

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

Regular Meeting of the Board of Directors  
Community Room, Aberdeen High School  
March 20, 2018 – **AMENDED**

**AGENDA**

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

Flag Salute

**Consent Agenda**

1. Minutes
2. Accounts Payable
3. **Trip Requests**

Comments from Board Members

Comments from Student Representative

Superintendent's Report

1. **School Safety**
2. Site Visits
3. 2017-2018 Focus Areas

Comments from the Audience

Instructional Services

Financial Services

1. **Fiscal Status Report**

Capital Projects

1. Stevens Task Force

Old Business

1. K-3 Class Size Reduction
2. **Title I Reports**
3. **Instructional Materials Committee**
4. **Board Policy 1000 Series**

Board Meeting Agenda  
March 20, 2018

New Business

1. [AHS Trimester Update](#)
2. CEE Survey
3. [Technology RFP](#)
4. [WASA Contract](#)
5. Next Meeting

Comments from the Audience

Executive Session

[Personnel Matters](#)

1. Certificated
2. Classified

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5  
BOARD INFORMATION AND BACKGROUND

March 20, 2018 – Community Room, Aberdeen High School -- AMENDED

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

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from regular meeting on March 6, 2018, are enclosed for your review and approval.
2. Accounts Payable and Financial Matters – Payroll and the accounts payable for January 2018 are enclosed for your review and approval.
3. Trip Requests
  - a. The Miller Jazz Ensemble is requesting permission to travel to Portland, Ore., on April 11-12 to take part in the Jazz Festival at the University of Portland.
  - b. The FFA Forestry Team at Aberdeen High School traveled to Mount Baker High School at Bellingham on March 16-17.
  - c. **The FBLA at Aberdeen High School is requesting permission to travel to the state competition at Bellevue on April 4-7.**

Comments from Board Members

Comments from Student Representative

Superintendent's Report

1. **School Safety – Superintendent Henderson will discuss school safety measures in place and planned in our District.**
2. Site Visits – Site visits to Central Park Elementary School and Harbor High School are planned for Thursday, March 29. As always, Board members are invited to accompany the superintendent.
3. 2017-2018 Focus Areas – Superintendent Henderson will update Board members on the work taking place in the district on the five focus areas for this school year – AVID, PBIS, Digital Learning, Special Education, English Language Arts/EL.

Comments from the Audience

Financial Services

1. Fiscal Status Report – Elyssa Louderback, executive director of business and operations, will present the Fiscal Status Report for February. [Enclosure 2](#)

Board Information  
March 20, 2018

Capital Projects

1. Stevens Task Force – Elyssa Louderback will provide an update on the task force's work. A public meeting to collect input on site criteria is planned for 6 p.m. Wednesday, March 21, in the cafeteria at Stevens Elementary School.

Old Business

1. K-3 Class Size Reduction – Superintendent Henderson will update the Board on legislative action regarding K-3 Class Size Reduction.
2. Title I Reports – Nani Villarreal, student support services, and Jim Sawin, assistant superintendent, will present the annual Title I plans for your approval. [Enclosure 3](#)
3. Instructional Materials Committee – The Instructional Materials Committee met on February 8 and is recommending the following materials for adoption. They are presented tonight for second reading and adoption.
  - a. *Medical Assisting* by Michelle Blesi and published by Cengage Learning is recommended for use in classes at the Twin Harbors Skills Center. [Enclosure 4](#)
  - b. *Conceptual Physics – High School Physics Program* by Paul Hewitt and published by Pearson/Prentice Hall is recommended for use in science classes at Aberdeen High School. [Enclosure 5](#)
4. Board Policy 1000 Series – Review of the 1000 Series in School Board policy is presented tonight for first reading. [Enclosure 6](#)

New Business

1. AHS Trimester Update – Principal Sherri Northington will provide a mid-year update on the trimester system that was implemented this year at AHS. [Enclosure 7](#)
2. CEE Survey – The results of the student, staff and parent survey conducted by the Center for Educational Effectiveness on school performance will be presented.
3. Technology RFP – The District advertised for bids for dark fiber and wide area network services and received one bid for dark fiber. The Technology Department is recommending approval of the proposal from the Grays Harbor PUD which continues the current contract. [Enclosure 8](#)
4. WASA Contract – Superintendent Henderson is recommending approval of a contract with the Washington Association of School Administrators to conduct a management review. [Enclosure 9](#)
5. Next Meeting – The next meeting of the Board is set for 5 p.m. Tuesday, April 15, in the Community Room at Aberdeen High School.

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

Board Information  
March 20, 2018

employment or to review the performance of a public employee) and to discuss collective bargaining.

Personnel Matters [Enclosure 10](#)

1. Certificated
  - a. Hires
  - b. Change of Assignment
  - c. Resignation
  - d. Leave of Absence
  - e. Substitute
2. Classified
  - a. Hires
  - b. Resignations
  - c. Extra-Curricular Contract
  - d. Substitutes

ADJOURN

## ABERDEEN SCHOOL DISTRICT NO. 5

### Minutes of the Regular Meeting of the Board of Directors – March 6, 2018

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, Bill Dyer, Erin Farrer and Jeff Nelson, along with Superintendent Alicia Henderson and 32 patrons and staff. The meeting began with the Flag salute. Student Representative Nadia Wirta joined the meeting in progress.

CALL TO ORDER

On a motion by Jennifer Durney and seconded by Jeff Nelson, the Board approved the Consent Agenda, which included the minutes of the regular meeting on January 23, 2018; January payroll vouchers 824591 through 824635 totaling \$3,041,778.29; General Fund vouchers 824655 through 824657 and 824768 totaling \$576,331.24, ASB Fund vouchers 824636 through 824637, 824639 through 824654 and 824769 totaling \$26,408.58, and Private Purpose Trust Fund voucher 824638 in the amount of \$50.00; and accepted gifts to the district from the Aberdeen Rotary Foundation in the amount of \$1,000.00 in support of FBLA at Aberdeen High School and \$500.00 from an anonymous donor in support of the choir program in the District.

CONSENT AGENDA

Superintendent Henderson announced that the weather make-up day will be Friday, May 25. Instead of a scheduled no-school day, there will be school.

WEATHER MAKEUP

Superintendent Henderson read a proclamation from Governor Jay Inslee announcing March 12-16 as Education Support Professionals Week.

EDUCATION SUPPORT  
PROFESSIONALS  
WEEK

Superintendent Henderson announced upcoming site visits to Miller Junior High School and Robert Gray Elementary School on Thursday, March 8.

SITE VISITS

Superintendent Henderson reviewed the five focus areas for this year – AVID, PBIS, Digital Learning, Special Education and English Language Arts/EL. She reported that the last TRI Day was dedicated to AVID and PBIS. The final meeting of the PBIS teams for this year is planned for March 15.

2017-2018 FOCUS  
AREAS

Superintendent Henderson reported that the decision has been made on where to locate the new special education classes for next year. Students on the autism spectrum will have a class at Robert Gray Elementary School; students with behavior disorders will have a class at Stevens Elementary School, students with moderate intellectual disabilities will have a class at A.J. West and students who are severely disabled who currently attend A.J. West will attend Central Park.

SPECIAL EDUCATION

Superintendent Henderson reported for the record that the February 2018 election has been certified and that the District's levy passed with a 60.73 percent favorable vote.

LEVY UPDATE

Superintendent Henderson shared information about the WSSDA Regional Meeting scheduled for 6 p.m. Wednesday, March 7, at Elma Middle School.

WSSDA SPRING  
MEETINGS

Superintendent Henderson discussed the District's policies and procedures in the event Aberdeen students choose to take part in the call for a student walkout on March 14 and discussed steps the District is taking to improve safety and emergency preparedness. President Bielski commented that she has been asked whether the District will be updating safety policies and practices. Dr. Henderson said an emergency preparedness review is under way. Work has begun on an update to the emergency procedures and she will provide a student safety report to the Board at a future meeting this spring.

STUDENT-LED  
WALKOUTS

<p>Student Representative Nadia Wirta joined the meeting at 5:16 p.m. and shared information about current and upcoming student activities at Aberdeen High School.</p>	<p>STUDENT REPRESENTATIVE</p>
<p>Jim Sawin, assistant superintendent, and Nani Villarreal, coordinator of Student Support Services, presented the annual Title 1 reports for first reading. Board approval will be requested at the March 20 meeting. There was discussion about why Central Park Elementary School is a “target assist” school. Mr. Sawin explained that at Central Park there is one teacher for all Title I classes and it made sense to group students with like goals to receive the additional instruction rather than create a schoolwide approach, which is in place at the other Title I schools.</p>	<p>TITLE 1 REPORTS</p>
<p>Elyssa Louderback, executive director of business and operations, presented the Fiscal Status Report for January. She reported an ending fund balance in the General Fund of \$2,033,644.43; a balance of \$139,54.00in the Capital Projects Fund; a balance of \$887,927.20 in the Debt Service Fund; a balance of \$42,097.84 in the Associated Student Body Fund, and a balance of \$421.26 in the Transportation Vehicle Fund. Mrs. Louderback noted that expenditures are tracking almost spot on, enrollment remains stable and above projections, and that she is anticipating a budget extension in the spring to address facility needs and repairs.</p>	<p>FISCAL STATUS REPORT</p>
<p>Elyssa Louderback reported on formation of the Stevens Elementary Task Force which conducted its first meeting on February 22. The task force will meet every other week with a recommendation on a site for a new Stevens Elementary School coming to the Board in May.</p>	<p>STEVENS TASK FORCE</p>
<p>A report outlining four options for the District to comply with the K-3 Class Size Reduction requirements was presented. They include adding portable classrooms at some sites; moving all sixth-grade students to Miller Junior High School; banding schools by grade level, or maintain status quo for one year. The Board did not make a decision, and asked for more enrollment projection information and more staff and community feedback. Superintendent Henderson noted that the Legislature was considering a bill that would postpone implementation to 2019-2020 and that decision is expected before the next Board meeting.</p>	<p>K-3 CLASS SIZE REDUCTION</p>
<p>Athletic Director Aaron Roiko provided the Athletics &amp; Activities Report for the Winter Season. The report included information that for the second year in a row, the AHS Girls’ Wrestling team had the highest team GPA among 2A school with a 3.586; that three individual girl wrestlers won awards for having the highest GPA in their weight classification (Kenadi Bridges, Camryn Cook and MacKayla Waltee); Craig Yakovich won the District IV Girls’ Coach of the Year Award; that the Girls’ Bowling, Girls’ Basketball, Boys’ JV Basketball, Girls’ C Team Basketball and Girls’ JV Basketball were recognized for having team GPAs above 3.00. Mr. Roiko also reported that 162 students are taking part in spring athletics.</p>	<p>WINTER ATHLETICS</p>
<p>Athletic Director Aaron Roiko presented information from the ASB establishing new ticket prices for athletic events, including rates for season tickets and seniors. The Board asked for the senior ticket and season ticket options to be more widely advertised.</p>	<p>AHS TICKET PRICES</p>
<p>An update from AHS Principal Sherri Northington on the new trimester schedule at Aberdeen High School was postponed to the March 20 meeting.</p>	<p>AHS TRIMESTER UPDATE</p>
<p>On a motion by Bill Dyer and seconded by Erin Farrer, the Board approved an overnight travel request for 15 to 20 Aberdeen High School students involved in the</p>	<p>EVERY 32 MINUTES SIMULATION</p>

Every 32 Minutes simulation to travel to Seabrook for training with the Grays Harbor Target Zero Task Force on March 13. Joan Rabung, one of the adults advising the students, shared information about the program.

Teaching and Learning Director Traci Sandstrom presented for first reading the following materials from the Instructional Materials Committee: *Medical Assisting* by Michelle Blesi and published by Cengage Learning for use in classes at the Twin Harbors Skills Center and *Conceptual Physics – High School Physics Program* by Paul Hewitt published by Pearson/Prentice Hall for use in science classes at Aberdeen High School.

INSTRUCTIONAL  
MATERIALS

Following a report from Elyssa Louderback, executive director of business and operations, on the emergency closure at Aberdeen High School due to damage caused when a heating exchange coil failed, on a motion by Erin Farrer and seconded by Jennifer Durney, the Board declared Wednesday, February 21, an emergency and approved a letter to the Office of Superintendent of Public Instruction requesting continued state apportionment and approved payment of vendors hired under emergency procedures.

