/Extra Practice Pages Imagine Math Facts IXL	Formative Assessments: Daily/Weekly <ul style="list-style-type: none"> • Reteach/Extra Practice pages will be turned in to the classroom teacher as an informal assessment of the student's progress. • MyMath Check My Progress Summative Assessments: Monthly <ul style="list-style-type: none"> • MyMath Unit Assessments Summative Assessments: Trimester/Yearly <ul style="list-style-type: none"> • MAPs and DIBELs assessments for Math will be used to track student progress at benchmarking periods (Fall, Winter, Spring). 	The Data Action Meeting will allow time for discussion of specific student needs and intervention adjustments. Classroom teachers direct the intervention so they can make adjustments to the content/material based on student assessments (both formative and summative). Additionally, if a classroom teacher is not seeing a student progress they can consult the Title 1 teacher for more intensive and individualized intervention resources or refer the student to SST (Student Study Team).
2	MyMath Reteach/Extra Practice Pages Number Talks Dot Cards Activities Imagine Math Facts IXL	Formative Assessments: Daily/Weekly <ul style="list-style-type: none"> • Reteach/Extra Practice pages will be turned in to the classroom teacher as an informal assessment of the student's progress. • MyMath Check My Progress Summative Assessments: Monthly <ul style="list-style-type: none"> • MyMath Unit Assessments Summative Assessments: Trimester/Yearly <ul style="list-style-type: none"> • MAPs and DIBELs assessments for Math will be used to track student progress at benchmarking periods (Fall, Winter, Spring). 	The Data Action Meeting will allow time for discussion of specific student needs and intervention adjustments. Classroom teachers direct the intervention so they can make adjustments to the content/material based on student assessments (both formative and summative). Additionally, if a classroom teacher is not seeing a student progress they can consult the Title 1 teacher for more intensive and individualized intervention resources or refer the student to SST (Student Study Team).

TITLE I, PART A SCHOOLWIDE PLAN
Aberdeen School District #5, McDermoth Elementary

3	<p>MyMath Reteach/Extra Practice Pages</p> <p>Imagine Math Facts</p> <p>IXL</p>	<p>Formative Assessments: Daily/Weekly</p> <ul style="list-style-type: none"> ● Reteach/Extra Practice pages will be turned in to the classroom teacher as an informal assessment of the student's progress. ● MyMath Check My Progress <p>Summative Assessments: Monthly</p> <ul style="list-style-type: none"> ● MyMath Unit Assessments <p>Summative Assessments: Trimester/Yearly</p> <ul style="list-style-type: none"> ● MAPs and DIBELs assessments for Math will be used to track student progress at benchmarking periods (Fall, Winter, Spring). ● SBA Interim assessment for Math will be used to track students progress on math standards. This assessment will also give insight into how students may score on the summative SBA in May. 	<p>The Data Action Meeting will allow time for discussion of specific student needs and intervention adjustments.</p> <p>Classroom teachers direct the intervention so they can make adjustments to the content/material based on student assessments (both formative and summative).</p> <p>Additionally, if a classroom teacher is not seeing a student progress they can consult the Title 1 teacher for more intensive and individualized intervention resources or refer the student to SST (Student Study Team).</p>
4	<p>MyMath Reteach/Extra Practice Pages</p> <p>Imagine Math Facts</p> <p>IXL</p>	<p>Formative Assessments: Daily/Weekly</p> <ul style="list-style-type: none"> ● Reteach/Extra Practice pages will be turned in to the classroom teacher as an informal assessment of the student's progress. ● MyMath Check My Progress <p>Summative Assessments: Monthly</p> <ul style="list-style-type: none"> ● MyMath Unit Assessments <p>Summative Assessments: Trimester/Yearly</p> <ul style="list-style-type: none"> ● MAPs and DIBELs assessments for Math will be used to track student progress at benchmarking periods (Fall, Winter, Spring). ● SBA Interim assessment for Math will be used to track students progress on math standards. This assessment will also give insight into how students may score on the summative SBA in May. 	<p>The Data Action Meeting will allow time for discussion of specific student needs and intervention adjustments.</p> <p>Classroom teachers direct the intervention so they can make adjustments to the content/material based on student assessments (both formative and summative).</p> <p>Additionally, if a classroom teacher is not seeing a student progress they can consult the Title 1 teacher for more intensive and individualized intervention resources or refer the student to SST (Student Study Team).</p>
5	<p>MyMath Reteach/Extra Practice Pages</p> <p>Imagine Math Facts</p> <p>IXL</p>	<p>Formative Assessments: Daily/Weekly</p> <ul style="list-style-type: none"> ● Reteach/Extra Practice pages will be turned in to the classroom teacher as an informal assessment of the student's progress. ● MyMath Check My Progress <p>Summative Assessments: Monthly</p> <ul style="list-style-type: none"> ● MyMath Unit Assessments <p>Summative Assessments: Trimester/Yearly</p> <ul style="list-style-type: none"> ● MAPs and DIBELs assessments for Math will be used to track student progress at benchmarking periods (Fall, Winter, Spring). ● SBA Interim assessment for Math will be used to track students progress on math standards. This assessment will also give insight into how 	<p>The Data Action Meeting will allow time for discussion of specific student needs and intervention adjustments.</p> <p>Classroom teachers direct the intervention so they can make adjustments to the content/material based on student assessments (both formative and summative).</p> <p>Additionally, if a classroom teacher is not seeing a student progress they can consult the Title 1 teacher for more intensive and individualized intervention resources or refer the student to SST (Student Study Team).</p>

TITLE I, PART A SCHOOLWIDE PLAN
Aberdeen School District #5, McDermoth Elementary

		students may score on the summative SBA in May.	
6	Glencoe Math Reteach/Extra Practice Pages Imagine Math Facts IXL	Formative Assessments: Daily/Weekly <ul style="list-style-type: none"> Reteach/Extra Practice pages will be turned in to the classroom teacher as an informal assessment of the student's progress. MyMath Check My Progress Summative Assessments: Monthly <ul style="list-style-type: none"> MyMath Unit Assessments Summative Assessments: Trimester/Yearly <ul style="list-style-type: none"> MAPs and DIBELs assessments for Math will be used to track student progress at benchmarking periods (Fall, Winter, Spring). SBA Interim assessment for Math will be used to track students progress on math standards. This assessment will also give insight into how students may score on the summative SBA in May. 	The Data Action Meeting will allow time for discussion of specific student needs and intervention adjustments. Classroom teachers direct the intervention so they can make adjustments to the content/material based on student assessments (both formative and summative). Additionally, if a classroom teacher is not seeing a student progress they can consult the Title 1 teacher for more intensive and individualized intervention resources or refer the student to SST (Student Study Team).
Reading			
Grade	Activities	How will you measure student mastery (daily, weekly, monthly, yearly)?	What strategies will you use to make adjustments if needed?
5	Wonders Interactive WorkText and Teacher's Guide	Formative Assessments: Daily/Weekly <ul style="list-style-type: none"> Interactive Worktexts practice pages will be reviewed by the classroom teacher. Wonders weekly selection assessments. Summative Assessments: Monthly <ul style="list-style-type: none"> Wonders Unit Assessments Summative Assessments: Trimester/Yearly <ul style="list-style-type: none"> MAPs and DIBELs assessments for Reading will be used to track student progress at benchmarking periods (Fall, Winter, Spring). 	The Data Action Meeting will allow time for discussion of specific student needs and intervention adjustments. Classroom teachers direct the intervention so they can make adjustments to the content/material based on student assessments (both formative and summative). Additionally, if a classroom teacher is not seeing a student progress they can consult the Title 1 teacher for more intensive and individualized intervention resources or refer the student to SST (Student Study Team).
6	Q Reads Comprehension Intervention: Focus on SBA like extended response items.	Formative Assessments: Daily/Weekly <ul style="list-style-type: none"> QReads practice pages will be reviewed by the classroom teacher. MyPerspectives weekly selection assessments. Summative Assessments: Monthly <ul style="list-style-type: none"> MyPerspectives Unit Assessments and Performance Tasks Summative Assessments: Trimester/Yearly <ul style="list-style-type: none"> MAPs and DIBELs assessments for Reading will be used to track student progress at benchmarking periods (Fall, Winter, Spring). 	The Data Action Meeting will allow time for discussion of specific student needs and intervention adjustments. Classroom teachers direct the intervention so they can make adjustments to the content/material based on student assessments (both formative and summative). Additionally, if a classroom teacher is not seeing a student progress they can consult the Title 1 teacher for more intensive and individualized intervention resources or refer the student to SST (Student Study Team).

TITLE I, PART A SCHOOLWIDE PLAN
Aberdeen School District #5, McDermoth Elementary

5. We will implement the following activities to increase parent engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Parent Engagement	
Activities	Measurement of Improvement in Student Learning
<p>Book Bags with Independent Reading Goal Setting Program Elements:</p> <ul style="list-style-type: none"> ● Teachers and paras will identify students who would benefit from independent reading and goal setting. ● The Title 1 Teacher will contact parents to confirm commitment to engage with their child and the book bag activities. ● Book Bag Parent Night: Students will decorate their own book bag and fill it with book bag supplies. Parents will learn about the book bag program. ● The Title 1 teacher will meet weekly with each book bag student to: <ul style="list-style-type: none"> ○ Create Goals ○ Evaluate Goals ○ Review Reading Log ○ Support Book Choices ○ Choose a literacy game ○ Discuss weekly book project ● The Title 1 teacher will contact parents to report their student's progress on their reading goals and to support families with the book bag materials 	<p>The Title 1 teacher will monitor student progress by reviewing book bag student goals, communicating progress to families and teachers, and reviewing the student reading log on a weekly basis.</p> <p>The Title 1 teacher will also consult monthly with classroom teachers regarding student progress on AR (Accelerated Reader) assessments and AR goal progress.</p> <p>Additionally, the Title 1 teacher will also discuss student progress at the Data Action Meetings to ensure that the independent reading is having a positive effect on classroom assessments. If the data shows a student is not making progress, the Title 1 teacher will target the student further by using individualized book projects and teaching the student self-monitoring skills to use before, during, and after reading.</p>

TITLE I, PART A SCHOOLWIDE PLAN
Aberdeen School District #5, McDermoth Elementary

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES		
Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$1,970,566.26	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>
Title I, Part A	\$123,525.00	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards, particularly in reading and math, kindergarten through 12. Funds may also be used for preschool programs.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p>
Title II, Part A	\$0	<p>Intents/Purposes: To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.</p>
Title III	\$0	<p>Intents/Purposes: To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p>Intents/Purposes: To assist rural low-income districts in meeting ESEA performance goals.</p> <p>Use of funds to support Intents/Purposes: Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
Total	\$2,094,091.26	

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, Robert Gray Elementary

Date: October 23, 2018

Mission:

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

Vision:

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

COMPONENT #1: NEEDS ASSESSMENT

1. **Title 1 Team:** The Title I team includes selected certificated staff, the Title 1 Teacher and building Principal. We use multiple measures to identify academic needs. We revise and update qualifying students and eligibility lists in October, February and June. We start the school year with students who qualified in June of the previous year.