AHS EMERGENCY  
CLOSURE

On a motion by Jeff Nelson and seconded by Erin Farrer, the Board declared as surplus equipment damaged during the coil break at Aberdeen High School, as well as additional devices and equipment no longer needed by the District.

SURPLUS EQUIPMENT

The Board conducted its annual review for Title I of Policy 4130 Parent Involvement. Assistant Superintendent Jim Sawin reported that the parent committee met to review the policy and was not recommending any changes.

POLICY 4130 PARENT  
INVOLVEMENT

The Board accepted for first reading updates to School Board policies in the 1000 Series as recommended by the Washington State School Directors' Association.

BOARD POLICY 1000  
SERIES

The next regular meeting of the Board is scheduled for 5 p.m. Tuesday, March 20, 2018, in the Community Room at Aberdeen High School. Jeff Nelson and Erin Farrer will audit the bills.

NEXT MEETING

Helen King, a special education teacher in the District, noted that in addition to the other awards announced by Mr. Roiko for athletics, 16 of the 18 cheerleaders on the AHS squad were recognized at a separate awards ceremony for having grade-point averages above 3.0, and four members of the squad were recognized for having GPAs of 4.0. Mrs. King also asked for more information on the factors that went into the decision for the new special education classes and where they would be located.

COMMENTS FROM  
THE AUDIENCE

Michelle Reed, a teacher in the District, disagreed with the District's policy on treating a student protest as an absence from class.

Student Representative Nadia Wirta stated that she will be among the students who are taking part in the walkout on March 14. She asked for reconsideration of the District's policy and procedures on student protests. Dr. Henderson stated that student protests are not prohibited and that there is considerable legal background on student rights and how districts should respond when students choose to exercise their right to protest. She said it's important for the District to remain neutral, create an environment of respect for all student views and have procedures in place that apply for all expression regardless of the cause.

Jennie Arquette, a teacher in the District, stated she had concerns following the



announcement on special education classes and thanked the Board for asking for staff and parent input on the transition to K-3 Class Size Reduction.

Tina Palmer, an occupational therapist in the District, expressed concern on the decision to relocate the high needs classroom.

At 6:59 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) and to discuss collective bargaining. The session began at 7:10 p.m. At 7:40 p.m. the meeting was extended for an additional 10 minutes. At 7:50 p.m. the regular meeting reconvened.

Following a presentation by Assistant Superintendent Jim Sawin, on a motion by Bill Dyer and seconded by Jeff Nelson, the Board approved the Personnel Report. Under certificated matters the Board approved the hiring of Ann Tracey as assistant principal at Stevens Elementary School effective 2018-19 and Stephanie Polmateer as a teacher at A. J. West Elementary School effective 2018-19; approved a change of assignment for Brian King from Robert Gray Elementary to Robert Gray/Central Park elementary schools as a P. E. teacher effective 2018-19; accepted the resignation of Emily Boyce, a Robotics teacher at Miller Junior High School effective June 14; approved the hiring of Kacy Karnath as the CTE Cultivating Roots teacher for summer school at Aberdeen High School effective June 18 to July 31; approved the hiring of Ashley Cole and Lou (Louise) Jones as substitutes for the District and accepted the resignation of Shani Wood as a substitute effective February 20.

Under classified matters, the Board approved the hiring of Devynn Craig as a para-educator at Aberdeen High School effective February 28, Alexis Travers as a para-educator at A. J. West Elementary School effective February 20, Frederick (Austin) Doe as custodian at Central Park Elementary School effective February 27, Robert Allen as a para-educator at Robert Gray Elementary School effective February 20, and Jennifer Krasowski as the After School Coordinator – G. H. Foundation at Central Park Elementary School effective February 13; accepted the resignation of Angela Stouffer-Lance as a para-educator at A. J. West Elementary School effective February 14; approved extra-curricular contracts for Ryann Blake as an assistant coach (.5 FTE) for fast pitch at Aberdeen High School effective February 26, Chelsy Stewart as an assistant coach for fast pitch at Aberdeen High School effective February 26, Stacy Campbell, James Daly, Arlynn Martin and Samantha Deugan-Leverett as assistant coaches for January 31.

Superintendent Henderson discussed contracting with the Washington Association of School Administrators for a management review. She will bring a contract for Board review to the next meeting.

There being no further business, the regular meeting was adjourned at 7:57 p.m.

EXECUTIVE SESSION

PERSONNEL REPORT

CERTIFICATED

CLASSIFIED

WASA REVIEW

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 March 20, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,946.70. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: COMP TAX  
Warrant Numbers 824945 through 824946, totaling \$1,946.70

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

Check Nbr	Vendor Name	Check Date	Check Amount
824945	Bank Of The Pacific (use Tax)	03/21/2018	1,901.57 GF
824946	Bank Of The Pacific (use Tax)	03/21/2018	45.13 ASB
2	Computer	Check(s) For a Total of	1,946.70

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 March 20, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$510,130.46. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND  
Warrant Numbers 824841 through 824944, totaling \$510,130.46

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

Check Nbr	Vendor Name	Check Date	Check Amount
824841	A & C Flags And Flagpoles	03/21/2018	59.40
824842	Aberdeen Office Equipment Inc	03/21/2018	10,103.23
824843	Aberdeen Sanitation	03/21/2018	6,900.27
824844	Aberdeen Sd #5 Revolving Fund	03/21/2018	620.00
824845	Aberdeen School District-Cash	03/21/2018	650.00
824846	Amazon Capital Services	03/21/2018	1,698.19
824847	Anchor Savings Bank	03/21/2018	12,750.86
824848	Anita Guinn & Associates Thera	03/21/2018	24,428.69
824849	Antich Supply	03/21/2018	60.84
824850	Aramark Uniform Services	03/21/2018	59.24
824851	Aro Glass Co	03/21/2018	309.50
824852	Ats Automation, Inc	03/21/2018	14,753.04
824853	Auto-Chlor	03/21/2018	228.75
824854	Avant Assessment	03/21/2018	995.00
824855	Basler, Douglas Bayly	03/21/2018	175.00
824856	Batdorf & Bronson	03/21/2018	138.57
824857	Bhc Fairfax Hospital, Inc	03/21/2018	5,543.50
824858	Bickar, Denny	03/21/2018	560.00
824859	Bmi Radio	03/21/2018	347.17
824860	Boyd Coffee	03/21/2018	361.13
824861	Builders Hardware & Supply	03/21/2018	231.73
824862	Canned Foods Grocery Outlet	03/21/2018	202.42
824863	Carquest Auto Parts Stores	03/21/2018	320.25
824864	Cascade Natural Gas	03/21/2018	17,102.65
824865	Consolidated Electrical Distri	03/21/2018	89.48
824866	Centurylink (business Serv)	03/21/2018	183.32
824867	Centurylink	03/21/2018	1,287.34
824868	Cintas Corporation	03/21/2018	3,696.09
824869	City Of Aberdeen	03/21/2018	6,020.77
824870	Comcast	03/21/2018	285.39
824871	Competitive Athletics	03/21/2018	2,485.52
824872	Corgiat, Carole	03/21/2018	234.97
824873	Dairy Fresh Farms	03/21/2018	10,713.69

Check Nbr	Vendor Name	Check Date	Check Amount
824874	Discovery Benefits Inc	03/21/2018	241.50
824875	Domino's Pizza	03/21/2018	1,088.75
824876	Duck Delivery Of Wa	03/21/2018	199.97
824877	Dunsire Printers	03/21/2018	198.80
824878	Ebs Healthcare	03/21/2018	24,372.00
824879	Ecolab Food & Safety Specialti	03/21/2018	143.40
824880	Ednetics Inc	03/21/2018	3,583.80
824881	Edu Healthcare	03/21/2018	4,350.00
824882	Ellingsen, Mary Nell	03/21/2018	5,572.00
824883	Elma School District	03/21/2018	27,522.05
824884	ESD !89	03/21/2018	3,000.00
824885	ESD 113	03/21/2018	19,629.38
824886	Ferrellgas	03/21/2018	3,399.69
824887	Food Services Of America	03/21/2018	48,580.03
824888	Foster Pepper Pllc	03/21/2018	960.00
824889	Franz Family Bakeries	03/21/2018	2,566.99
824890	Grays Harbor County Treas Offi	03/21/2018	18.90
824891	Grays Harbor College - Kathy K	03/21/2018	9,122.52
824892	Grays Harbor Public Health	03/21/2018	80.00
824893	Greater Grays Harbor, Inc	03/21/2018	125.00
824894	Harbor Auto & Truck Parts	03/21/2018	596.76
824895	Harbor Disposal Co Inc	03/21/2018	1,475.45
824896	Home Depot	03/21/2018	288.76
824897	Johnson Controls Inc (pay)	03/21/2018	4,792.92
824898	KCDA Purchasing Coop.	03/21/2018	1,510.58
824899	Keel, Saralise A	03/21/2018	4,903.84
824900	Kelley Imaging Systems Agreeeme	03/21/2018	3,830.00
824901	King, Patricia C	03/21/2018	8.83
824902	Lake, Claudia S	03/21/2018	5,066.25
824903	Lakeshore Curriculum Materials	03/21/2018	1,121.99
824904	Lemay Inc	03/21/2018	55.46
824905	Maria B Ferns	03/21/2018	6,747.30
824906	Marshall's Garden & Pet Store	03/21/2018	136.09
824907	Masco	03/21/2018	10,682.75
824908	Miller Junior High	03/21/2018	625.00
824909	Montesano School District	03/21/2018	8,550.00
824910	Northwest Textbook Depository	03/21/2018	47.02
824911	O'Reilly Auto Parts	03/21/2018	149.19
824912	Office Depot	03/21/2018	1,311.30
824913	Olympic Peninsula Consultants	03/21/2018	775.00
824914	Parris, Trinity A	03/21/2018	833.33
824915	Perkins Coie Llp	03/21/2018	3,924.10
824916	PNW Printworks, Llc	03/21/2018	1,345.28
824917	Pud #1 Of Grays Harbor Co	03/21/2018	48,880.31
824918	Ricoh Usa Inc	03/21/2018	260.13
824919	Rockstar Recruiting Llc DbA St	03/21/2018	7,387.00
824920	SILKE COMMUNICATIONS	03/21/2018	5,177.75
824921	Skills Usa	03/21/2018	112.00
824922	Speed Stacks Inc	03/21/2018	1,468.55
824923	Staples Business Advantage	03/21/2018	60.62

Check Nbr	Vendor Name	Check Date	Check Amount
824924	Supplyworks	03/21/2018	94.07
824925	Swanson's Food	03/21/2018	3,261.49
824926	Ted Brown Music	03/21/2018	10,035.09
824927	Thermal Supply Inc	03/21/2018	552.98
824928	Tke Corp	03/21/2018	9,122.42
824929	University Of Oregon	03/21/2018	5,526.00
824930	Us Postal Service (cmrs-Fp)	03/21/2018	2,000.00
824931	Valley Cleaners	03/21/2018	115.00
824932	Verizon Wireless	03/21/2018	2,578.15
824933	Wal Mart (pay To)	03/21/2018	902.44
824934	Wasa Region 113	03/21/2018	125.00
824935	Washington State Math Council	03/21/2018	330.00
824936	Washington Independent Service	03/21/2018	1,800.00
824937	Water Walkers Inc DbA Health-E	03/21/2018	5,119.71
824938	Wcp Solutions	03/21/2018	2,253.05
824939	Wenger Corporation	03/21/2018	18,839.44
824940	Williams, Kristin	03/21/2018	65.51
824941	WSSDA	03/21/2018	500.00
824942	YMCA	03/21/2018	12,934.09
824943	Zaner-Bloser, Inc	03/21/2018	33,480.00
824944	Amazon Capital Services	03/21/2018	21.68

104 Computer Check(s) For a Total of 510,130.46

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 March 21, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$46,603.36. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND  
Warrant Numbers 824840 through 824840, totaling \$46,603.36

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

Check Nbr	Vendor Name	Check Date	Check Amount
824840	Anchor Savings Bank (p-Card)	03/21/2018	46,603.36
1	Computer	Check(s) For a Total of	46,603.36

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 March 20, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$28,182.63. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND  
Warrant Numbers 824824 through 824839, totaling \$28,182.63

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

Check Nbr	Vendor Name	Check Date	Check Amount
824824	Aberdeen Sd #5 Revolving Fund	03/21/2018	75.00
824825	Aberdeen School District #5 -	03/21/2018	4,205.08
824826	Aberdeen School District #5	03/21/2018	67.70
824827	Aberdeen School District #5	03/21/2018	63.06
824828	Amazon Capital Services	03/21/2018	21.68
824829	Anchor Savings Bank (p-Card)	03/21/2018	626.10
824830	Carle, Laura J	03/21/2018	14.25
824831	Fifth Avenue Theatre	03/21/2018	599.00
824832	Food Services Of America	03/21/2018	731.08
824833	Grays Harbor Officials Associa	03/21/2018	2,952.00
824834	Kelso High School Asb	03/21/2018	250.00
824835	Micro Computer Systems Inc	03/21/2018	517.84
824836	PNW Printworks, Llc	03/21/2018	850.53
824837	Skills Usa Washington	03/21/2018	2,340.00
824838	Weatherwax Asb Fund	03/21/2018	790.00
824839	Worldstrides	03/21/2018	14,079.31

16 Computer Check(s) For a Total of 28,182.63

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 March 20, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$50.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: PRIVATE PURPOSE TRUST Warrant Numbers 824823 through 824823, totaling \$50.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
824823	Aberdeen High School (asb)	03/21/2018	50.00
1	Computer	Check(s) For a Total of	50.00



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 March 20, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$10,106.26. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND  
Warrant Numbers 824821 through 824822, totaling \$10,106.26

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

Check Nbr	Vendor Name	Check Date	Check Amount
824821	Anchor Savings Bank	03/21/2018	3,416.23
824822	Anchor Savings Bank	03/21/2018	6,690.03
2	Computer	Check(s) For a Total of	10,106.26

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 March 20, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,580,002.23. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:  
Warrant Numbers 824778 through 824820, totaling \$1,580,002.23

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

Check Nbr	Vendor Name	Check Date	Check Amount
824778	Aberdeen Sd #5 Revolving Fund	02/28/2018	1,063.13
824779	Aflac Remittance Processing	02/28/2018	1,733.67
824780	American Fidelity Assur.	02/28/2018	10,748.76
824781	American Fidelity	02/28/2018	3,025.00
824782	Ameritas	02/28/2018	22,672.00
824783	Bank Of The Pacific	02/28/2018	488,315.86
824784	Cnty/city Mun Ees	02/28/2018	2,778.45
824785	Deferred Compensation Program	02/28/2018	16,185.00
824786	Delta Management Associates In	02/28/2018	419.07
824787	Dynamic Collectors	02/28/2018	2,148.57
824788	E.S.D.#113 Unemployment Coop	02/28/2018	3,370.90
824789	Ecmc	02/28/2018	279.38
824790	Ed.Serv.Dist.#113	02/28/2018	29,824.75
824791	Employment Security Dept	02/28/2018	130.61
824792	Gh Woodworkers Fed Credit Unio	02/28/2018	375.00
824793	Inspirus	02/28/2018	12,055.92
824794	Legal Shield	02/28/2018	83.30
824795	Lina	02/28/2018	6,611.44
824796	Nbn Vision	02/28/2018	11,748.00
824797	Pse Of Wa	02/28/2018	6,135.18
824798	Pse Of Washington	02/28/2018	48.71
824799	Public Employees Retirement	02/28/2018	1,907.00
824800	Regence Blueshield	02/28/2018	394,948.70
824801	School Employees Retirement Sy	02/28/2018	127,964.76
824802	Teacher Retirement System-Dc	02/28/2018	321,522.93
824803	Tsa Consulting Group Inc	02/28/2018	13,952.00
824804	Twin Star Credit Union	02/28/2018	2,965.00
824805	Twin Star Credit Union	02/28/2018	260.00
824806	Twin Star Scholarship Acct	02/28/2018	100.50
824807	Twinstar Pse Local Dues	02/28/2018	100.50
824808	United States Treasury	02/28/2018	516.91
824809	United Way	02/28/2018	647.38
824810	Us Department Of Education	02/28/2018	698.58

Check Nbr	Vendor Name	Check Date	Check Amount
824811	Veba Contributions-Y1286.001	02/28/2018	10,347.65
824812	Wa State School Ret Assn	02/28/2018	56.00
824813	Wash State Support Registry	02/28/2018	922.66
824814	Washington State Treasurer	02/28/2018	29,441.04
824815	Wea Chinook	02/28/2018	19.25
824816	Wea Payroll Deductions	02/28/2018	20,356.45
824817	Wea Select Plans-Wds	02/28/2018	20,543.40
824818	Wea Select Plans-Willamette	02/28/2018	4,207.30
824819	Wpas	02/28/2018	8,350.16
824820	Payroll Warrant	02/28/2018	421.36
43	Computer	Check(s) For a Total of	1,580,002.23

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 March 20, 2018, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,513,887.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:  
Warrant Numbers 824770 through 824777, totaling \$1,513,887.07

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

Check Nbr	Vendor Name	Check Date	Check Amount
824770-824776	Payroll Warrants	02/28/2018	3,128.78
824777	Anchor Savings Bank	02/27/2018	1,510,758.29
	Computer	Check(s) For a Total of	1,513,887.07

# Finance Report

A/P Month of February

ASB Totals \$ 15,468.29

Approved:



ASB President

3/12/18

Date



ASB Treasurer

3/12/17

Date



ASB Comptroller

3/12/18

Date

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 I 601 0000 00 0000 000 0000 0000							
8379251		0000000000	FOOD SER000	Food Services Of America	01/23/2018	H	\$-7.39
8405986		0000000000	FOOD SER000	Food Services Of America	02/06/2018	H	\$-7.40
	<b>2 ITEM(S) FOR ACCOUNT # 40 I 601 0000 00 0000 000 0000 0000</b>				<b>FOR A TOTAL OF</b>		<b>\$-14.79</b>
40 E 530 1015 00 0000 431 0000 0000							
0218p	postage	0000000000	ABERDEEN025	Aberdeen School District #5	02/28/2018	H	\$4.25
Anthony - R		0000000000	ANCHOR S001	Anchor Savings Bank (p-Card)	02/28/2018	H	\$25.00
	<b>2 ITEM(S) FOR ACCOUNT # 40 E 530 1015 00 0000 431 0000 0000</b>				<b>FOR A TOTAL OF</b>		<b>\$29.25</b>
40 E 530 1060 00 0000 431 0000 0000							
14745	City of Aberdeen	0000000000	WEATHERW000	Weatherwax Asp Fund	02/22/2018	H	\$100.00
	<b>1 ITEM(S) FOR ACCOUNT # 40 E 530 1060 00 0000 431 0000 0000</b>				<b>FOR A TOTAL OF</b>		<b>\$100.00</b>
40 E 530 1085 00 0000 431 0000 0000							
0218ps	Print Shop	0000000000	ABERDEEN023	Aberdeen School District #5	02/28/2018	H	\$25.14
	<b>1 ITEM(S) FOR ACCOUNT # 40 E 530 1085 00 0000 431 0000 0000</b>				<b>FOR A TOTAL OF</b>		<b>\$25.14</b>
40 E 530 2015 00 0000 431 0000 0000							
1258		0000000000	PNW PRIN000	PNW Printworks, LLC	02/09/2018	H	\$706.96
	<b>1 ITEM(S) FOR ACCOUNT # 40 E 530 2015 00 0000 431 0000 0000</b>				<b>FOR A TOTAL OF</b>		<b>\$706.96</b>
40 E 530 2020 00 0000 431 0000 0000							
0218ps	Print Shop	0000000000	ABERDEEN023	Aberdeen School District #5	02/28/2018	H	\$14.90
2020-2018		0000000000	ABERDEEN023	Aberdeen School District #5	03/05/2018	H	\$3.30
	<b>2 ITEM(S) FOR ACCOUNT # 40 E 530 2020 00 0000 431 0000 0000</b>				<b>FOR A TOTAL OF</b>		<b>\$18.20</b>
40 E 530 2060 00 0000 431 0000 0000							
2060-2018		0000000000	ABERDEEN023	Aberdeen School District #5	03/05/2018	H	\$76.45
0218oc	Office copies	0000000000	ABERDEEN026	Aberdeen School District #5	02/28/2018	H	\$38.82
	<b>2 ITEM(S) FOR ACCOUNT # 40 E 530 2060 00 0000 431 0000 0000</b>				<b>FOR A TOTAL OF</b>		<b>\$115.27</b>
40 E 530 2085 00 0000 431 0000 0000							
Anthony - R		0000000000	ANCHOR S001	Anchor Savings Bank (p-Card)	02/28/2018	H	\$228.66
	<b>1 ITEM(S) FOR ACCOUNT # 40 E 530 2085 00 0000 431 0000 0000</b>				<b>FOR A TOTAL OF</b>		<b>\$228.66</b>
40 E 530 2105 00 0000 431 0000 0000							

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT	
40 E 530 2105 00 0000 431 0000 0000								
*****CONTINUED*****								
0218cc	office copies	0000000000	ABERDEEN026	Aberdeen School District #5	02/28/2018	H	\$14.40	
1 ITEM(S) FOR ACCOUNT # 40 E 530 2105 00 0000 431 0000 0000							FOR A TOTAL OF	\$14.40
40 E 530 2110 00 0000 431 0000 0000								
0218ps	Print Shop	0000000000	ABERDEEN023	Aberdeen School District #5	02/28/2018	H	\$7.20	
1 ITEM(S) FOR ACCOUNT # 40 E 530 2110 00 0000 431 0000 0000							FOR A TOTAL OF	\$7.20
40 E 530 2145 00 0000 431 0000 0000								
0218ps	Print Shop	0000000000	ABERDEEN023	Aberdeen School District #5	02/28/2018	H	\$9.00	
2145-2018		0000000000	ABERDEEN023	Aberdeen School District #5	02/12/2018	H	\$35.28	
1071.01		0000000000	KELSO HI000	Kelso High School Asp	03/02/2018	H	\$250.00	
3 ITEM(S) FOR ACCOUNT # 40 E 530 2145 00 0000 431 0000 0000							FOR A TOTAL OF	\$294.28
40 E 530 2200 00 0000 431 0000 0000								
0218ps	Print Shop	0000000000	ABERDEEN023	Aberdeen School District #5	02/28/2018	H	\$10.10	
0218cc	office copies	0000000000	ABERDEEN026	Aberdeen School District #5	02/28/2018	H	\$9.84	
2 ITEM(S) FOR ACCOUNT # 40 E 530 2200 00 0000 431 0000 0000							FOR A TOTAL OF	\$19.94
40 E 530 4040 00 0000 431 0000 0000								
14743	SWMMEA	0000000000	WEATHERW000	Weathermax Asp Fund	02/06/2018	H	\$300.00	
1 ITEM(S) FOR ACCOUNT # 40 E 530 4040 00 0000 431 0000 0000							FOR A TOTAL OF	\$300.00
40 E 530 4045 00 0000 431 0000 0000								
1051718004		0000000000	AMAZON C000	Amazon Capital Services	02/14/2018	H	\$21.68	
1 ITEM(S) FOR ACCOUNT # 40 E 530 4045 00 0000 431 0000 0000							FOR A TOTAL OF	\$21.68
40 E 530 4060 00 0000 431 0000 0000								
14744	Russ Fish	0000000000	WEATHERW000	Weathermax Asp Fund	02/12/2018	H	\$250.00	
1 ITEM(S) FOR ACCOUNT # 40 E 530 4060 00 0000 431 0000 0000							FOR A TOTAL OF	\$250.00
40 E 530 4094 00 0000 431 0000 0000								
0218ps	Print Shop	0000000000	ABERDEEN023	Aberdeen School District #5	02/28/2018	H	\$24.29	
S44129		0000000000	SKILLS U002	Skills Usa Washington	03/09/2018	H	\$2,340.00	