Title 1 funds are used to support K-6th grade students in math, and 5th and 6th grade students in ELA based on need. Students are qualified using three measures and converting the scores numerically to a 1-4 to create a composite score.

- a) Measures of Academic Progress Percentile Results (NWEA)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-90 Advanced
- b) Teacher Rating - Teachers rate students in math and reading using a 1-4 based on their classroom based assessments (1-Intensive, 2-Strategic, 3-Benchmark, 4-Advanced).
- c) EasyCBM for Math and Reading Percentile Results (U of O)
 - 1: 1-10 Intensive
 - 2: 11-35 Strategic
 - 3: 36-79 Benchmark
 - 4: 80-99 Advanced

2. **Data Considered:** We begin each academic year using the previous end-of-year data.

2017-18	2018-19
Student Count <u>337</u>	Student Count <u>354</u>
75.4 % free or reduced priced meals	<u>80.5%</u> free or reduced priced meals
21.4% Transitional Bilingual	<u>19.2%</u> Transitional Bilingual
3.3% Students in Foster Care	6.61% Students in Foster Care
% of students below grade level in math Kinder –19% 1 st –29% 2 nd –26% 3 rd –13% 4 th –15% 5 th –20% 6 th -19%	% of students below grade level in math Kinder-24% 1st-18% 2nd-31% 3rd-24% 4th-28% 5th-28% 6th-14%
% of students below grade level in reading 5 th –11% 6 th -12%	% of students below grade level in reading 5th-23% 6th-8%

1. Intervention Models, Strategies and Materials used in 2017-18:

Math

Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	9 students from two Kindergarten classes	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
1	7 students from two 1st grade classrooms.	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
2	15 students from three 2nd grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
3	10 students from two third grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
4	16 students from three fourth grade classrooms	<u>In-Class Support:</u> A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times,

		reteach of concepts students were having difficulty with.	while the paraeducators supported other classroom activities.
5	11 students from two fifth grade classrooms	<u>In-Class Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
6	7 students from two sixth grade classrooms	<u>In-Class Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a re-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.
Reading			
Grade	Who Served	How Served	Effectiveness
5	9 students from two fifth grade classrooms	<u>In-Class Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities. Difficulties included learning a new curriculum and finding resources within the curriculum to support struggling students.
6	4 students from two sixth grade classrooms	<u>In-Class Support</u> : A Paraeducator and/or Title 1 Teacher, working with small groups of students under the direction of the classroom teacher, provided in-class Support. Instruction included a pre-teach of new material from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	This model of instruction was effective because the paraeducator used the same academic language the teacher was using in the classroom when supporting struggling students. If further intervention was needed, the classroom teacher could provide differentiated activities appropriate to the needs of the students. This model also allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities. Difficulties included learning a new curriculum and finding resources within the curriculum to support struggling students.

1. Family Engagement:

Date	Activity	Effectiveness
Oct 2018	Project R.E.D (Read Every Day) At Home Reading Program	The Title 1 Teacher will meet with the families of identified struggling readers during conferences. These first, second, and third grade students are near benchmark. The goal of this program is to increase family engagement in the reading process in order to improve the student's overall reading fluency and progress. We will meet with parents during fall conferences to explain the program, review data, and set reasonable goals for the student. Reading books and resources will be shared weekly and incentives will be provided for students actively engaged in the program. Progress will be shared with families in the winter and spring of the 2018-19 school year.
Dec 2018	Family Winter Reading Night	___ Families attended (tbd) Families attending will participate in reading and literacy related activities. Teachers and community members will read stories aloud to students, and parents will have the opportunity to purchase books for reading at home.
Feb 2018	Young Author's Night	___ families attended. (tbd) Students will create books to share and present at Young Author's Night. Students will share their writing with parents and fellow classmates. A local author will be invited to share a book with students and answered questions about the writing process. Parents and students will engage in activities that promote literacy.
Projected May 2019	BlockFest	___ Families attended. (tbd) K-6 Families will be invited to attend a BlockFest event in May of 2019. During the event, students will rotate through various building challenges with their parents. The exhibit has been shown to increase parent knowledge of early development in the areas of math and science education, and increase social skills and literacy for young children. In addition to the BlockFest exhibit, grade level STEM activities will be provided by classroom teachers.

2. Staff Information:

- All Paraeducators have 72 or more college credits, or they have passed the state Paraeducator test.
- 95% of teachers are certified appropriately.
-

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

3. Based on our data, things we will do differently for the 2018-2019 school year include:

- Intervention materials will be reviewed and selected to better align to the core reading curriculum and identified student need. Fifth grade reading support for 2018-19 school year will include differentiated instruction from classroom teachers, who will utilize tiered materials purchased with the Wonders curriculum. Paraeducators, under the direction of the Title 1 teacher and classroom teacher will provide support to qualifying Title 1 students using the newly selected reading intervention materials.
- Math support shifted according to the transitioning needs of our students. For the 2018-19 school year, the highest need is with our 2nd, 3rd, and 5th grade classrooms. This is largely due to the higher enrollment in these grade levels and language needs of the students.
- The Robert Gray Leadership Team (SLT) will meet monthly to review student assessment data and use DBDM (data-based decision making) to make instructional decisions.
- The Robert Gray Leadership Team is reviewed assessment data from the 2017-18 school year. Using this data, they will develop S.M.A.R.T. goals and action steps for the 2018-19 school year centered around reading and math improvement.

4. To facilitate school reform we will implement the following strategies for the 2018-19 school year:

- a. EL numbers have grown in the 2018-19 school year. We have seen an increase in our Newcomer population. EL newcomer students speak limited English. Some students do not have a written language. Several teachers have been trained with EL strategies to support EL language development. A bilingual paraeducator is working with EL students with the highest language needs. Push-in support has been provided to EL students in math and reading rather than providing isolated interventions. ELPA scores were shared with classroom teachers at the onset of the school year. During monthly collaboration meetings, the Title 1 teacher will review these scores with grade levels and discuss strategies (such as GLAD or SIOP) to enhance CORE instruction.
- b. Teachers use a variety of strategies to instruct including, but not limited to, linguistic communication, visual models, diagrams and templates, total physical response, and analytical questioning. Strategies are chosen to promote student interaction and decrease teacher-talk. Classrooms are working toward a 30/70 ratio of teacher speaking vs students interacting.
- c. The building principal, Ms. Dunn, will conduct weekly walkthroughs gathering evidence of instructional practices and student engagement in learning.
- d. Title I staff members will receive ongoing professional development and training to support the school's neediest students. Some professional development topics include AVID, PBIS, Digital Learning, EL strategies, de-escalation techniques, and Imagine Learning.
- e. By June of 2019, most students at Robert Gray Elementary will use an AVID-based organizational tool for home-school communication. K-2 students' homework folders include a list of homework for each week. These folders will go home nightly and will be signed by parents and returned the following school day. Students in grades 3-6 will record their homework and school activities in a planner. These planners will go home nightly and will be signed by parents and returned the following school day. According to weekly planner/folder checks by classroom teachers, most students will be appropriately using an AVID-based organizational tool by the end of the 2019 school year.

<http://www.k12.wa.us/SSEO/ELAMenuBestPractices.aspx>
<http://www.k12.wa.us/SSEO/MathMenuBestPractice.aspx>

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

2. We will implement the following activities in each grade level to ensure mastery:

Math			
Grade	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
K	<p>K Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one.</p> <p>Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music and chants involving math concepts, and other lesson-specific learning tools.</p> <p>Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2018-2019 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2018-2019 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
1	<p>1st Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2018-2019 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will</p>

	<p>Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music and chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2018--2019 school year.</p>	<p>receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
2	<p>2nd Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music or chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2018-2019 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2018-2019 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
3	<p>3rd Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music or chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2018-2019 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2018-2019 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
4	<p>4th Grade Title 1 math students receive a daily pre-teach and reteach of CORE</p>	<p>Progress is monitored in classrooms daily through exit slips.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2018-2019 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will</p>

	<p>instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, music or chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2018-2019 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided from the previous instructional year through SBAC testing.</p>	<p>receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
5	<p>5th Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2018-2019 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided from the previous instructional year through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2018-2019 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>
6	<p>6th Grade Title 1 math students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one. Instructional support will include: use of manipulatives and tools to motivate learning and improve conceptual understanding, chants involving math concepts, and other lesson-specific learning tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in math. Benchmarking will be conducted during the fall, winter, and spring of the 2018-2019 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data from the previous instructional year provided through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2018-2019 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p> <p>The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.</p>

Reading

Grade	Activities	How will you measure student mastery (daily, weekly, monthly, yearly)?	What strategies will you use to make adjustments if needed?
5	<p>5th Grade Title 1 reading students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one.</p> <p>Instructional support will include the use of <i>Wonderworks</i>, a Tier 2 intervention that accompanies the <i>Wonders</i> reading curriculum or <i>Wonders ELD</i>, a support with an integrated language element. Daily lessons include additional support with lesson vocabulary, comprehension strategies, questioning, and written response to reading. Tier 2 lessons for foundational skills in reading are provided for those needing support.</p> <p>Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in reading. Benchmarking will be conducted during the fall, winter, and spring of the 2018-2019 school year.</p> <p>Classroom teachers in grades 4-6 can refer to the data provided through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2018-2019 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p>
6	<p>6th Grade Title 1 reading students receive a daily pre-teach and reteach of CORE instructional content in small groups or one-on-one.</p> <p>Instructional support will include the use of <i>myPerspectives</i>, the CORE reading program for grades 6-12 and various novel units. Daily lessons include additional support with lesson vocabulary, comprehension strategies, questioning, and written response to reading. Tier 2 lessons for foundational skills in reading are provided for those needing support.</p> <p>Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>Progress is monitored in classrooms daily through exit slips.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>DIBELS and MAP tests are used for collecting academic benchmark data in reading. Benchmarking will be conducted during the fall, winter, and spring of the 2018-2019 school year.</p> <p>Classroom teachers in grades 4-6 will refer to the data provided through SBAC testing.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2018-2019 school year, classrooms identified as having the highest academic need in the content areas of reading (grades 5/6) and math (K-6) will receive a minimum of 30 minutes daily of additional support.</p> <p>Identified students needing additional support will receive pre-teaching or re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support or if they should begin receiving support between benchmarking periods.</p>

5. We will implement the following activities to increase family engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Family Engagement	
Activities	Measurement of Improvement in Student Learning
<p>Project R.E.D. (Read Every Day)</p> <p>The Title 1 Teacher will meet with the families of identified struggling readers during conferences. These first, second, and third grade students are near benchmark. The goal of this program is to increase family engagement in the reading process in order to improve the student's overall reading progress. We will meet with parents during fall conferences to explain the program, review data, and set reasonable goals for the student. Reading books and resources will be shared weekly and incentives will be provided for students actively engaged in the program. Progress will be shared with families in the winter and spring of the 2018-19 school year.</p>	<p>Improved scores on classroom reading assessments of the targeted skills for students who participate in the At Home Reading Program.</p>
<p>Young Author's Night</p> <p>Students will create books to share and present at Young Author's Night. Students will share their writing with parents and fellow classmates. A local author will share a book with students and answer questions about the writing process.</p>	<p>Effectiveness will be measured by improved student engagement in the writing process. After visiting with an author, students will further deepen their sense of authorship.</p>
<p>BlockFest</p> <p>K-6 Families will be invited to attend a BlockFest event in May of 2019. During the event, students will rotate through various building challenges with their parents. The exhibit has been shown to increase parent knowledge of early development in the areas of math and science education, and increase social skills and literacy for young children. In addition to the BlockFest exhibit, grade level STEM activities will be provided by classroom teachers.</p>	<p>Effectiveness will be measured by attendance and participation in the event, and by improved student engagement while exploring math concepts.</p>

COMPONENT #4: COORDINATION AND INTEGRATION

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$1,945,635.54	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>

Title I, Part A	\$130,125.00	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards, particularly in reading and math, kindergarten through 12. Funds may also be used for preschool programs.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p>
Title II, Part A	\$0	<p>Intents/Purposes: To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.</p>
Title III	\$0	<p>Intents/Purposes: To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p>Intents/Purposes: To assist rural low-income districts in meeting ESEA performance goals.</p> <p>Use of funds to support Intents/Purposes: Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
Total	\$2,075, 760.54	

TITLE I, PART A SCHOOLWIDE PLAN

Aberdeen School District #5, Stevens Elementary School

Date: October 23, 2018

Mission:

The mission of Stevens Elementary is to be a strong, inspirational learning community that empowers students to embrace life's opportunities

Vision:

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

COMPONENT #1: NEEDS ASSESSMENT

- Title 1 Team:** Title I teacher, LAP teacher, principal, assistant principal and grade level team representatives. The Title I team revises and updates qualifying students and eligibility lists in October, early February, and in June.

We serve the students with the most need in math and reading in grades K-6. We qualify students using three measures converting the scores numerically to a 1-4.

- Measures of Academic Progress in math and reading

- 1: 1-10% Intensive
- 2: 11-35% Strategic
- 3: 36-79% Benchmark
- 4: 80-90% Advanced

- Teacher Ratings in math and reading

Teachers rate students in math and reading using a 1-4 scale based on their classroom-based assessments.

- Easy CBM

- 1: 1-10% Intensive
- 2: 11-35% Strategic
- 3: 36-79% Benchmark
- 4: 80-99% Advanced

Data Considered: We begin each academic year using the previous end-of-year data. Data comparing the 2017-2018 and 2018-2019 (Maps, DIBELS, Spring SBA, EL population, free and reduced population, teacher rating and CEE survey data)

2017-18	2018-19
Student Count 519	Student Count 513
69.9% free or reduced priced meals	78.3% free or reduced priced meals
20.2% Transitional Bilingual	16.5% Transitional Bilingual
% of students below grade level in math Kinder – 33% 1 st – 31% 2 nd – 19% 3 rd – 17% 4 th – 23% 5 th – 28% 6 th – 18%	% of students below grade level in math Kinder – 33% 1 st – 31% 2 nd – 19% 3 rd – 17% 4 th – 23% 5 th – 28% 6 th – 18%
% of students below grade level in reading 5 th – 28% 6 th – 30%	% of students below grade level in reading 5 th – 28% 6 th – 30%

1. Intervention Models, Strategies and Materials used in 2018-2019:

Math			
Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	21 students in 3 classes	<p>In-class small group support: A qualified para-educator and/or Title 1 Teacher, work with small groups of students under the direction of the classroom teacher providing in-class support. Instruction includes pre-teaching new material from the core curriculum, reteach identified difficult concepts and supporting practice in identified skill areas.</p> <p>Individual Support: Classroom teacher, para-educator or Title I teacher work on individual needs of the student using specific skills and strategies from appropriate core instructional materials to assist the student in identified deficit areas.</p> <p>AM Target Group: Targeted Title I students arrive early to school and participate in small group and individual tutorial</p> <p>Afterschool Program: The afterschool program targets low performing and Title I qualified students to participate in our tutoring and activities program. The program includes one hour each day specifically to address academic needs.</p>	Veteran teachers and good paraprofessional coverage in this grade band make this an effective model for both group work and individual assistance.
1	15 students from the three 1 st grade classes		New teachers in this grade band are less effective in their intervention groups but are improving with assistance from Title I teacher and administrative support.
2	14 students from the four 2 nd grade classes		Veteran teachers and good paraprofessional coverage in this grade band make this an effective model for both group work and individual assistance.
3	14 students from the three 3 rd grade classes		Veteran teachers and good paraprofessional coverage in this grade band make this an effective model for both group work and individual assistance.
4	7 students from the three 4 th grade classes		Veteran teachers in this grade have excellent record with intervention and progress toward grade level standards. Less experienced teacher in this band
5	14 students from the four 5 th grade classes		New teachers in this grade band are less effective in their intervention groups but are improving with assistance from Title I teacher and administrative support.
6	9 students from the three 6 th grade classes		New teacher has been effective in adopting our intervention model; however, less experienced teachers in this grade band have caused overall effectiveness of interventions to suffer.
Reading			
Grade	Who Served	How Served	Effectiveness
5	17 students from the four 5 th grade classes	<p>In-class small group support: A qualified para-educator and/or Title 1 Teacher, work with small groups of students under the direction of the classroom teacher providing in-class support. Instruction includes pre-teaching new material from the core curriculum, reteach identified difficult concepts and supporting practice in identified skill areas.</p> <p>Individual Support: Classroom teacher, para-educator or Title I teacher work on individual needs of the student using specific skills and strategies from appropriate core instructional materials to assist the student in identified deficit areas</p>	New teachers in this grade band are less effective in their intervention groups but are improving with assistance from Title I teacher and administrative support.
6	4 students from the three 6 th grade classes		New teacher has been effective in adopting our intervention model; however, less experienced teachers in this grade band have caused overall effectiveness of interventions to suffer.

Afterschool Program:

The afterschool program targets low performing, Title I qualified students to participate in our tutoring and activities program. The program includes one hour each day specifically to address academic needs with a social emotional integrated approach.

1. Parent Engagement:

Date	Activity	Effectiveness
August 2018	Open house meeting with parents to discuss our curriculum, intervention opportunities and how to access help if you believe your student is falling behind academically	Over 100 families attended our welcome back meeting. Effectiveness could have been improved with better access for our Spanish language audience
September 2018	PTSO meeting with Title I parents to review plans and available interventions	Title I teacher reported average attendance at this annual meeting. Effectiveness could be improved if we partnered more closely with the PTSO to create an event with additional elements to attract more interest.
November 2018	Parent teacher conferences merged with Title I progress conferencing with targeted parents.	Near 100% attendance at bi-annual conferences that allow Title I teacher
November 2018	Book Bag Meetings with parents. Title I targeted parents are scheduled to attend a meeting to show progress and target skills areas for their child and provided with books and activities to help further reinforce reading skill deficiencies at home.	Targeted parents typically attend and engagement is very high with this activity. We have some challenges with Spanish language homes but can find work arounds.
February 2019	Reading Fair: Librarian invites parents to engage in reading activities appropriate to our student skill levels allowing parents to understand how to best support these skills at home.	Typically, high attendance and effectiveness has been reported
March 2019	Parent teacher conferences merged with Title I progress conferencing with targeted parents.	Typically, high attendance and effectiveness has been reported

2. Staff Information:

- a. All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- b. 97% of teachers are certificated appropriately for their teaching assignment.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES**3. Based on our data, things we will do differently for the 2018-2019 school year include:**

- a. Our data indicates our Kindergarten has a large number of students not at standard. We will increase support in the 1st grade and Kindergarten next year and provide more training for our paraprofessional support staff on intervention strategies.
- b. Our data indicates that some classrooms consistently produce less students at standard by year end. Longitudinal data confirms this. We will provide more explicit coaching, more grade level mentor support and
- c. Our CEE data and parent participation at some events indicates that we need to find ways to engage parents from all cultural and socio-economic groups for consistently. We will continue to seek training, improve communication, use our available resources and actively increase our outreach to
- d. Our classroom assessment and observational data indicate that intervention groups are not happening consistently or with fidelity in all classrooms. We will improve instructional monitoring and provide more training and peer coaching in targeted areas.