INVOICE NUMBER	DESCRIPTION	PO NUMBER	VENDOR KEY	VENDOR NAME	DATE	STATUS	INV AMOUNT
40 E 530 4094 00 0000 431 0000 0000							
*****CONTINUED*****							
2 ITEM(S) FOR ACCOUNT # 40 E 530 4094 00 0000 431 0000 0000					FOR A TOTAL OF		\$2,364.29
40 E 530 4150 00 0000 431 0000 0000							
1262		0000000000	PNW PRIN000	PNW Printworks, LLC	03/01/2018	H	\$143.57
1 ITEM(S) FOR ACCOUNT # 40 E 530 4150 00 0000 431 0000 0000					FOR A TOTAL OF		\$143.57
40 E 530 4166 00 0000 431 0000 0000							
4166-2018	Elma School District	0000000000	ABERDEEN023	Aberdeen School District #5	03/02/2018	H	\$3,999.42
14746		0000000000	WEATHERW000	Weatherwax Asp Fund	02/22/2018	H	\$140.00
2 ITEM(S) FOR ACCOUNT # 40 E 530 4166 00 0000 431 0000 0000					FOR A TOTAL OF		\$4,139.42

TOTAL NUMBER OF HISTORY INVOICES: 19

27 ITEM(S) FOR GRAND TOTAL FOR A TOTAL OF \$8,763.47

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
40	Associated Student Body Fund	-14.79	0.00	8,778.26	8,763.47
	*** Fund Summary Totals ***	-14.79	0.00	8,778.26	8,763.47

4690.03 US Bank  
 415,468.29

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



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

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

Group/Team Miller Jazz Ensemble

School Miller Jr High

Advisor Nick Barene Phone 360-589-0179

Date(s) of Trip 4/11-4/12 Destination Portland, OR

Lodging Location TBD <sup>QUALITY INN + SUITES</sup> AIRPORT Lodging Phone TBD <sup>503-255-1404</sup>

Objective of Trip To hear other student groups and to be critiqued by professionals

@ UNIV. OF PORTLAND JAZZ FESTIVAL

Number of Students 17 Number of Chaperones 2

Cost per Student \$40-50 Cost per Chaperone TBD

Funding Source and/or Account Code Bus- 0124 Registration- 0100 Hotel paid by Students

Type of Transportation Bus Bus form required YES X NO    

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

Principal Approval [Signature] Date 12/14/17

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

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

ABERDEEN SCHOOL DISTRICT NO. 5

OVERNIGHT & OUT-OF- DISTRICT STUDENT TRIP REQUEST

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

Group / Team FFA/Forestry Team  
School Aberdeen H.S.  
Advisor Mike Machowek Phone 538-7999  
Date of Trip March 16-17  
Destination Bellingham, Mt. Baker H.S.  
Objective of Trip 21<sup>st</sup> Century Skills

Number of Students 6 Number of Chaperones 1  
Cost Per Student \$100  
Cost Per Chaperone \$100  
Funding Source FFA/ASB  
Type of Transportation Van (School)  
ASB Approval [Signature] Date 3/12/18  
Principal's Approval [Signature] Date 3/12/18  
Board Approval \_\_\_\_\_ Date \_\_\_\_\_

Reference School Board Policy Field Trips and Excursions 2320 and 2320P

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

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

Group/Team FBLA  
School Aberdeen High School  
Advisor Tammy Heth Phone 360-538-7965  
Date(s) of Trip April 4 - 7, 2018 Destination Bellevue  
Lodging Location Bellevue Hilton Lodging Phone 8002919434  
Objective of Trip state competition

Number of Students 3 Number of Chaperones 1  
Cost per Student \$ 1335 (for 3) Cost per Chaperone \$930  
Funding Source and/or Account Code ASB (students) CTE (chaperone)  
Type of Transportation District car Bus form required YES \_\_\_ NO X

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

Principal Approval \_\_\_\_\_ Date \_\_\_\_\_

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

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



TO: Dr. Alicia Henderson, Superintendent  
 FROM: Elyssa Louderback, Executive Director of Business & Operations  
 SUBJECT: Monthly Budget Report for February, 2018  
 DATE: March 20, 2018

**GENERAL FUND SUMMARY:**

Revenue-- Receipts were \$ 3,280,176.66.

Expenditures -- Expenditures totaled \$ 3,667,253.47. Expenditures for salary and benefits account for 80.46% of all expenditures to date. Salaries and benefits accounted for 84.26% of the month's total expenditures.

Fund Balance—Current month ending fund balance is \$ 1,646,567.62 (3.54% of budgeted expenditures). We had negative cash flow of \$387,076.81 for the month. We anticipate that the fund balance will be back in the targeted range in the late Spring.

**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	\$ 5,144,249	\$ 2,322,283	45.14%	Prop taxes - Mainly received Oct/Nov and April/May
Local Nontax	\$ 871,555	\$ 242,915	27.87%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 25,789,467	\$ 13,132,538	50.92%	Apportionment and LEA
State, Special	\$ 8,808,628	\$ 4,375,942	49.68%	Spec Ed, Institution, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 5,500	\$ 10,368	188.52%	Federal Forest; deducted from apportionment
Federal, Special	\$ 5,760,882	\$ 1,867,142	32.41%	Food Service, Fed Grants (Title I, Title 2)
Other Districts	\$ 186,300	\$ 97,040	52.09%	Non high payments from Cosmopolis SD
Other Agencies	\$ 78,200	\$ 42,666	54.56%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
<b>Totals</b>	<b>\$ 46,644,781</b>	<b>\$ 22,090,894.22</b>	<b>47.36%</b>	
			<b>50.00%</b>	<b>% of fiscal year elapsed</b>

**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	\$ 92,500	\$ 43,661	47.20%	Dues, audits, elections, legal svcs, travel, etc.
Superintendent's Office	\$ 344,571	\$ 177,465	51.50%	General Admin and Superintendent's Office
Business Office	\$ 431,372	\$ 256,442	59.45%	Fiscal operations
Human Resources	\$ 585,758	\$ 182,396	31.14%	Personnel & recruitment, labor relations
Public Relations	\$ 19,388	\$ 32,579	168.04%	Educational/admin info to public
Supervision of Instruction	\$ 969,778	\$ 420,662	43.38%	Includes secretarial support
Learning Resources	\$ 367,444	\$ 185,134	50.38%	Library resources and staffing
Principal's Office	\$ 2,314,843	\$ 1,227,361	53.02%	Includes secretarial support
Guidance/Counseling	\$ 1,085,739	\$ 548,311	50.50%	Counselors, secretarial support
Pupil Management	\$ 65,703	\$ 8,109	12.34%	SRO, bus & playground aides, etc
Health Services	\$ 1,613,696	\$ 817,727	50.67%	Health including nursing, OT/PT/SLPs, etc
Teaching	\$ 28,633,547	\$ 13,395,171	46.78%	Classroom teachers and teacher's aides
Extracurricular	\$ 861,752	\$ 443,633	51.48%	Coaching, advising, ASB supervision
Instructional Prof Dvlp	\$ 814,195	\$ 270,858	33.27%	Prof dvlpmnt - instructional staff
Instructional Technology	\$ 257,000	\$ 167,172	65.05%	Classroom tech
Curriculum	\$ 803,307	\$ 721,066	89.76%	District curriculum adoptions/purchases
Food Services	\$ 2,008,954	\$ 1,116,324	55.57%	Includes mgmt of food services for district
Transportation	\$ 1,060,755	\$ 646,631	60.96%	Includes coop payments, fuel, insurance
Maint & Operations	\$ 2,534,593	\$ 1,221,323	48.19%	Security, custodial/maint/grounds
Other Services	\$ 1,906,179	\$ 1,116,775	58.59%	Insurance, utilities, tech, print, motor pool
Transfers	\$ (206,288)	\$ (95,398)	46.24%	In district use of buses, vehicles, food svcs
Interfund Transfers	\$ 80,000	\$ -	0.00%	Transfers (Cap Proj long-term planning)
<b>Totals</b>	<b>\$ 46,644,785</b>	<b>\$ 22,903,402</b>	<b>49.10%</b>	<b>*Actual includes encumbrances</b>
			<b>50.00%</b>	<b>% of fiscal year elapsed</b>

**CAPITAL PROJECTS FUND SUMMARY:**

Revenue--Total receipts were \$ 1,633.35 and consist of interest payments and rental fees.

Expenditures—There were no expenditures for the month.

Fund Balance—Current monthly ending fund balance is \$ 140,787.35.

**DEBT SERVICE FUND SUMMARY:**

Revenue--Total receipts were \$ 21,631.72 and consists of interest/tax payments.

Expenditures— There were no expenditures this month.

Fund Balance—Current month ending fund balance is \$ 909,558.92. Funds are being held in this account for the principal and interest payments on outstanding bonds.

**ASSOCIATED STUDENT BODY FUND SUMMARY:**

Revenue--Total receipts for the month were \$ 21,378.50 and consist of fundraising and interest payments.

Expenditures-- Expenditures totaled 65.18% of the budgeted expenditures for this fiscal year.

Fund Balance—Current month ending fund balance is \$ 244,461.59.

**TRANSPORTATION VEHICLE FUND SUMMARY:**

Revenue--Total receipts were \$ 204.93 and consist of interest payments.

Expenditures— There were no expenditures for the month.

Fund Balance—Current month ending fund balance is \$ 410,163.35

***SUMMARY OF BUDGET EXPENDITURE CAPACITY***

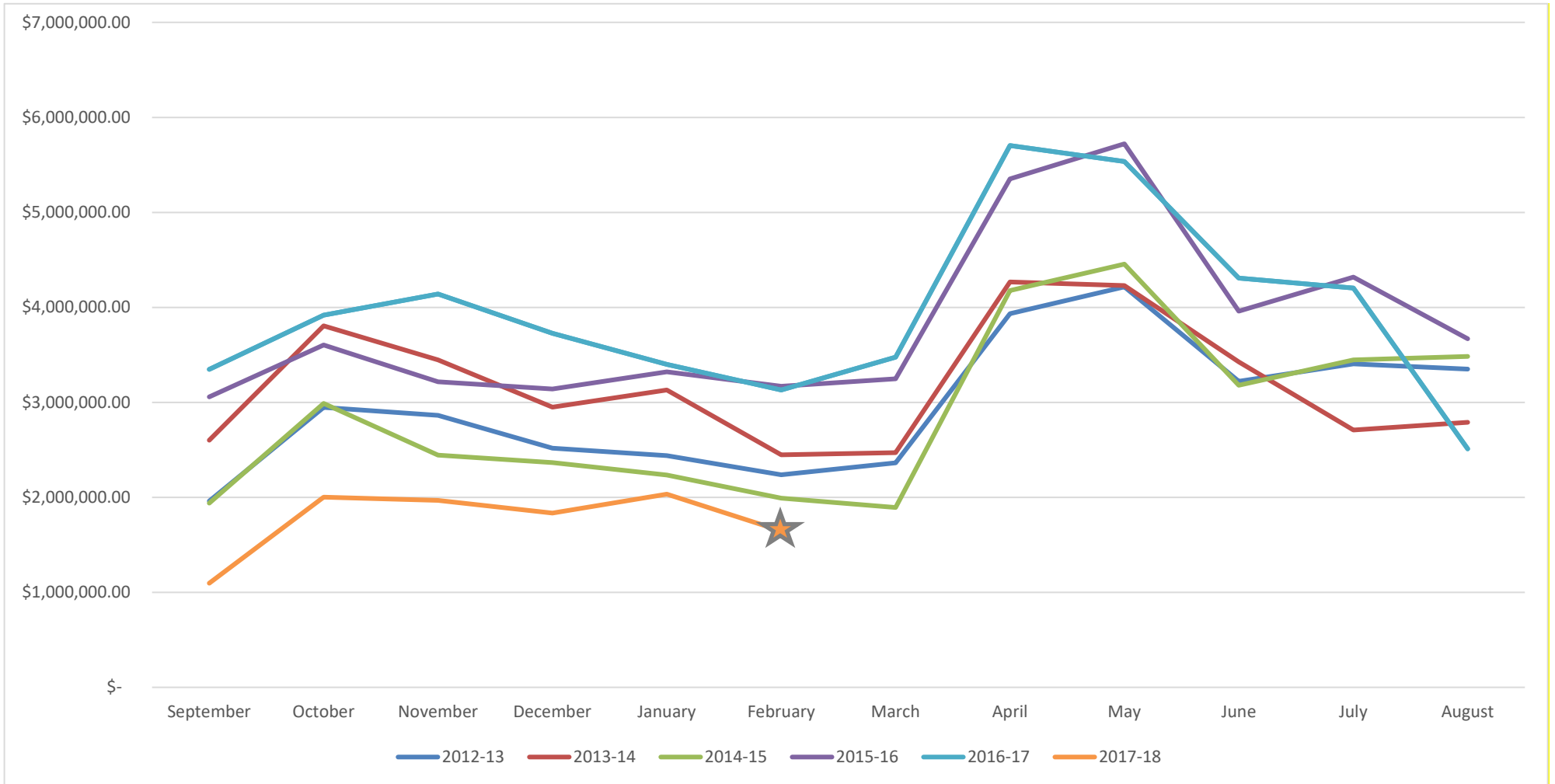
**Budget Capacity as of February, 2018:**

Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 46,564,787	\$ 22,903,402.03	\$ 23,661,385	49.17%	50.83%
Capital Projects	\$ 1,460,000	\$ 577,553.09	\$ 882,446.91	39.56%	60.44%
Debt Service	\$ 3,888,440	\$ 3,638,238.75	\$ 250,201.25	93.57%	6.43%
ASB	\$ 308,459	\$ 201,054.50	\$ 107,845.53	65.18%	34.82%
Trans Vehicle	\$ 200,000	\$ 63,918.85	\$ 136,081.15	31.96%	68.04%

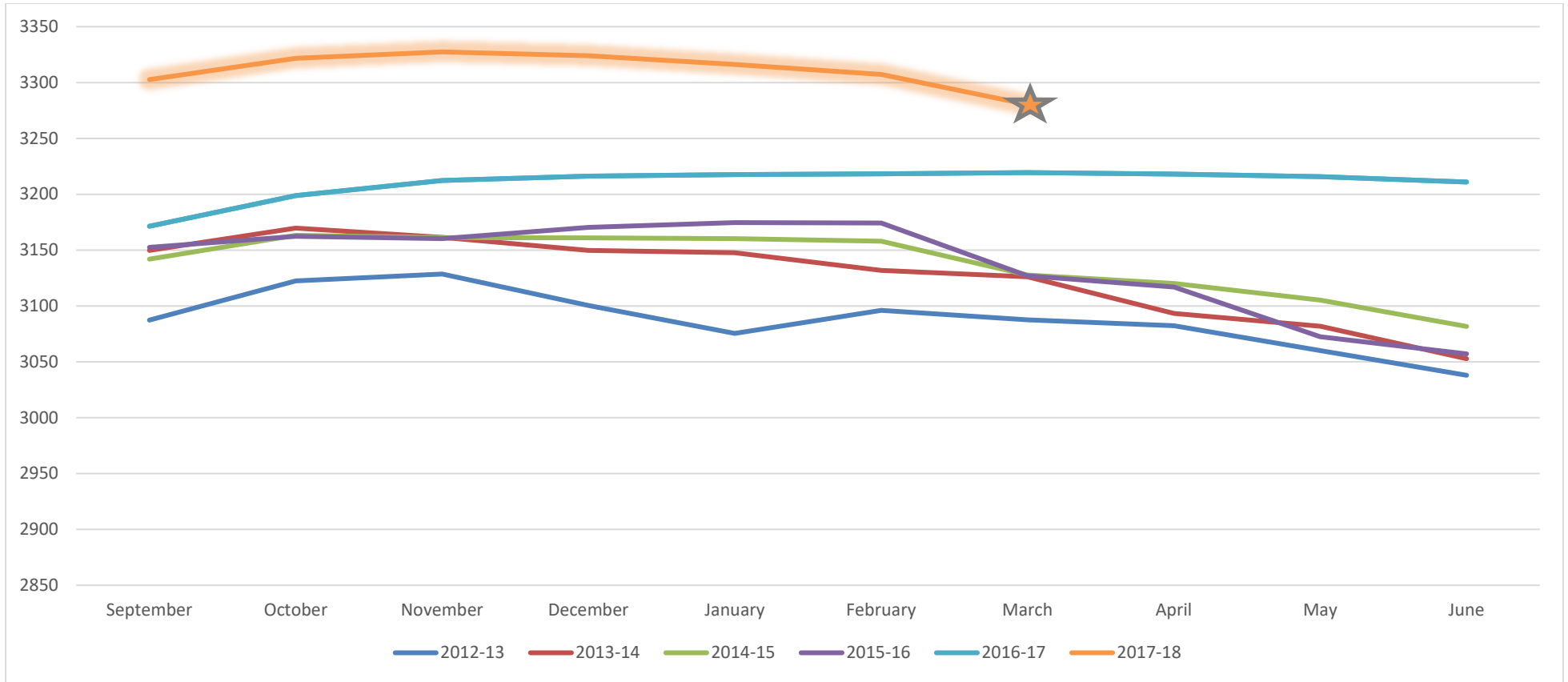


# GENERAL FUND FUND BALANCE TRENDS

End of February, 2018



# ENROLLMENT TRENDS as of March, 2018



AAFTE	Grades K - 6	JH	HS	Subtotal	Running Start	+/- (Budget)
2017-18 Budget	1749	470	946	3,165	30	
2017-18 Actual	1803.57	486.48	990.31	3,280.36	47.31	<b>+ 115.36</b> (3,165)
2016-17 Actual	1775.14	478.49	957.34	3,210.97	62.58	<b>+ 100.97</b> (3,110)
2015-16 Actual	1726.24	457.17	937.05	3,118.86	62.25	<b>+32.86</b> (3,086)
2014-15 Actual	1724.11	442.34	969.95	3,136.40	33.64	<b>+ 50.40</b> (3,086)
2013-14 Actual	1694.17	458.85	971.08	3,124.09	40.03	<b>+ 97.09</b> (3,030)
2012-13 Actual	1633.12	472.68	982.47	3,088.07	45.40	<b>+ 58.07</b> (3,051)



10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

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

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	5,144,249	33,365.30	2,322,282.71		2,821,966.29	45.14
2000 LOCAL SUPPORT NONTAX	871,555	25,992.62	242,914.68		628,640.32	27.87
3000 STATE, GENERAL PURPOSE	25,789,467	2,152,388.03	13,132,538.21		12,656,928.79	50.92
4000 STATE, SPECIAL PURPOSE	8,808,628	706,617.88	4,375,942.18		4,432,685.82	49.68
5000 FEDERAL, GENERAL PURPOSE	5,500	10,368.49	10,368.49		4,868.49-	188.52
6000 FEDERAL, SPECIAL PURPOSE	5,760,882	343,476.95	1,867,142.12		3,893,739.88	32.41
7000 REVENUES FR OTH SCH DIST	186,300	4,192.75	97,039.72		89,260.28	52.09
8000 OTHER AGENCIES AND ASSOCIATES	78,200	3,774.64	42,666.11		35,533.89	54.56
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	46,644,781	3,280,176.66	22,090,894.22		24,553,886.78	47.36
<u>B. EXPENDITURES</u>						
00 Regular Instruction	21,813,759	1,685,770.48	10,879,259.05	81,354.52	10,853,145.43	50.25
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	6,055,912	521,494.12	3,109,555.38	2,863.31	2,943,493.31	51.39
30 Voc. Ed Instruction	1,837,612	161,505.69	978,590.06	11,437.13	847,584.81	53.88
40 Skills Center Instruction	289,993	30,172.25	167,737.64	0.00	122,255.36	57.84
50+60 Compensatory Ed Instruct.	6,789,978	471,498.04	2,793,875.19	45,518.33	3,950,584.48	41.82
70 Other Instructional Pgms	1,144,108	30,266.05	174,715.70	36,082.27	933,310.03	18.42
80 Community Services	122,747	17,422.70	101,471.09	0.00	21,275.91	82.67
90 Support Services	8,798,320	749,124.14	4,698,197.92	32,172.26	4,067,949.82	53.76
<u>Total EXPENDITURES</u>	46,852,429	3,667,253.47	22,903,402.03	209,427.82	23,739,599.15	49.33
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	80,000	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	287,648-	387,076.81-	812,507.81-		524,859.81-	182.47
<u>F. TOTAL BEGINNING FUND BALANCE</u>	2,627,917		2,459,075.43			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	2,340,269		1,646,567.62			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	135,431	205,529.67
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	256,189	652,475.91
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	72,823.07
G/L 890 Unassigned Fund Balance	274,721-	1,493,136.78-
G/L 891 Unassigned Min Fnd Bal Policy	2,210,000	2,195,505.75
<u>TOTAL</u>	2,340,269	1,646,567.62

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

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

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	35,650	1,633.35	15,950.18		19,699.82	44.74
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	80,000	.00	.00		80,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	115,650	1,633.35	15,950.18		99,699.82	13.79
<u>B. EXPENDITURES</u>						
10 Sites	1,460,000	.00	203,371.45	0.00	1,256,628.55	13.93
20 Buildings	0	.00	373,813.35	0.00	373,813.35-	0.00
30 Equipment	0	.00	368.29	0.00	368.29-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	1,460,000	.00	577,553.09	0.00	882,446.91	39.56
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	1,344,350-	1,633.35	561,602.91-		782,747.09	58.22-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	1,419,452		702,390.26			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	75,102		140,787.35			
<u>(E+F + OR - G)</u>						

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	.00
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	27,102	140,787.35
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	75,102	140,787.35

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

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

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	2,671,352	20,905.68	1,199,741.03		1,471,610.97	44.91
2000 Local Support Nontax	11,000	726.04	12,975.53		1,975.53-	117.96
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>2,682,352</u>	<u>21,631.72</u>	<u>1,212,716.56</u>		<u>1,469,635.44</u>	<u>45.21</u>
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,384,000	.00	3,384,000.00	0.00	.00	100.00
Interest On Bonds	473,528	.00	253,338.75	0.00	220,189.25	53.50
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	30,912	.00	900.00	0.00	30,012.00	2.91
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>3,888,440</u>	<u>.00</u>	<u>3,638,238.75</u>	<u>0.00</u>	<u>250,201.25</u>	<u>93.57</u>
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>D. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	<u>1,206,088-</u>	<u>21,631.72</u>	<u>2,425,522.19-</u>		<u>1,219,434.19-</u>	<u>101.11</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>3,289,805</u>		<u>3,335,081.11</u>			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	<u>XXXXXXXXX</u>		<u>.00</u>			
<u>H. TOTAL ENDING FUND BALANCE</u>	<u>2,083,717</u>		<u>909,558.92</u>			
<u>(E+F + OR - G)</u>						
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	1,289,000		1,289,000.00			
G/L 830 Restricted for Debt Service	794,717		379,441.08-			
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>2,083,717</u>		<u>909,558.92</u>			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

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

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	67,985	4,028.04	44,148.54		23,836.46	64.94
2000 Athletics	99,757	6,737.41	83,695.16		16,061.84	83.90
3000 Classes	2,000	.00	.00		2,000.00	0.00
4000 Clubs	107,172	9,943.05	66,890.64		40,281.36	62.41
6000 Private Moneys	1,500	670.00	77,026.52		75,526.52-	> 1000
<u>Total REVENUES</u>	278,414	21,378.50	271,760.86		6,653.14	97.61
<u>B. EXPENDITURES</u>						
1000 General Student Body	66,825	2,081.82	17,221.98	0.00	49,603.02	25.77
2000 Athletics	109,936	10,189.62	70,752.08	70.71	39,113.21	64.42
3000 Classes	2,000	.00	.00	0.00	2,000.00	0.00
4000 Clubs	127,853	6,416.52	33,947.60	23.46	93,881.94	26.57
6000 Private Moneys	1,845	326.79	79,038.67	0.00	77,193.67-	> 1000
<u>Total EXPENDITURES</u>	308,459	19,014.75	200,960.33	94.17	107,404.50	65.18
<u>C. EXCESS OF REVENUES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B)</u>	30,045-	2,363.75	70,800.53		100,845.53	335.65-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	185,010		173,661.06			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	154,965		244,461.59			
<u>(C+D + OR - E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	147,465		236,961.59			
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>	154,965		244,461.59			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,800	204.93	2,069.66		1,730.34	54.46
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	137,027	.00	.00		137,027.00	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	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>A. TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</b>	<b>140,827</b>	<b>204.93</b>	<b>2,069.66</b>		<b>138,757.34</b>	<b>1.47</b>
<b>B. 9900 TRANSFERS IN FROM GF</b>	<b>0</b>	<b>.00</b>	<b>.00</b>		<b>.00</b>	<b>0.00</b>
<b>C. Total REV./OTHER FIN. SOURCES</b>	<b>140,827</b>	<b>204.93</b>	<b>2,069.66</b>		<b>138,757.34</b>	<b>1.47</b>
<b>D. EXPENDITURES</b>						
Type 30 Equipment	500,000	.00	63,918.85	278,085.26	157,995.89	68.40
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<b>Total EXPENDITURES</b>	<b>500,000</b>	<b>.00</b>	<b>63,918.85</b>	<b>278,085.26</b>	<b>157,995.89</b>	<b>68.40</b>
<b>E. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>F. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</b>	<b>359,173-</b>	<b>204.93</b>	<b>61,849.19-</b>		<b>297,323.81</b>	<b>82.78-</b>
<b>H. TOTAL BEGINNING FUND BALANCE</b>	<b>334,443</b>		<b>472,012.54</b>			
<b>I. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>	<b>XXXXXXXXXX</b>		<b>.00</b>			
<b>J. TOTAL ENDING FUND BALANCE (G+H + OR - I)</b>	<b>24,730-</b>		<b>410,163.35</b>			
<b>K. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	24,730-		410,163.35			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restricted For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>24,730-</b>		<b>410,163.35</b>			

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



# 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; Sal Abruscato, Title 1/LAP Teacher; and Brandy Sjostrand, 3<sup>rd</sup> 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 qualified in June of the previous year.