4. To facilitate school reform, we will implement the following strategies for the 2018-2019 school year:

- a. In both math and ELA, we will continue to explore alternatives in our schedule that allow double and triple dosing students in areas
- b. In both math and ELA, we will continue to explore ways to engage families with learning at home and other non-school times.
- c. We will continue to reinforce and improve our before school, after school and summer learning experiences to engage students in targeted math and ELA work beyond the school day.
- d. We will continue to reinforce and improve our Kindergarten transition program to prepare early learners to successfully enter the next level of learning.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

We will implement the following activities in each grade level to ensure mastery:

Math			
Grade	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
K	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 	<ul style="list-style-type: none"> •Daily formative assessments to guide intervention and instruction •Three times per year MAP testing to measure skill proficiency •Formative assessments within district approved curriculum to guide instruction •Transition program in Kindergarten to appropriately target skill deficits •Interim assessments to guide instruction toward achievement of standards •Core Testing to determine 	<ul style="list-style-type: none"> •Data board organization and monitoring with Title I teacher and Principal. •Formative assessments within district adopted curriculum guide group adjustments •Unscheduled teacher checks on data points with principal and Title I teacher. •Increase instruction beyond core instruction by qualified and training paraprofessionals •Peer tutoring in class during non-core instructional times monitored by teacher.
1	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
2	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
3	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
4	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
5	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		
6	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 		

Reading			
Grade	Activities	How will you measure student mastery (daily, weekly, monthly, yearly)?	What strategies will you use to make adjustments if needed?
5	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Collaborative Learning Team •Targeted Professional Growth 	<ul style="list-style-type: none"> •Daily formative assessments to guide intervention and instruction •Three times per year MAP testing to measure skill proficiency •Formative assessments within district approved curriculum to guide instruction 	<ul style="list-style-type: none"> •Data board organization and monitoring with Title I teacher and Principal. •Formative assessments within district adopted curriculum guide group adjustments •Unscheduled teacher checks on data points with principal and Title I teacher. •Increase exposure to intervention groups •Additional instruction beyond core instruction by qualified and training paraprofessionals •Peer tutoring in class during non-core instructional times monitored by teacher.
6	<ul style="list-style-type: none"> •Small group intervention •Double/Triple Dosing •Consultant Teacher •Professional Learning Team •Targeted Professional Growth 		

5. We will implement the following activities to increase parent engagement and will use the following means to measure the effectiveness of these activities in improving student learning.

Parent Engagement	
Activities	Measurement of Improvement in Student Learning
<p>Family Board Game Night: We will invite parents in to play and take various math themed boards games that will target appropriate deficit skill areas. They will learn the game from a volunteer and then take the game home for further practice.</p>	<p>We would expect to see improvement on classroom assessments and in areas where the deficit skills are most present after the s</p>
<p>Muffins with Mom and Doughnuts with Dad: We will invite parents and guardians into our library to read with identified students in skill appropriate books while providing encouragement to continue to read at home and visit our book fair with their student. Our Title I teacher, school librarian, family service worker and school counselor will be available to encourage home reading and school involvement.</p>	<p>We will expect to see higher engagement in reading at home that will result in increases in vocabulary and reading strategy development appropriate to their level.</p>
<p>Book Bags: We will increase the number of targeted Title I families who we invite in for our book bag event. Parents/guardians are invited into our school to meet with the Title I teacher and principal to discuss reading progress, look at our collected data and receive a collection of books from our rotating library at appropriately challenging levels for their student.</p> <p>Dr. Seuss Reading Night: We will invite parents and guardians into our school for an evening of targeted reading with teachers, paraprofessionals and Title I specialists. Students will select books targeting their reading level and read in small groups learning reading strategies while working with an adult and parent. Students will then complete activities around comprehension after they read.</p>	<p>We have had some good results around increased comprehension as measured by classroom assessments and increased reading interest from this program on a limited basis. We would like to seek more donations or another funding source to increase the number of students we involve in the program.</p> <p>This is an extension of other successful reading night activities we have done. We expect to see increased use of our leveled pre-reading and comprehension strategies as measured by classroom assessment and assessments within our prescribed reading program.</p>

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES		
Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2,686,367.83	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support Intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>
Title I, Part A	\$180,750.00	<p>Intents/Purposes: To help students at the greatest risk of not meeting state standards, particularly in reading and math, kindergarten through 12. Funds may also be used for preschool programs.</p> <p>Use of funds to support Intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, additional in-class assistance, small group pull out, when needed, to reinforce grade level specific state standards in reading, math, writing, and science; targeted professional development for instructional staff to raise their level of effectiveness as educators; parental involvement activities; transition activities; and supplemental materials.</p>
Title II, Part A	\$0	<p>Intents/Purposes: To increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and to ensure that all teachers are highly qualified.</p> <p>Use of funds to support Intents/Purposes: Targeted professional development is provided to principals and teachers as needed to increase the academic achievement of all students and to ensure that all teachers are highly qualified.</p>
Title III	\$0	<p>Intents/Purposes: To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.</p> <p>Use of funds to support Intents/Purposes: Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p>Intents/Purposes: To assist rural low-income districts in meeting ESEA performance goals.</p> <p>Use of funds to support Intents/Purposes: Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
Total	\$2,867,117.83	



TO: Dr. Alicia Henderson, Superintendent
 FROM: Elyssa Louderback, Executive Director of Business & Operations
 SUBJECT: Monthly Budget Report for November, 2018
 DATE: December 11, 2018

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 3,642,183.29.

Expenditures--Expenditures totaled \$ 4,252,650.86. Expenditures for teaching and teaching support activities account for 83.27% of all expenditures to date. Salaries and benefits accounted for 85.07% of the month's total expenditures.

Fund Balance—Current month ending fund balance is \$ 3,556,305.86 (7.22% of budgeted expenditures). We had a negative cash flow of \$610,467.57 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	\$ 3,410,155	\$ 2,147,206	62.97%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 868,425	\$ 142,146	16.37%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 30,173,751	\$ 7,282,026	24.13%	Apportionment and LEA
State, Special	\$ 10,228,241	\$ 2,398,873	23.45%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 5,500	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 5,454,477	\$ 743,369	13.63%	Food Service, Fed Grants (Title I, Title 2, etc)
Other Districts	\$ 113,527	\$ 193	0.17%	Non high payments from Cosmopolis SD
Other Agencies	\$ 78,200	\$ 6,481	8.29%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 50,332,276	\$ 12,720,295.73	25.27%	
			25.00%	% of fiscal year elapsed

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

<u>Activity</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>Actual %</u>	<u>District payroll and/or:</u>
Board of Directors	\$ 133,093	\$ 642	0.48%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 352,924	\$ 82,568	23.40%	General Admin/ Supt Office
Business Office	\$ 485,209	\$ 126,123	25.99%	Fiscal operations
Human Resources	\$ 409,786	\$ 102,136	24.92%	Personnel & recruitment, labor relations
Public Relations	\$ 40,000	\$ 11,540	28.85%	Educational/admin info to public
Supervision of Instruction	\$ 876,124	\$ 247,388	28.24%	includes secretarial support
Learning Resources	\$ 417,724	\$ 107,871	25.82%	Library resources & staffing
Principal's Office	\$ 2,561,160	\$ 654,749	25.56%	includes Secretarial support
Guidance/Counseling	\$ 1,134,013	\$ 380,552	33.56%	Counselors/support services
Pupil Management	\$ 55,250	\$ 17,315	31.34%	SRO, bus & playground aides, etc
Health Sercvices	\$ 1,500,098	\$ 459,777	30.65%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 30,073,737	\$ 7,589,012	25.23%	classroom teachers/para support
Extra-curricular	\$ 844,981	\$ 281,299	33.29%	Coaching, advising, ASB supervision
Instructional Prof Dev	\$ 559,300	\$ 155,074	27.73%	Prof development; instructional staff
Instructional Technology	\$ 264,283	\$ 83,492	31.59%	classroom technology
Curriculum	\$ 821,596	\$ 262,904	32.00%	District materials adoptions/purchases; staff
Food Services	\$ 2,160,270	\$ 585,988	27.13%	Mgmt of food service for district
Transportation	\$ 1,200,358	\$ 245,926	20.49%	Co-op payments, fuel, insurance
Maint & Operations	\$ 3,507,340	\$ 740,417	21.11%	Security, custodial/maint/grounds
Other Services	\$ 2,068,641	\$ 789,491	38.16%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (213,538)	\$ (45,662)	21.38%	in district use of buses, vehicles, food service
Interfund Transfers	\$ 100,000	\$ -	0.00%	Transfers (to Cap Proj/ Debt Service)
Totals	\$ 49,352,349	\$ 12,878,602	26.10%	
			25.00%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue--Total receipts were \$ 2,146.34 and consist of interest payments and rental fees.

Expenditures—There were no expenditures for the month.

Fund Balance—Current monthly ending fund balance is \$ 132,447.16.

DEBT SERVICE FUND SUMMARY:

Revenue--Total receipts were \$ 230,092.34 and consists of interest/tax payments.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 3,350,540.74. Funds in this account are held for the bond principal and interest payments due in December and June.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue--Total receipts for the month were \$ 114,094.84 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 18.43% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 357,910.86.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue--Total receipts were \$ 256.61 and consist of interest payments.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 299,297.80.

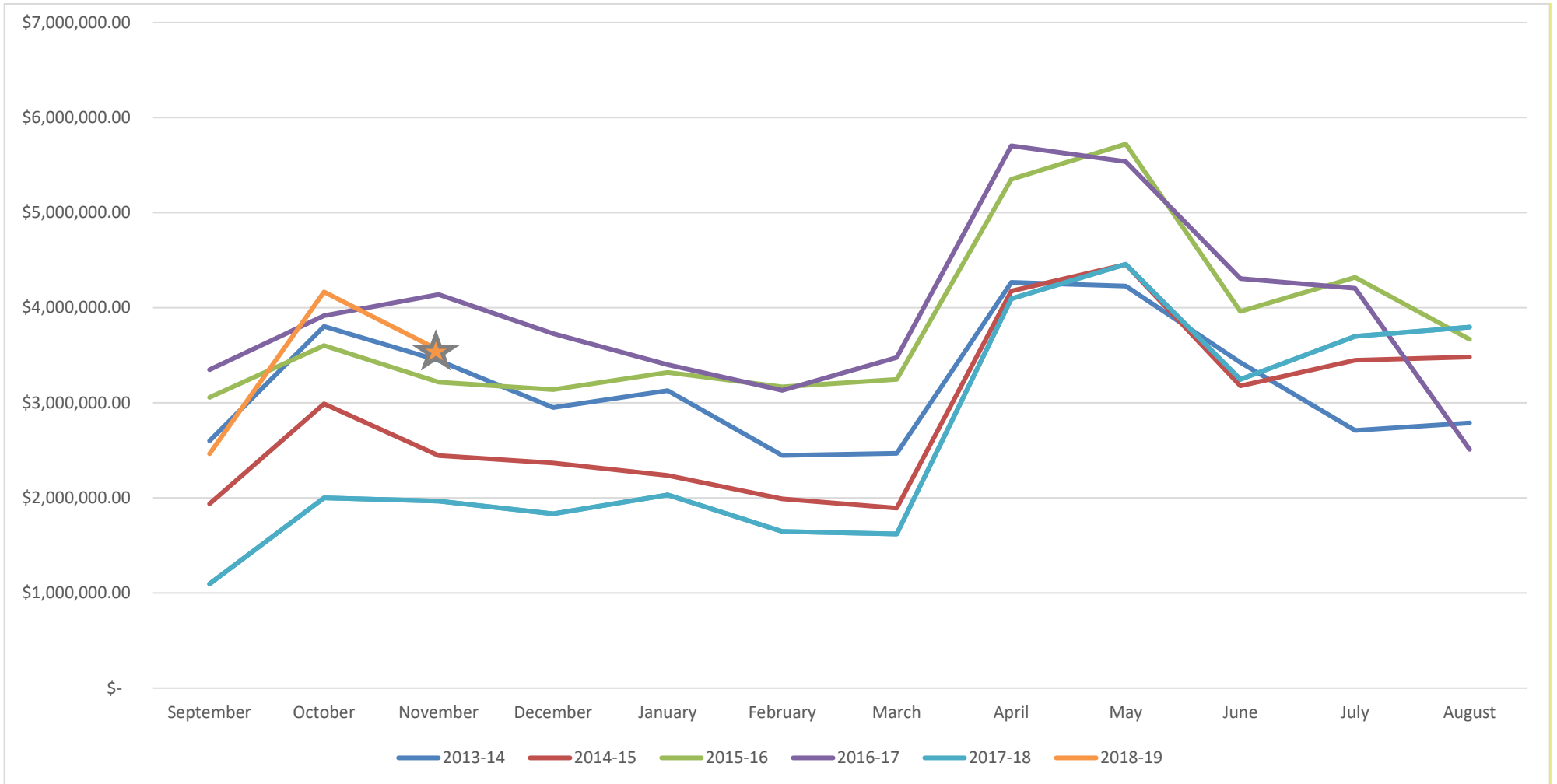
SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of November, 2018:

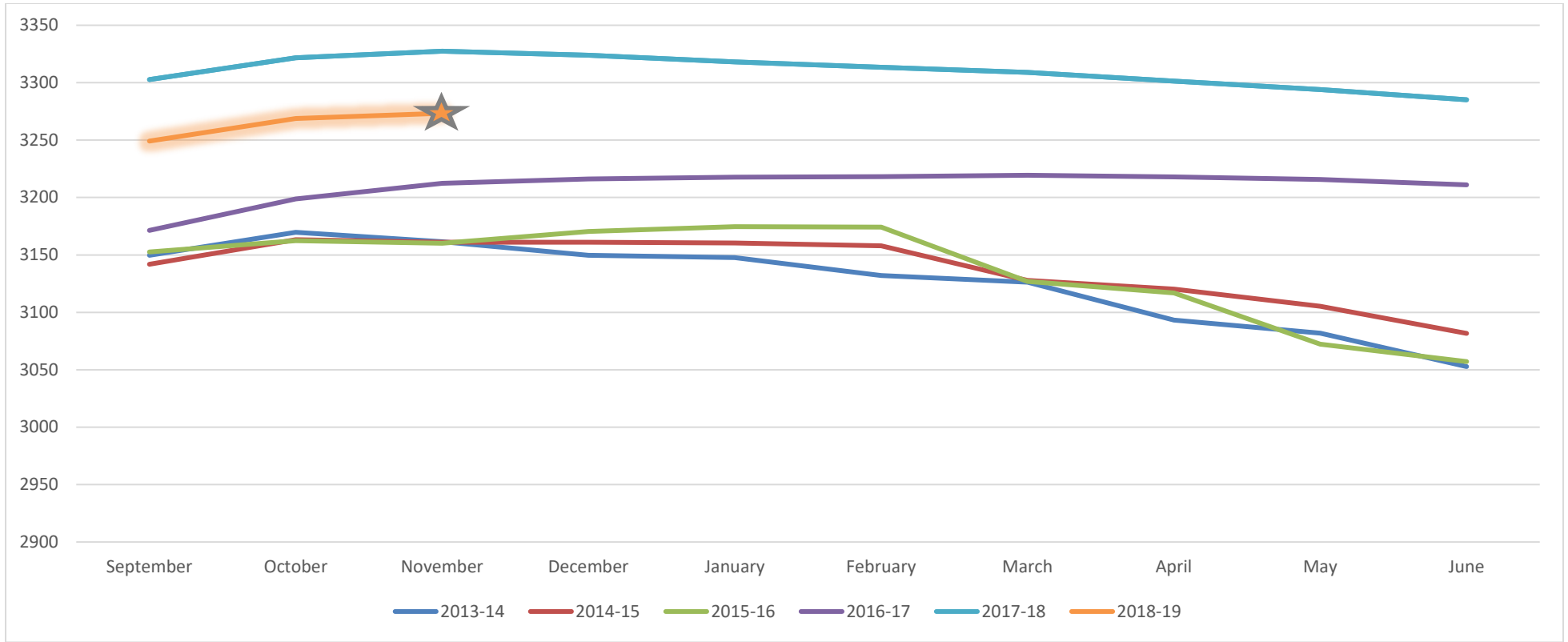
Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 49,252,350	\$ 12,878,602	\$ 36,373,748	26.15%	73.85%
Capital Projects	\$ 2,460,000	\$ -	\$ 2,460,000	0.00%	100.00%
Debt Service	\$ 2,642,078	\$ 300	\$ 2,641,778	0.01%	99.99%
ASB	\$ 357,158	\$ 65,838	\$ 291,320	18.43%	81.57%
Trans Vehicle	\$ 300,000	\$ -	\$ 300,000	0.00%	100.00%

GENERAL FUND FUND BALANCE TRENDS

End of November, 2018



ENROLLMENT TRENDS as of November, 2018



AAFTE	Grades K - 6	JH	HS	Subtotal	Run Start/ Open Door	+/- (Budget) **
2018-19 Budget	1766	483	976	3,225	65	3,290
2018-19 Actual	1775.13	493.09	1006.03	3,274.25	74.47	+ 58.72 (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)
2013-14 Actual	1694.17	458.85	971.08	3,124.09	40.03	+ 97.09 (3,030)

** 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 -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	3,410,155	437,272.48	2,147,206.19		1,262,948.81	62.97
2000 LOCAL SUPPORT NONTAX	868,425	34,522.63	142,146.45		726,278.55	16.37
3000 STATE, GENERAL PURPOSE	30,173,751	2,115,006.89	7,282,025.87		22,891,725.13	24.13
4000 STATE, SPECIAL PURPOSE	10,228,241	608,091.12	2,398,873.48		7,829,367.52	23.45
5000 FEDERAL, GENERAL PURPOSE	5,500	.00	.00		5,500.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	5,454,477	440,795.03	743,369.41		4,711,107.59	13.63
7000 REVENUES FR OTH SCH DIST	113,527	150.75	193.00		113,334.00	0.17
8000 OTHER AGENCIES AND ASSOCIATES	78,200	6,344.39	6,481.33		71,718.67	8.29
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	50,332,276	3,642,183.29	12,720,295.73		37,611,980.27	25.27
B. EXPENDITURES						
00 Regular Instruction	20,997,916	1,989,997.38	6,143,535.14	28,028.80	14,826,352.06	29.39
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	6,787,946	623,919.68	1,820,604.32	1,224.05	4,966,117.63	26.84
30 Voc. Ed Instruction	1,988,792	195,329.53	561,415.94	3,556.75	1,423,819.31	28.41
40 Skills Center Instruction	339,262	29,275.41	89,224.32	0.00	250,037.68	26.30
50+60 Compensatory Ed Instruct.	7,799,549	467,311.48	1,480,453.53	9,404.69	6,309,690.78	19.10
70 Other Instructional Pgms	1,051,701	33,109.26	81,646.21	2,563.44	967,491.35	8.01
80 Community Services	70,202	20,424.68	58,351.54	0.00	11,850.46	83.12
90 Support Services	10,216,983	893,283.44	2,643,371.12	208,505.23	7,365,106.65	27.91
Total EXPENDITURES	49,252,351	4,252,650.86	12,878,602.12	253,282.96	36,120,465.92	26.66
C. OTHER FIN. USES TRANS. OUT (GL 536)	100,000	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	979,925	610,467.57-	158,306.39-		1,138,231.39-	116.15-
F. TOTAL BEGINNING FUND BALANCE	2,796,370		3,714,612.25			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,776,295		3,556,305.86			