Title 1 funds are used to support K-6<sup>th</sup> grade students in math, and 5<sup>th</sup> and 6<sup>th</sup> 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.

2016-17	2017-18
Student Count: 391	Student Count: 407
73% free or reduced priced meals	72% free or reduced priced meals
20% Transitional Bilingual	20% Transitional Bilingual
% of students below grade level in math per grade Kinder – 15 1 <sup>st</sup> – 14 2 <sup>nd</sup> – 21 3 <sup>rd</sup> – 15 4 <sup>th</sup> – 14 5 <sup>th</sup> – 13 6 <sup>th</sup> – 14	% of students below grade level in math Kinder – 16 1 <sup>st</sup> – 16 2 <sup>nd</sup> – 14 3 <sup>rd</sup> – 17 4 <sup>th</sup> – 8 5 <sup>th</sup> – 10 6 <sup>th</sup> – 8
% of students below grade level in reading 5 <sup>th</sup> – 16 6 <sup>th</sup> – 17	% of students below grade level in reading 5 <sup>th</sup> – 13 6 <sup>th</sup> – 11

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

#### Math

Math			
Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	15 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 were having difficulty with.	This model of instruction was not effective because of the wide range of abilities in each classroom. Therefore, it was difficult to address the needs of each qualifier in the small group setting. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
1	14 students from 3 first grade classrooms	<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 were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
2	21 students from four second grade classrooms	<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 were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
3	15 students from two third grade classrooms	<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 were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
4	14 students from three fourth grade classrooms	<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	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic

		students would see in class, and/or a reteach of concepts students were having difficulty with.	areas. Students are often unable to focus due to the location of intervention services.
5	13 students from two fifth grade classrooms	<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 were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.
6	14 students from two sixth grade classrooms	<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 were having difficulty with.	This model of instruction was not effective because the student range of ability was varied. One group could not meet the individual needs of all qualifiers. Although core curriculum was being supported, many qualifiers needed foundational skills from previous grades. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services.

Reading

Grade	Who Served	How Served	Effectiveness
5	16 students from two fifth grade classrooms	<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 were having difficulty with.	The effectiveness was limited. Students made growth but did not close the achievement gap. Our paraeducator staff has limited to no professional development in instructional strategies, and often are paired with the most academically intensive students. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services. 5 <sup>th</sup> grade curriculum did not meet common core state standards and many classrooms supplemented as necessary.
6	17 students from two sixth grade classrooms	<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 were having difficulty with.	The effectiveness was limited. Students made growth but did not close the achievement gap. Our paraeducator staff has limited to no professional development in instructional strategies, and often are paired with the most academically intensive students. Since space is limited, groups often take place in hallways, which are high traffic areas. Students are often unable to focus due to the location of intervention services. 6 <sup>th</sup> grade had a new, rigorous curriculum.

#### 4. Parent Engagement:

Date	Activity	Effectiveness
Yearly in October and March	During fall and 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.	Dozens of families participated in the make-it and take-it activities. Students were excited to create games they could play with their families.
Yearly Before School Begins	AJ West hosts an Open House. Families have the opportunity to learn about 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.

#### 5. Staff Information:

- All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- 93 % of teachers are certified appropriately.
- 77% of teachers have at least a Master's Degree.

### COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

#### 1. Based on our data, things we will do differently for the 2017-2018 school year include:

- Scheduled paraeducators in grade bands in order to gain a better understanding of the standards.
- Scheduled EL support as needed in a push-in model.

#### 2. To facilitate school reform we will implement the following strategies for the 2017-18 school year:

- Use ongoing data to drive instruction in small group
- Gain teacher input to plan specific learning targets for intervention
- Coach paraeducators to increase their instructional strategies.

### COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

#### 1. 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	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year	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	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year	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 My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year	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 Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA	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	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA	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	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA	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	IXL My Math Strategic Intervention My Math Reteach Teacher Created Materials	Curriculum based assessments at the beginning and end of each unit, benchmark assessments three times a year, SBA	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**

Grade	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 Wonders Foundational Kit Teacher Created Materials	Curriculum based assessments at the end of each skill, benchmark assessments three times a year, SBA	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	Curriculum based assessments at the end of each skill, benchmark assessments three times a year, SBA	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.**

<b>Parent Engagement</b>	
<b>Activities</b>	<b>Measurement of Improvement in Student Learning</b>
Family make-it and take-it nights  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.	Improved scores on classroom achievement as well as benchmark and yearly standardized assessments (SBA).

**COMPONENT #4: COORDINATION AND INTERGRATION**

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2277260	<p><b>Intents/Purposes:</b> To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p><b>Use of funds to support Intents/Purposes:</b> 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	\$143780	<p><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p><b>Intents/Purposes:</b> To assist rural low-income districts in meeting ESEA performance goals.</p> <p><b>Use of funds to support Intents/Purposes:</b> Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
<b>Total</b>	<b>\$2421040</b>	



# TITLE I, PART A TARGETED ASSISTANCE PLAN

## Aberdeen School District #5, Central Park Elementary

**Date:** 2/26/2018

**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 Barbara Page, 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.

2016-17	2017-18
Student Count <u>158</u>	Student Count <u>192</u> Of the 34 new students, 13 qualify for Title 1 services (38%)
44% free or reduced priced meals	47.9% free or reduced priced meals
9% Transitional Bilingual	6.1% Transitional Bilingual
% of students below grade level in math per grade Kinder – 7 1 <sup>st</sup> – 2 2 <sup>nd</sup> – 5 3 <sup>rd</sup> – 4 4 <sup>th</sup> – 1 5 <sup>th</sup> – 2 6 <sup>th</sup> - 3	% of students below grade level in math per grade. Kinder – 0 1 <sup>st</sup> – 5 2 <sup>nd</sup> – 4 3 <sup>rd</sup> – 4 4 <sup>th</sup> – 5 5 <sup>th</sup> – 1 6 <sup>th</sup> - 1
% of students below grade level in reading  5 <sup>th</sup> – 2 6 <sup>th</sup> – 2	% of students below grade level in reading  5 <sup>th</sup> – 2 6 <sup>th</sup> - 2

### 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.  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.
2	5		
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	\$1,260949	<p><b>Intents/Purposes:</b> To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p><b>Use of funds to support Intents/Purposes:</b> 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	\$27319	<p><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p><b>Intents/Purposes:</b> To assist rural low-income districts in meeting ESEA performance goals.</p> <p><b>Use of funds to support Intents/Purposes:</b> Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
<b>Total</b>	<b>\$1288268</b>	

**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, Harbor High

Date: 1/25/2018

**Mission:**

**Harbor High School is dedicated to preparing our students to become responsible citizens, lifelong learners, effective planners, and successful workers.**

**Vision:**

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

**COMPONENT #1: NEEDS ASSESSMENT**

1. Our Team—Keelee Frost, CTE/Parenting Teacher; Chris Howell, Science/Math Teacher & Assessment Coordinator; Katie Hirshcfeid, ELA Teacher; Jan Gravley, CTE Teacher/Data Coordinator; Derek Cook, Principal

Title I funds are used to support students in grades 9-12 in math, and students in ELA based on need. We use the following data to identify students in need of support:

- a) Student Assessment data:
  - Measures of Academic Progress Percentile Results (NWEA)
  - SBAC ELA and Math Assessment results (11<sup>th</sup> and 12<sup>th</sup> grade)
  - Benchmark interim assessments in Math and ELA
- b) Teacher Identification-Teachers use classroom assessment data and observation to identify students in need of support.
- c) Student progress monitoring-Student progress data (points, credits earned) is looked at by the team to help identify students in need of support.

2. Our data that we looked at from the previous year:

2016-17	2017-18
<p>Demographics from end of 2015-16</p> <p>Total enrollment 120 students</p> <ul style="list-style-type: none"> <li>➤ Gender: 65 Male (54.2%), 55 Female (45.8%)</li> <li>➤ Race/Ethnicity (October data): 26 Hispanic/Latino (23 %); 6 American Indian/Alaskan Native (5.3%); 1 Asian (0.9%); 4 Black/African American (3.5%); 1 Native Hawaiian/Other Pacific Islander (0.9%); 67 White (59.3%); 8 Two or More Races (7.2%)</li> <li>➤ Free and Reduced Lunch-76% Reported</li> <li>➤ Special Programs: 18 Special Education (15%); 9 Transitional Bilingual (7.5%); 4 Migrant (3.3%); 6 Section 504 (5.0%); 2 Foster Care (1.4 %)</li> <li>➤ 14 Homeless/In Transition (11.8%)</li> </ul>	<p>Demographics from end of 2016-17</p> <p>Total enrollment 121 Students</p> <ul style="list-style-type: none"> <li>➤ Gender: 62 Male (45.6%); 74 Female (54.4%)</li> <li>➤ Race/Ethnicity (October data): 42 Hispanic/Latino (30.9%); 7 American Indian/Alaska Native (7.1%); 2 Asian (1.5%); 2 Black/African American (1.5%); 1 Native Hawaiian/Other Pacific Islander (0.7%); 74 White (54.4%); 8 Two or More Races (5.9%)</li> <li>➤ Free and Reduced Lunch-76.9 % Reported</li> <li>➤ Special Programs: 17 Special Education (14.0%); 10 Transitional Bilingual (8.3%); 2 Migrant (1.2%); 4 Section 504 (2.4%); 3 Foster care (2.3 %)</li> <li>➤ 12 Homeless/In Transition (9.9%)</li> </ul>
Academic Data from the end of 2015-16	Academic Data from the end of 2016-17

<ul style="list-style-type: none"> <li>➤ Grade 11 ELA-42% meeting GL standard</li> <li>➤ Grade 11 Math-23% meeting GL standard</li> <li>➤ Grade 12 ELA-71% meeting standard</li> <li>➤ Grade 12 Math-59% meeting standard</li> <li>➤ 4 Year Grad rate-48.8%</li> <li>➤ 5<sup>th</sup> Year Grad rate-58.8%</li> <li>➤ Students Academically on track-47%</li> </ul>	<ul style="list-style-type: none"> <li>➤ Grade 11 ELA- 72% meeting GL standard</li> <li>➤ Grade 11 Math-24% meeting GL standard</li> <li>➤ Grade 12 ELA-83% meeting GL standard</li> <li>➤ Grade 12 Math-59% meeting GL standard</li> <li>➤ 4 Year Grad rate-53.5%</li> <li>➤ 5<sup>th</sup> Year Grad rate-67.9%</li> <li>➤ Students Academically on track-49%</li> </ul>

3. Last year's program targeted students who were not at grade level standard in Math and ELA in 10-12 grades. We picked those grades because our school did not have any freshman students until late last year. Students were identified using assessment data, and teacher recommendation using progress data.