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	135,431	846,354.85
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	221,642	335,761.57
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	13,370.00
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	992,852	7,815.12
G/L 891 Unassigned Min Fnd Bal Policy	2,413,000	2,353,004.32
<u>TOTAL</u>	3,776,295	3,556,305.86

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2018

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	38,500	2,146.34	8,727.39		29,772.61	22.67
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	100,000	.00	.00		100,000.00	0.00
Total REVENUES/OTHER FIN. SOURCES	138,500	2,146.34	8,727.39		129,772.61	6.30
B. EXPENDITURES						
10 Sites	1,460,000	.00	.00	0.00	1,460,000.00	0.00
20 Buildings	1,000,000	.00	.00	0.00	1,000,000.00	0.00
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	2,460,000	.00	.00	0.00	2,460,000.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES						
OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	2,321,500-	2,146.34	8,727.39		2,330,227.39	100.38-
F. TOTAL BEGINNING FUND BALANCE	1,030,452		123,719.77			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE	1,291,048-		132,447.16			
(E+F + OR - G)						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	48,000	108,048.96
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	1,339,048-	24,398.20
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	1,291,048-	132,447.16

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	2,652,728	225,833.21	1,110,225.86		1,542,502.14	41.85
2000 Local Support Nontax	10,000	4,259.13	11,709.98		1,709.98-	117.10
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>2,662,728</u>	<u>230,092.34</u>	<u>1,121,935.84</u>		<u>1,540,792.16</u>	<u>42.13</u>
B. EXPENDITURES						
Matured Bond Expenditures	2,235,000	.00	.00	0.00	2,235,000.00	0.00
Interest On Bonds	406,178	.00	.00	0.00	406,178.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	.00	300.00	0.00	600.00	33.33
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>2,642,078</u>	<u>.00</u>	<u>300.00</u>	<u>0.00</u>	<u>2,641,778.00</u>	<u>0.01</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. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)						
	20,650	230,092.34	1,121,635.84		1,100,985.84	> 1000
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,172,951		2,228,904.90			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	2,193,601		3,350,540.74			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,193,601		3,350,540.74			
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>2,193,601</u>		<u>3,350,540.74</u>			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	69,970	3,663.63	37,022.92		32,947.08	52.91
2000 Athletics	113,850	1,501.00	63,961.85		49,888.15	56.18
3000 Classes	2,000	.00	.00		2,000.00	0.00
4000 Clubs	134,195	21,771.10	33,396.07		100,798.93	24.89
6000 Private Moneys	70,100	87,159.11	87,159.11		17,059.11-	124.34
<u>Total REVENUES</u>	390,115	114,094.84	221,539.95		168,575.05	56.79
B. EXPENDITURES						
1000 General Student Body	52,390	2,416.37	8,916.14	658.92	42,814.94	18.28
2000 Athletics	103,023	12,384.54	41,516.41	214.73	61,291.86	40.51
3000 Classes	2,000	.00	.00	0.00	2,000.00	0.00
4000 Clubs	128,390	10,842.34	12,906.16	0.00	115,483.84	10.05
6000 Private Moneys	71,375	2,499.01	2,499.01	0.00	68,875.99	3.50
<u>Total EXPENDITURES</u>	357,178	28,142.26	65,837.72	873.65	290,466.63	18.68
C. EXCESS OF REVENUES						
<u>OVER (UNDER) EXPENDITURES</u> (A-B)	32,937	85,952.58	155,702.23		122,765.23	372.73
D. TOTAL BEGINNING FUND BALANCE						
	185,010		202,208.63			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE						
<u>C+D + OR - E)</u>	217,947		357,910.86			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	210,447		350,410.86			
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>	217,947		357,910.86			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,800	256.61	716.68		3,083.32	18.86
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
A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	178,827	256.61	716.68		178,110.32	0.40
B. 9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
C. Total REV./OTHER FIN. SOURCES	178,827	256.61	716.68		178,110.32	0.40
D. EXPENDITURES						
Type 30 Equipment	300,000	.00	.00	139,470.22	160,529.78	46.49
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	300,000	.00	.00	139,470.22	160,529.78	46.49
E. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
F. OTHER FINANCING USES (GL 535)	0	.00	.00			
G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)	121,173-	256.61	716.68		121,889.68	100.59-
H. TOTAL BEGINNING FUND BALANCE	138,727		298,581.12			
I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	17,554		299,297.80			
K. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	17,554		299,297.80			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	17,554		299,297.80			

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



PURCHASE ORDER

Aberdeen School District No. 5

216 North G Street · Aberdeen, WA 98520-5228
 · Purchasing Phone (360) 538-2010
 · Accounts Payable Phone (360) 538-2228
 · Fax (360) 538-2014

P.O. NUMBER:	1571819002
VENDOR KEY :	KCDA PU000
PAGE NUMBER:	1
P.O. DATE :	12/03/2018
SHIP DATE :	12/03/2018
FISCAL YEAR:	2018-2019
ENTERED BY :	DIEL AMB000

PRINTED 12/04/2018
 VENDOR ACCOUNT: 118445

COMPANY: KCDA Purchasing Coop. PO Box 5550 Kent, WA 98064 Phone: (800) 422-5019 Fax: (253) 395-5402		DELIVER TO: Miller Junior High 100 E Lindstrom St Aberdeen, WA 98520 ATTN: Michael Pauley/Elyssa Louderba
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QUANT.	UNIT OF MEASURE	DESCRIPTION	UNIT COST	TOTAL COST	
1	EA	10 Classroom Complex, 11,088 square feet Per KCDA Bid #15-255 ADDS: Engineered building and foundation plans Complete concrete stem-wall foundation Lap-siding on all four sides 3/12 pitch shingle roof with 16 eaves Commercial gutters and downspouts with splash pads Fire-sprinklers (wet/dry systems) - no backflow preventer Tape/texture/painted interior walls (16) solid-core stained wood interior doors (24) 6x4 insulated windows (sliding, with screens) (4) mechanical outside air units (for 4 inside classrooms w/less windows) (3) h/c toilets; (10) standard toilets; (4) urinals; (2) floors drains; (1) mop sink (12) Daikin mini-split heating/AC units (in place of BARD units) (5) 200 amp 3-phase 120/208 sub-panels (2) exit lights; (4) emergency lights	1659730.00000	1659730.00	
*	1	EA	Performance/payment bonds	33194.60000	33194.60
				* = Tax not Computed on Item	
				PO Subtotal	1,692,924.60
				Other Charges	0.00
				Tax	148,213.89
USE P.O. NUMBER ON ALL CORRESPONDENCE				TOTAL	1,841,138.49

(C O N T I N U E D O N N E X T P A G E)



PURCHASE ORDER

Aberdeen School District No. 5

216 North G Street · Aberdeen, WA 98520-5228

- Purchasing Phone (360) 538-2010
- Accounts Payable Phone (360) 538-2228
- Fax (360) 538-2014

P.O. NUMBER: 1571819002
 VENDOR KEY : KCDA PU000
 PAGE NUMBER: 2
 P.O. DATE : 12/03/2018
 SHIP DATE : 12/03/2018
 FISCAL YEAR: 2018-2019
 ENTERED BY : DIEL AMB000

PRINTED 12/04/2018
 VENDOR ACCOUNT: 118445

COMPANY:

KCDA Purchasing Coop.
 PO Box 5550
 Kent, WA 98064

Phone: (800) 422-5019
 Fax: (253) 395-5402

DELIVER TO:

Miller Junior High
 100 E Lindstrom St
 Aberdeen, WA 98520

ATTN: Michael Pauley/Elyssa Louderba

T A X E X E M P T I O N S

PURCHASE APPROVED BY:

Doris Daeg

P.O.: 1571819002 ACCOUNT SUMMARY (FOR INTERNAL USE)	VENDOR KEY : KCDA PU000
ACCOUNT	AMOUNT
20 E 530 0022 12 9050 000 0000 0000 0	1,841,138.49

PLEASE SEE REVERSE SIDE FOR IMPORTANT VENDOR INSTRUCTIONS.

11/28/18

Dear School Board Members:

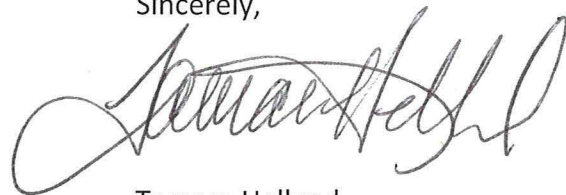
My name is Tamara Helland and I have been the Director of the AHS Drama program for the past seven musicals. One of the main reasons I was interested in this position is because I remember the musicals that were directed by Pat Wilhelms. In 1996, AHS did Oklahoma and I remember being completely amazed when the lead actor sang the opening song while riding down the aisle on a REAL horse.

I was fortunate to work with Pat as a director for several years as a 7th Street Kid. Though I wasn't an AHS student, I was close with many of her students who were involved in the choirs and musicals. All students loved her and it was easy to recognize her passion for teaching. Pat produced high quality programs, including the musical productions that inspired me. When accepting the AHS Drama position, that inspiration drove my expectations higher and challenged me to accept nothing less than Pat's high standards of quality. Pat's reach was far and wide, inspiring students at AHS and far beyond. Her work as a teacher was honored with many awards, including the Christa McAuliffe Award in 1990 and her induction into the Washington Music Educators Hall of Fame in 2004. Her incredible character and generosity was highlighted when Pat was named Citizen of the Year in 2008.

The reason I am writing to you today is to request that our District consider an official naming of our auditorium. I am now asking to honor her legacy. She truly forged the way for our music programs that are now held in such high regard. I do believe it's because we are challenging our students to have higher expectations of themselves, of their work, and of their performances. Our auditorium will never be without her presence, so I feel it would be truly fitting for the space to be named in her honor. Let's continue her message by allowing us to create, learn, live, and grow in the Pat Wilhelms Performing Arts Center.

Please feel free to contact me at any time if there is anything I can do to help this process.

Sincerely,



Tamara Helland
AHS Drama Director
thelland@asd5.org
360-537-7623

Alternatives to Suspension

Restorative Practices

Restorative Practices

Restorative discipline empowers students by helping them to learn from their mistakes in a **school** environment that is caring and responsive. **Restorative** discipline focuses on relationships and community, rather than on punishment (often isolation) for breaking rules.

- Repairing relationships is key for both staff and students
- It is a mindset that is for k - 12 settings
- <https://www.edutopia.org/article/bringing-restorative-practices-to-your-school-laura-mcclure>

Restorative Practices That Are Highly Effective

- Peer conflict resolution circles
- Circles for peer connections
- Reflection sheets
 - What happened?
 - What harm was caused?
 - What needs to happen to repair the harm?
- Mediation: student-student or student-adult conversations that allow students and communities to feel safe and successful together

Current Practices in Our District K-12

High School

- Tobacco violations result in ISS not OSS
- Fights result in 1-Day OSS(for safety) and then 2 days ISS and/or Mediation between those involved with a Restorative Justice approach
- Safety/Vandalism violations result in Campus Improvement/Community Service in lieu of ISS or OSS (option must be parent approved)
- Parent approved Community Service hours

Middle School

- Tobacco violations result in ISS not OSS and referral to True North for a consult (with parent approval for students under 12 years of age)
- Fights may result in 1-Day OSS (for safety) and then 0 - 2 days ISS and/or Mediation between those involved with a Restorative Justice approach
- Safety violations result in Campus Service in lieu of ISS or OSS (option must be parent approved)

PBIS/Social Emotional Learning

Tier Supports - students to interact effectively with others; prevent, manage and resolve interpersonal conflicts in constructive manners

Tier 1 examples for all: teach and reteach expectations, digital citizenship lessons, relationship building

Tier 2 interventions for some: (some examples) reteach expectations; people or places where a student can calm down; check-ins

Some examples of **Tier 3** interventions for a small number of students include: counseling; student plans; additional instruction and reflection; referrals to outside services

Washington State Policy and Rule Making

Changes and Updates for the 2018-2019 and additional provisions for the 2019-2020 SCHOOL YEAR

General Discipline ([WAC 392-400-235](#), [392-400-240](#), [392-400-265](#), [392-400-250](#))

Long Term Suspension ([WAC 392-400-260](#), [392-400-265](#), [392-400-270](#))

Expulsion ([WAC 392-400-275](#), [392-400-280](#), [392-400-285](#))

Emergency Expulsion ([WAC 392-400-295](#), [392-400-300](#), [392-400-305](#))

Appeal of Suspension ([WAC 392-400-310](#), [392-400-315](#), [392-400-317](#), [392-400-320](#))

Classroom Exclusion ([WAC 392-400-330](#), [392-400-335](#))

Appeal for Extension of Expulsion ([WAC 392-400-410](#))

Education Services during Suspension, Expulsion ([WAC 392-400-610](#))

Reengagement after a Suspension ([WAC 392-400-710](#))

Due Process Protections ([WAC 392-400-805](#), [392-400-810](#), [392-400-820](#), [392-400-825](#))

Most RCW changes and updates will be phased in over the next two years.

School Board Policy 3200 may need to be reviewed to reflect any necessary changes

Additional Staff training may also be needed to ensure accurate compliance

Next Steps

District Level Team being developed to define practice and method of the new state legislation.



EDU HealthcareTM

ACCOUNT SERVICE CONTRACT - SCHEDULE A

This Schedule A is made part of the Account Services Contract entered by and between EDU HEALTHCARE, LLC, ("EDU HEALTHCARE") and the Account identified below.

PROVIDER PLACEMENT DETAILS:

Provider Name: Kristin Williams

Term: January 1, 2019 - April 30, 2019

Services Provided: Speech Language Pathologist

Hours: 40 hours per week

RATE & PAYMENT DETAILS:

Bill Rate: \$60.00/HR

Payment: Due fifteen (15) calendar days from invoice date.

ADDITIONAL INFORMATION:

Comments:

ACCOUNT

Account: ABERDEEN SCHOOL DISTRICT

Signature: _____

Date: _____

EDU HEALTHCARE, LLC

By: _____

Matthew Lewis, VP

Date: _____



University of Phoenix
Academic Affairs
1625 Fountainhead Parkway
Mailstop: CF-SX07
Tempe, AZ 85282
(480) 966-9577 Fax (480) 929-7164

UNIVERSITY OF PHOENIX SCHOOL AFFILIATION AGREEMENT

This Affiliation Agreement made and entered into this 14th day of November, 2018, by and between The University of Phoenix, Inc., an Arizona for profit-corporation, hereinafter referred to as the "UNIVERSITY" and Aberdeen School District, an entity domiciled in the State of Washington, hereinafter referred to as the "SCHOOL."

I. PURPOSE

The purpose of this Agreement is to provide education experiences for selected UNIVERSITY students, hereinafter "STUDENTS", which take place at the SCHOOL and in which the SCHOOL will participate.

II. OBLIGATIONS OF THE UNIVERSITY

1. The UNIVERSITY will offer educational programs accredited by appropriate organizations; and will determine standards of education, hours of instruction, learning experiences, administration, matriculation, promotion, and graduation.
2. The UNIVERSITY will keep all records and reports on STUDENT experiences in accordance with UNIVERSITY policy and regulatory requirements.
3. The UNIVERSITY will plan with the SCHOOL, in advance, its schedule of STUDENT assignments to the designated areas, including dates and numbers of STUDENTS.
4. The UNIVERSITY agrees to inform STUDENTS that STUDENTS shall be responsible for following the rules and regulations of the SCHOOL, including recognition of the confidential nature of information regarding pupils and their records.
5. The UNIVERSITY will provide to the SCHOOL a copy of course objectives for the learning experience. The SCHOOL, together with the UNIVERSITY, will make arrangements for evaluating the learning experience.
6. The UNIVERSITY will assign a Faculty/Site Supervisor who will collaborate with the SCHOOL'S Cooperating Teacher. For purposes of this Agreement, the term "Cooperating Teacher" shall be defined as the district educator who has been assigned to supervise the STUDENT.
7. STUDENTS shall not be considered as employees or agents of the UNIVERSITY.
8. To help defray costs associated with the placement of STUDENTS at the SCHOOL, the UNIVERSITY shall pay compensation in accordance with Exhibit A, attached hereto and

incorporated herein, upon completion of STUDENT'S assignment at the SCHOOL, or at such other time as the parties agree.

III. OBLIGATIONS OF THE SCHOOL

1. The SCHOOL shall maintain sole responsibility for the instruction, education and welfare of its pupils. SCHOOL shall be responsible for providing adequate staffing necessary to maintain the highest level of quality education for its pupils.
2. The SCHOOL agrees that STUDENTS assigned to it for counseling, administration, teaching, and/or observation experiences are under the supervision, control, and responsibility of the SCHOOL.
3. The SCHOOL shall retain the right, in its sole discretion, to request the removal of any individual from any area of the SCHOOL premises. STUDENTS shall be instructed by the UNIVERSITY to promptly and without protest leave an area whenever they are requested to do so by an authorized SCHOOL representative.
4. The SCHOOL shall provide qualified Cooperating Teachers for STUDENTS. Cooperating Teachers will be resource persons for STUDENTS and UNIVERSITY faculty while at the SCHOOL. Cooperating Teachers selected by SCHOOL will: a) assist in orienting STUDENTS to the SCHOOL, the classroom, and the pupils; b) explain all SCHOOL and district policies, rules, and regulations to STUDENTS; c) provide prompt and substantive feedback to STUDENTS regarding all performance activities and interactions with SCHOOL personnel, pupils, and parents; d) complete evaluations of STUDENTS' progress and submit them to the University Faculty/Site Supervisor, after reviewing them with the applicable STUDENT; e) immediately inform the University Faculty/Site Supervisor of any concerns regarding a STUDENT; f) establish a time to meet and discuss with STUDENTS their activities, impressions, reflections, and suggestions for goals and areas of improvement; g) (For student teaching) supervise STUDENTS on a daily basis - if the Cooperating Teacher is absent from the classroom for any reason, a certified substitute must be assigned to the classroom. Under no circumstance can a STUDENT, even if he/she is certified, serve as the substitute of record during the student teaching experience unless a separate agreement has been negotiated in writing by the SCHOOL and the UNIVERSITY.
5. The SCHOOL shall provide to UNIVERSITY and STUDENTS the policies and procedures and other relevant materials to allow STUDENTS to function appropriately within the SCHOOL.
6. STUDENTS assigned to the SCHOOL shall follow the SCHOOL'S protocols for health and safety. The SCHOOL will provide necessary emergency medical services to STUDENTS.
7. The SCHOOL shall permit STUDENTS access to the library facilities/curriculum laboratories available to their personnel. STUDENTS may not remove materials from the SCHOOL without appropriate approval.
8. The SCHOOL shall keep confidential and shall not disclose to any person or entity (a) STUDENT applications; (b) STUDENT health records or reports; and/or (c) any STUDENT records as defined in the Family Educational Rights and Privacy Act, 20 U.S.C. § 123G, concerning any STUDENT participating in the education experiences provided by SCHOOL, unless such disclosure is authorized by the STUDENT or is ordered by a court of competent jurisdiction. SCHOOL shall adopt and enforce policies and procedures necessary to protect the confidentiality of STUDENT records as defined herein.
9. STUDENTS shall not be considered employees or agents of the SCHOOL.