Students were served in Math through a variety of interventions:

- T1 supports are extra time on assignments, work at a pace comfortable to the student, mastery based learning, small class size, differentiated learning contracts, and peer and staff tutoring.
- T2 support: Enrollment in ALEKS math, which is an intuitive math program that scaffolds learning for students in need of support (34 students).
- T2 support: Enrollment in the Collection of Evidence course, which chunked their assessment and instruction more effectively, and allowed for more intensive support and scaffolding (17 students, all of whom passed).
- T3 support: flexible scheduling to allow for intensive support in math.
- T3 support: individual tutoring, during Focus Thursday time.

Student's were served in ELA (Reading) through the following interventions:

- T1 supports are extra time on assignments, work at a pace comfortable to the student, mastery based learning, small class size, differentiated learning contracts, and peer and staff tutoring
- T2 support: Enrollment in Katie's ELA support class. Students are assessed and then areas of need are addressed with specific instruction and learning at appropriate reading levels (13 students enrolled, 9 ended up passing state assessments.)
- T3 support: specific, differentiated materials at lower grade levels that lead to structured guided support in reading. (we had five students, all of whom saw improvement, but haven't passed state assessments)
- T3 support: flexible scheduling to allow for intensive support in ELA with enrollment in ELA support and Focus Thursday support in ELA.

4. **Describe what you did for parent involvement activities.** Over the course of last year we had the following parent involvement activities:

- September 7: Student Goal Setting Conferences/Parent Orientation and Title I Meeting
- Bi-Monthly Newsletter put on Webpage and Mailed to Parents
- Weekly call and text reminders using BlackBoard Connect
- Parent Night/Title I Meeting November 2-3
- Parent Conferences Nov. 2-3
- Parent Night/Title I Meeting: Feb 1-2
- Parent Conferences Feb1-2
- Parent Survey Feb 1-2
- Senior Parent Conferences March 28-30
- Title I information on School Website (<https://www.asd5.org/domain/1050>)

5. **How effective were your parent involvement activities?** Our parents have been traditionally difficult to engage outside of conferences or requested meetings for their student. Attendance for our conferences has traditionally been high, averaging 80-90 percent. Our staff does a great job of accommodating schedules and making sure that some contact is made with the parent if they can't make their conference.

- Attendance at the opening Title I meeting was generally good with 23 parents total showing up

- Attendance dropped at the meetings later in the year, even though the topics were important enough that we hoped parents would attend. November-7; February; 8
- The February Parent Survey was handed out to over 90 parents. We had 19 returned.
- Parent Surveys returned showed overall approval of the school's program. Most indicated that their student was content here. Parents felt the level of communication with the home was adequate, but we identified this as an ongoing area in need of work.

6. **Staff information**

We have two ParaEducators. Both have either 72 or more college credits, or they have passed a state approved ParaEducator qualification exam. The district provides general training in school safety and legal issues. On top of this ParaEducators have access to specific training through the District such as Right Response training.

We have 7 Full time, and two part time teachers: As of February 2018, 8 of the 9 (89%) are appropriately certified and teaching in the areas of their certification. We have one 0.6 FTE CTE Art (11%) teacher who has conditional certification and is working to complete the requirements for full certification. All teachers in core subjects are endorsed in their areas.

**COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES**

What will we do differently this year based on our data? While we saw a significant increase in our students that were achieving proficiency in ELA, our math success was primarily seen in the number of students who were able to complete the math Collection of Evidence, or state approved alternate assessments. Harbor High School already has the following universal interventions for ALL of our students:

- Data Driven Data Placement- To ensure that we offer the student every chance at success, we build a data profile of the student and use it for placement and scheduling. This profile simply lists credit needs in the areas required for graduation, assessment data, as well as data from a preliminary MAPS test. MAPS data is used specifically for ELA placement, with particular attention placed upon reading and writing levels, and to help the teacher build an instructional program for the student to address areas they are behind in. We compile all of this data into databases which are made available to staff. This data is updated regularly by a staff member who is our data specialist.
- Daily Academic Progress Reports-Students get a daily Plan Sheet which lists their progress in all of their classes. Teachers update this as students submit work or assessments. Advisors use this information to determine what obstacles might be impeding student progress. Plan Sheets serve as a starting point for critical conversations between staff and students, and help students to explain why or why they aren't making progress.
- Daily Advisory-The advisory period (30 mins) is essential to our school. We are small, and thus, do not have the guidance counseling resources that a larger school has. Teachers take on that role. Advisors work with students through their stay at Harbor High School, becoming a daily touchstone for students. Advisors and students craft educational plans geared towards graduation during this time. Scheduling is done through advisory as well. Advisors weekly conference with students about their progress, and pass along concerns to other staff and the administrator in a weekly meeting. Interventions can quickly be put into place with the student as a result. Students may use this time for extended help from other teachers, or completing any work that they need to.
- After School Help- Students have access to after school help and various programs four days a week. Most of these programs are being run through our 21<sup>st</sup> Century program, but we offer support for students working towards meeting the state assessment requirements in ELA, Math, and Science. Students who are using alternative routes through the assessments (ACT/SAT) have had access to preparatory and support programs during this time. There is also a credit retrieval component available in certain areas.
- Focus Thursdays-Every Thursday, we re-arrange the schedule to offer two hours of focused help for all students. Advisors work with students to steer them into classrooms in which they need support and help. Students can use the full two hours in one class, or get help in two classes.
- Contracted Mastery Learning-Harbor High students work off of a contract. Students must achieve an 80 percent or better on assignments and projects to earn their points for the project. Students who fail to achieve this level of mastery are given feedback as to what needs to be improved, and allowed to resubmit once corrections have been made. We don't give zeroes, we don't have failing grades. Students who do not complete a contract before year's end, may pick up where they have left off the following school year. This offers us a tremendous amount of flexibility with students.
- Quarterly Parent Student Conferences-We meet with parents four times a year to update them directly on their student's progress. This also gives us a chance to learn of any issues that have changed in the home that may be impacting the student. Advisors and students work to schedule these, and our attendance has been remarkably high.

### School Reform Strategies in use this year:

- Double Dipping—Students in both ELA and Math can and are being scheduled to allow for more academic time in areas that they are not up to standard in. One advantage of our flexible scheduling, is that as soon as we see students facing academic difficulty, we can either stop progress in other classes and double dip for further academic support, or schedule the student into our Academic support period with both staff and peer support.
- Peer Tutoring and Academic Support—We have one period open in a teacher's schedule for specific student support with peer tutors who are working the class. To date, we have 15 students whom we have worked into the support class either short term, or longer term.
- ELA students grouped and scheduled according to needed academic supports. We have set up specific ELA classes geared towards students of all grade levels who haven't met standards yet. Student assessment progress is broken down, and tiered, focused instruction is given to work them up to standard. Students are assessed formatively using Interim Block Assessments.
- ALEK's MATH is used for students who are below standard in Algebra and Geometry. Students from all grade levels are assessed using a screening test, and also using prior assessment data. An individualized plan is set up using ALEKS unique tiered instruction and assessment.
- Interim Block Assessments and Screener tests used for more timely data on student levels in Algebra and Geometry. The IBA's allow us to shorten our turnaround on getting support, or reteaching concepts for struggling students.
- Summer School support in both Math and ELA.
- AVID Reading strategies being modeled and used in ELA, CTE, Social Studies classes this year. We are really targeting reading supports, and our work has mostly been geared towards Building Vocabulary, Annotating Texts, Marking Texts, and Summarizing Texts.

### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

#### How are we going to change last year's plan to meet current needs and to increase student success?

- In Math and ELA we will exercise the option to double dose students in need of more intensive help and additional time.
- In Math and ELA we will use our Academic support class and peer tutors to try and support students who are struggling or below standard, with additional time, peer tutoring, and individual staff support.
- In Math, we will be more intentional with the students we enroll in ALEKS courses, and use the screening assessments to help build a thorough inventory of their skills. With this, a plan for their course of study will be crafted. Students and the teacher will work on needed supports.
- In ELA we will use flexible scheduling to ensure that students in need of additional supports are scheduled into Katie's courses designed for this. Katie will use assessment data to build a course of study to target student deficiencies, and build appropriate activities and supports to build in those areas. Students will be assessed informally and formally using Interim Based Assessments, as well as the new English curriculum assessments in Reading and Writing to monitor growth and areas of continued support.
- We are working on more intensive support options in Summer School. Advisors and teachers will be building individualized plans for students enrolling in Summer School, and that will determine the work they do in ELA and Math.
- We are working to broaden our toolbox of supportive AVID strategies across the curriculum, to provide our students with rich and common organizational, and learning experiences.

#### How will we measure the effectiveness of our plan daily, weekly, monthly, yearly?

- Our plan is measured daily through interactions between students and staff. Our students receive a plan sheet progress report daily with updated progress in their classes. The plan sheet is accessible to all staff, and can be used to monitor all students progress. Advisors check in with students daily to discuss any areas of need the student may have.
- Weekly progress is also charted and tracked through our Filemaker program. Staff and Principal check in weekly at our Tuesday morning staff meeting where we identify students who may be floundering or in need of additional support.



- Monthly monitoring comes during our Collaboration Time, where we review the progress of EVERY student, and make adjustments in support, or programming if needed. Latest assessment information is also discussed, if it means a change in programming or support.
- Yearly monitoring usually happens at the end and beginning of the new school year when we have updated data regarding assessments, credit progression, and cohort review. The data is reviewed and compared to the students who had interventions. We assess the relative success or lack of success of our interventions in this way. Parents may review data at our quarterly Title I meetings on our Conference Nights, and Parent Nights.

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

1. What specific activities will we use in each grade level to ensure student mastery? How will we measure student mastery? What strategies will we use if adjustments are needed?

Grade	Strategies to insure mastery:	Measurements	Adjustments
9	<ul style="list-style-type: none"> <li>• Data Driven Placement</li> <li>• Additional time/support as needed. Students work at own pace</li> <li>• Contract learning, allowing greater flexibility and differentiation</li> <li>• Focus Thursday Block Support Time</li> <li>• Mastery Based Learning- an 80 percent requirement, and no penalty for resubmitted work</li> <li>• Flexible scheduling allowing for quick and timely changes if student needs additional support.</li> <li>• Assessment and data collection using Interim Block Assessments and formal and informal assessments</li> <li>• AVID organizational strategies, and Reading and Writing specific strategies across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, weekly, monthly academic progress (points)</li> <li>• Course/Credit Completion (credits earned)</li> <li>• IBA and other assessment data from specific coursework</li> <li>• Formative assessment data</li> <li>• Teacher observation</li> <li>• Formal Assessment data (MAPS, SBAC)</li> </ul>	<ul style="list-style-type: none"> <li>• Double Dosing in Math and/or ELA</li> <li>• Academic Support period for Math and/or ELA</li> <li>• Peer Tutoring</li> <li>• ALEKS Math</li> <li>• Before/After School Program and Help</li> <li>• Differentiated plans and courses of study within academic courses</li> </ul>
10	<ul style="list-style-type: none"> <li>• Data Driven Placement</li> <li>• Additional time/support as needed. Students work at own pace</li> <li>• Contract learning, allowing greater flexibility and differentiation</li> <li>• Focus Thursday Block Support Time</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, weekly, monthly academic progress (points)</li> <li>• Course/Credit Completion (credits earned)</li> <li>• IBA and other assessment data from specific coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Double Dosing in Math and/or ELA</li> <li>• Academic Support period for Math and/or ELA</li> <li>• Peer Tutoring</li> <li>• ALEKS Math</li> </ul>