IV. INDEMNIFICATION

1. Each party (the "Indemnifying Party") shall indemnify, hold harmless, and, at the request of the other party, defend the other party (the "Indemnified Party") from and against any and all claims, losses, liabilities, costs, and expenses including reasonable attorney's fees, established by judgment or alternative resolution award, arising from (a) any material breach of any provision of this Agreement or (b) the negligence or willful misconduct in the performance of obligations hereunder by the Indemnifying Party or any employee, agent, or other representative of the Indemnifying Party.
2. UNIVERSITY and SCHOOL shall provide prompt notification to one another and, to the extent allowed by law, shall reasonably cooperate with one another in the defense of, any lawsuits, claims, or threatened claims that pertain to services provided pursuant to this Agreement.

V. INSURANCE

1. UNIVERSITY and SCHOOL each shall maintain, as a minimum, Commercial General Liability Insurance written on an occurrence basis with insurance companies acceptable to the other party for limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate, as assurance of its accountability for any such losses, claims, liabilities, or expenses.
2. Upon written request, a party shall provide the other party with a certificate evidencing such insurance coverage.
3. Insurance required by UNIVERSITY to be maintained hereunder may be provided under: (a) an individual policy; (b) a blanket policy or policies which may include other liabilities, properties and locations of UNIVERSITY or its affiliates; (c) a plan of self-insurance, provided that UNIVERSITY or any guarantor of UNIVERSITY'S obligations under this Agreement maintains, during the period of such self-insurance, a net worth of at least Fifty Million Dollars (\$50,000,000); or (d) a combination of any of the foregoing insurance programs.

VI. REPRESENTATIONS AND WARRANTIES

1. Each party to this Agreement represents and warrants that (i) it has the full power and authority to enter into this Agreement and to carry out the transactions contemplated hereby applicable to it; and (ii) it has taken all action necessary to authorize the execution, delivery and performance of this Agreement, and this Agreement has been duly executed and delivered to such party.

VII. GENERAL PROVISIONS

1. Neither the SCHOOL nor the UNIVERSITY will discriminate against any person because of race, color, religion, sex, or national origin, nor discriminate against any STUDENT or student applicant with a disability pursuant to law as set forth in the Americans with Disabilities Act.
2. This Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between the

UNIVERSITY and the SCHOOL and their employees, STUDENTS, or agents, but rather is an Agreement by and among two independent contractors. Each STUDENT is placed with the SCHOOL in order to receive educational experience as part of the academic curriculum; duties performed by a STUDENT are not performed as an employee of the SCHOOL but rather in fulfillment of the academic requirements of the educational experience and are performed under direct supervision by SCHOOL personnel. To the extent allowed under state law, neither the SCHOOL nor the UNIVERSITY is required to provide workers' compensation coverage for the STUDENTS participating in the educational experience. UNIVERSITY acknowledges that nothing in this Agreement shall be construed to confer any right upon the UNIVERSITY or UNIVERSITY personnel to participate in, control, or direct operations at the SCHOOL.

3. The SCHOOL shall timely notify the UNIVERSITY when any UNIVERSITY employee or STUDENT has been involved in a reported incident and the UNIVERSITY shall have the opportunity to participate in any on-going investigation and shall have access to any oral or written reports and any other documentation related to the reported incident.
4. The SCHOOL and its employees shall not be entitled to compensation from the UNIVERSITY for services or actions of benefit to the UNIVERSITY which are part of or related to the educational program, however, as a professional courtesy, the Cooperating Teacher may be entitled to payment of the reasonable and customary honorarium or, alternatively, may at some campuses have the opportunity to enroll in a UNIVERSITY course upon completion of the supervisory assignment.
5. This Agreement constitutes the entire agreement as to the rights and obligations of the parties hereto and supersedes all prior and contemporaneous agreements and undertakings of the parties pertaining to the referenced subject matter.
6. Amendments to this Agreement may be made at any time, provided, however, that any amendments, modifications or alterations shall be made only in writing and shall become effective only upon the written approval of both the UNIVERSITY and the SCHOOL. Further, this Agreement may not be assigned by either party without prior written approval of the other party.
7. No waiver or breach of any term or provision of this Agreement shall be construed to be, nor shall be, a waiver of any other breach of this Agreement. No waiver shall be binding unless in writing signed by the party waiving the breach.
8. In the event that any provision of this Agreement shall be held void, voidable, or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.
9. This Agreement is not intended to create any rights or interests for any other person or entity other than the SCHOOL or the UNIVERSITY.
10. This Agreement will be governed by the laws of the State of Arizona and shall in all respects be interpreted, enforced, and governed by Arizona laws.
11. The SCHOOL and the UNIVERSITY may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. This Agreement may be executed by facsimile or PDF. Said facsimile or PDF shall be deemed an original and fully enforceable and admissible in any legal proceeding. Delivery of an executed counterpart signature page by facsimile or PDF is as effective as executing and delivering this Agreement in the presence of the other party to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each party to the other party(ies). In proving this Agreement, the SCHOOL or the

UNIVERSITY must produce or account only for the executed counterpart of the party to be charged.

Notwithstanding the foregoing, the SCHOOL and the UNIVERSITY may consent to electronic signatures for the purpose of executing this Agreement by email or other electronic means, subject to compliance with any applicable laws, rules or regulations. Any such documents that are delivered electronically and accepted are deemed to be "in writing" to the same extent and with the same effect as if the Agreement had been signed manually. In no event will electronic execution expand such assent to include any terms other than those explicitly set for in this Agreement.

VIII. ARBITRATION

1. In the event any dispute or controversy arising out of this Agreement cannot be settled by the parties, such controversy or dispute shall be submitted to arbitration in Phoenix, Arizona, and for this purpose each party hereby expressly consents to such arbitration in such place. In the event the parties cannot mutually agree upon an arbitrator and procedure to settle their dispute or controversy within fifteen (15) days after written demand by one of the parties for arbitration, then the dispute or controversy shall be arbitrated by a single arbitrator pursuant to the then-existing rules and regulations of the American Arbitration Association governing commercial transactions. The decision of the arbitrator shall be binding upon the parties hereto for all purposes, and judgment to enforce any such binding decision may be entered in Superior Court, Maricopa County, Arizona. Each party hereby expressly and irrevocably consents to the jurisdiction of said court. At the request of either party, arbitration proceedings shall be conducted in the utmost secrecy. In such case, all documents, testimony and records shall be received, heard and maintained by the arbitrator in secrecy, available for inspection only by either party and by their attorneys and experts who shall agree, in advance and in writing, to receive all such information in secrecy. In all other respects, the arbitration shall be conducted pursuant to the Uniform Arbitration Act as adopted in the State of Arizona and then existing rules and regulations of the American Arbitration Association governing commercial transactions to the extent such rules and regulations are not inconsistent with such Act or this Agreement.

IX. TERM AND NOTICE

1. This Agreement shall become effective on November 14, 2018, and shall remain in effect until terminated by either party in accordance with this section. Either party may terminate this Agreement without cause by giving ninety (90) days prior written notice to the other party of its intention to terminate. Notwithstanding any such termination, all STUDENTS already enrolled in and participating in education experiences at SCHOOL at the time of the notice of termination shall be given a period of time not to exceed six (6) months from the date of the notice of termination during which to complete their education experiences at SCHOOL.
2. Any notice given under this Agreement may be given by personal delivery, overnight air express, or certified United States mail, return receipt requested. Notice shall be deemed to be given either (a) upon actual receipt, if notice is by personal delivery or by overnight air express; or (b) five (5) business days after mailing, if the notice is by United States mail, return receipt requested. Notice under this Agreement shall be given in writing to the parties at the addresses stated below, or to such other persons or places as either party may from time to time designate by written notice to the other party.

X. Counterparts and Electronic Signatures

The Agency and the University may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. This Agreement may be executed electronically. An electronic signature shall be deemed an original and fully enforceable and admissible in any legal proceeding. Delivery of an executed counterpart signature page is an effective as executing and delivering this Agreement in the presence of the other party to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each party to the other party(ies). In proving this Agreement, the Agency or the University must produce or account only for the executed counterpart of the party to be charged.

If to the UNIVERSITY: University of Phoenix
College of Education
1625 Fountainhead Parkway
Mailstop: CF-SX07
Tempe, AZ 85282

With a copy to: University of Phoenix
Apollo Legal Services
4025 S. Riverpoint Parkway
Mail Stop: AA-F102
Phoenix, AZ 85040

If to the SCHOOL: Aberdeen School District
216 North G Street
Aberdeen WA 98520

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first subscribed above.

UNIVERSITY:

AGENCY:

Signature

Signature

Name

Name (Print or Type)

Academic Dean or Authorized Representative

Title

Title

602-387-9589
Phone Fax

Phone Fax

Date

Date

jennifer.carriere@phoenix.edu
E-Mail address

E-Mail address

CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Marlena Tolon	McDermoth Elementary	Teacher	12/3/18-12/14/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Roberta Player	District	Speech Language Pathologist	11/30/18

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Luis Soto	Aberdeen High School	Math Tutor	12/05/15-06/01/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Stephany Murray	Aberdeen High School	Para-educator	12/10/18-12/14/18
Janet Dayton	Miller Jr. High School	Para-educator	01/02/19-03/29/19
Rees Strum	McDermoth Elementary	Para-educator	01/07/18-05/06/19

RESIGNATIONS: We recommend the Board approve the following classified resignations:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Tara Perez	District	Indian Education Coordinator	11/30/18
John Burger	Aberdeen High School	Para-educator	11/26/18

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>
Austin Weber	Aberdeen High School	Baseball – Assistant Coach	11/20/18

Substitute Classified:

Kristi Davenport
Vicky Pullar
Louis Turrietta