	<ul style="list-style-type: none"> <li>• Mastery Based Learning- an 80 percent requirement, and no penalty for resubmitted work</li> <li>• Flexible scheduling allowing for quick and timely changes if student needs additional support.</li> <li>• Assessment and data collection using Interim Block Assessments and formal and informal assessments</li> <li>• AVID organizational strategies, and Reading and Writing specific strategies across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment data</li> <li>• Teacher observation</li> <li>• Formal Assessment data (MAPS, SBAC)</li> </ul>	<ul style="list-style-type: none"> <li>• Before/After School Program and Help</li> <li>• Differentiated plans and courses of study within academic courses</li> </ul>
11	<ul style="list-style-type: none"> <li>• Data Driven Placement</li> <li>• Additional time/support as needed. Students work at own pace</li> <li>• Contract learning, allowing greater flexibility and differentiation</li> <li>• Focus Thursday Block Support Time</li> <li>• Mastery Based Learning- an 80 percent requirement, and no penalty for resubmitted work</li> <li>• Flexible scheduling allowing for quick and timely changes if student needs additional support.</li> <li>• Assessment and data collection using Interim Block Assessments and formal and informal assessments</li> <li>• AVID organizational strategies, and Reading and Writing specific strategies across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, weekly, monthly academic progress (points)</li> <li>• Course/Credit Completion (credits earned)</li> <li>• IBA and other assessment data from specific coursework</li> <li>• Formative assessment data</li> <li>• Teacher observation</li> <li>• Formal Assessment data (MAPS, SBAC, ACT, SAT)</li> <li>• Cohort Tracking for On-Time Graduation</li> </ul>	<ul style="list-style-type: none"> <li>• Double Dosing in Math and/or ELA</li> <li>• Academic Support period for Math and/or ELA</li> <li>• Peer Tutoring</li> <li>• ALEKS Math</li> <li>• Before/After School Program and Help</li> <li>• Differentiated plans and courses of study within academic courses</li> </ul>
12	<ul style="list-style-type: none"> <li>• Data Driven Placement</li> <li>• Additional time/support as needed. Students work at own pace</li> </ul>	<ul style="list-style-type: none"> <li>• Daily, weekly, monthly academic progress (points)</li> </ul>	<ul style="list-style-type: none"> <li>• Double Dosing in Math and/or ELA</li> <li>• Academic Support period</li> </ul>

	<ul style="list-style-type: none"> <li>• Contract learning, allowing greater flexibility and differentiation</li> <li>• Focus Thursday Block Support Time</li> <li>• Mastery Based Learning- an 80 percent requirement, and no penalty for resubmitted work</li> <li>• Flexible scheduling allowing for quick and timely changes if student needs additional support.</li> <li>• Assessment and data collection using Interim Block Assessments and formal and informal assessments</li> <li>• AVID organizational strategies, and Reading and Writing specific strategies across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Course/Credit Completion (credits earned)</li> <li>• IBA and other assessment data from specific coursework</li> <li>• Formative assessment data</li> <li>• Teacher observation</li> <li>• Formal Assessment data (MAPS, SBAC, ACT, SAT)</li> <li>• Cohort Tracking for On-Time Graduation</li> </ul>	<p>for Math and/or ELA</p> <ul style="list-style-type: none"> <li>• Peer Tutoring</li> <li>• ALEKS Math</li> <li>• Before/After School Program and Help</li> <li>• Differentiated plans and courses of study within academic courses</li> </ul>
--	---	--	---

**What specific activities will we use to increase parent engagement?** Our parents have been traditionally difficult to engage outside of conferences or requested meetings for their student. Attendance for our conferences has traditionally been high, averaging 80-90 percent. Our staff does a great job of accommodating schedules and making sure that some contact is made with the parent if they can't make their conference. Conferences are held four times a year in conjunction with Title I meetings that highlight the academic program and supports available to their student. This year we hope to increase parent engagement through:

- **Increased communication between parent and advisor/teacher**
- **Personal contact with the parent when student is commended for something (PBIS)**
- **The use of Blackboard to connect parents and keep them informed of the school program or events of importance**
- **A bi-monthly newsletter mailed home and posted on the website**
- **CEE Parent survey in October**
- **HHS Annual parent survey in March**
- **FAFSA and College Information Parent Night**
- **Expanded "For Parents" section on the web page**

**How will we know that parent engagement is improving student learning?**

- **We will measure how well parents feel engaged through our annual survey in March**
- **We will use conference sign in sheets and student data to correlate any shifts in improvement**
- **We will specifically target our struggling students, and directly engage parents through their advisors, setting up channels of communication**
- **The principal will contact parents, setting up meetings to review progress and inform them of supports. Students in need of more intensive support will meet with the principal, advisor and their parent to discuss what can be done in school and at home.**
- **These students will be tracked, parent contact documented, and monthly we will see if the higher engagement is improving student learning.**

**COMPONENT #4: COORDINATION AND INTERGRATION**

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
---------	------------------	---

Basic Education and Local Levy	\$521262	<p><b>Intents/Purposes:</b> To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p><b>Use of funds to support Intents/Purposes:</b> 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	\$33800	<p><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p><b>Intents/Purposes:</b> To assist rural low-income districts in meeting ESEA performance goals.</p> <p><b>Use of funds to support Intents/Purposes:</b> Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
<b>Total</b>	<b>\$555462</b>	



# TITLE I, PART A SCHOOLWIDE PLAN

## Aberdeen School District #5, McDermoth Elementary

Date: 2/22/18

**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 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-6<sup>th</sup> grade students in math, and 5<sup>th</sup> and 6<sup>th</sup> 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.

2016-17	2017-18
Student Count 368	Student Count 409
64.7% free or reduced priced meals	66.5% free or reduced priced meals
14.7% Transitional Bilingual	18.1% Transitional Bilingual
% of students below grade level in math  Kinder –50 % 1 <sup>st</sup> – 44% 2 <sup>nd</sup> – 51% 3 <sup>rd</sup> – 48% 4 <sup>th</sup> – 66% 5 <sup>th</sup> – 64% 6 <sup>th</sup> - 64%	% of students below grade level in math  Kinder – 37% 1 <sup>st</sup> – 42% 2 <sup>nd</sup> – 50% 3 <sup>rd</sup> – 60% 4 <sup>th</sup> – 52% 5 <sup>th</sup> – 57% 6 <sup>th</sup> - 55%
% of students below grade level in reading at the end of the 2015-16 school year	% of students below grade level in reading at the end of the 2016-17 school year

5 <sup>th</sup> – 44% 6 <sup>th</sup> – 55%	5 <sup>th</sup> – 47% 6 <sup>th</sup> – 39%

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

- 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.

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>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>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>
3	6 students from three 3rd grade classrooms	<p>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>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>
4	10 students in three 4th grade classrooms	<p>Pull-Out Model</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>
5	10 students in two 5th grade classrooms	<p>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</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</p>

		from the core curriculum that the students would see in class, and/or a reteach of concepts students were having difficulty with.	the needs of the students that supported the core instruction delivered in the classroom.
6	4 students in two 6th grade classrooms	<p>Pull Out Model</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>	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.

Reading

Grade	Who Served	How Served	Effectiveness
5	5 students in one 5th grade classrooms	<p>Pull Out Model</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>	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	<p>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</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



		students would see in class, and/or a reteach of concepts students were having difficulty with.	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
November 2016	Parent Surveys	Effectiveness of the survey will be measured by the parent participation in the following school year.
March 2017	Literacy Lunch	Parents had the opportunity to explore fiction and non-fiction books, bilingual literature, phonics based texts and conceptual mathematical stories. A Spanish interpreter was on site and available for Spanish speaking families to assist parents while they read with their student.

2. **Staff Information:**

- a. All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- b. 100 % of teachers are certified appropriately.

**COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES**

3. **Based on our data, things we will do differently for the 2017-2018 school year include:**

- a. Title 1 math support provided to Kindergarten for the 2017-18 school year.
- b. Classroom teachers will direct their Title 1 math interventions with the support of the Title 1 teacher and in-class para support.
- c. 3rd grade, one 4th grade class, one 5th grade class will pilot Imagine Math Facts with their Title 1 math qualifying students.

4. **To facilitate school reform we will implement the following strategies for the 2017-18 school year:**

- a. Daily Number Talks in every classroom
- b. Use ongoing data to drive instruction in small group.
- c. Coach paraeducators to increase their instructional strategies
- d. Monthly collaboration between each classroom teacher and the Title 1 teacher to plan specific learning targets for intervention.

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

**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	IXL My Math Reteach Teacher Created Materials Manipulatives	<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 2017-18 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-18 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 of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and 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	IXL My Math Reteach Teacher Created Materials Manipulatives	<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 2017-18 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-18 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 of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and 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	IXL My Math Reteach Teacher Created Materials Manipulatives	<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 2017-18 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-18 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 of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content.</p>

			<p>CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support o 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	IXL My Math Reteach Teacher Created Materials Manipulatives	<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 2017-18 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 2017-18 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 of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support o 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	IXL My Math Reteach Teacher Created Materials Manipulatives	<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 2017-18 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 2017-18 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 of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and re-teaching of CORE instructional content.</p> <p>Ongoing progress monitoring and classroom assessments will determine if students will continue with support o 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	IXL My Math Reteach Teacher Created Materials Manipulatives	<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 2017-18 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 2017-18 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 of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and 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	IXL My Math Reteach Teacher Created Materials Manipulatives	<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 2017-18 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 2017-18 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 of daily additional support.</p> <p>Identified students needing additional support will receive pre-teaching and 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	Imagine Learning WonderWorks Wonders ELD Teacher Created Materials	Curriculum based assessments at the end of each skill, benchmark assessments three times a year, SBA	As learning targets change through the curriculum, support is provided and growth is documented. For students who are not showing growth, the intervention is modified and the Student Study Team is notified.
6		Curriculum based assessments at the end of	As learning targets change through the

	Imagine Learning My Perspectives Reteach	each skill, benchmark assessments three times a year, SBA	curriculum, support is provided and growth is documented. For students who are not showing growth, the intervention is modified and the Student Study Team is notified.
--	---	---	---

**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
<b>Revolving Book Bags</b>  Increasing parent engagement with literature experiences and students at home by providing student book bags that include: fiction and non-fiction texts and activities to support parent involvement.	<b>Parent will interact with their children and learn more about strategies to support them at home.</b>

**COMPONENT #4: COORDINATION AND INTEGRATION**

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2073930	<p><b>Intents/Purposes:</b> To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p><b>Use of funds to support Intents/Purposes:</b> 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	\$92459	<p><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p><b>Intents/Purposes:</b> To assist rural low-income districts in meeting ESEA performance goals.</p> <p><b>Use of funds to support Intents/Purposes:</b> Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
<b>Total</b>	<b>\$2166389</b>	



# TITLE I, PART A SCHOOLWIDE PLAN

## Aberdeen School District #5, Miller Jr. High

Date: 1/25/2018

**Mission:**

Miller Jr. High prepares all students to be successful in high school and beyond.

**Vision:**

Our Miller **dream** is that by **believing** in all our students and providing them with the proper academic supports to access core instruction, each student can **achieve** meeting common core state standards.

### COMPONENT #1: NEEDS ASSESSMENT

- Title 1 Team:** The Miller Building Leadership Team examines data and creates the Title I Plan goals. Members of the leadership team reflect the 7<sup>th</sup> grade team structure and all curricular areas (English, Math, Science, Social Studies, PE/Health, Special Services, English Language Learners, AVID/Electives, GEAR UP, After School Program, PBIS Team, and Counseling. This team meets once a month.

Title 1 funds are used to support 7-8 grade students in Language Arts and/or Math support based on need. Title One students are selected through meetings with Title One Coordinator, English Language Arts teachers, Math teachers, and counselors by creating and examining a matrix:

**How students are placed:**

- Based on matrix. Data includes curriculum-based assessment (SBAC in spring for 7th grade), MAP score, and teacher rating. Teacher ratings received in spring and winter.
- Each reading and math support class will have about 15 students. Teachers may take more if they agree, para support is available, and the student qualifies. Cut score determined by space in class, funding and needs of student.
- Counselors and teachers meet by cross-curricular and curriculum teams to finalize initial placement in June and to reaffirm the list in September.
- Parents notified in spring AND during Back to School Days (before school starts in August) about class placement.
- Adds/exits discussed as needed during team meetings, staff meetings, or SST's (Student Support Team).

**How placement is continued:**

Miller revises and updates qualifying students and eligibility lists in October, early February, and in June after each of the three trimester grading periods and MAP's testing results. Miller starts the school year with students who qualified in June of the previous year. Additionally, new students who register throughout the year might be added and students who leave Miller are removed.

The Title 1 teacher meets daily with Title 1/LAP para-educators to discuss the program and intervention strategies used in daily groups. Additional meetings take place to observe and seek feedback on our process with: OSPI leadership coach, OSPI instructional coaches, the grade level teachers, Title 1/LAP teacher, assistant principal, and principal.

- Data Considered:**

Miller Junior uses our current demographics, results of the CEE (Center for Educational Effectiveness) survey, state test score results, student MAP reading/math scores, grades in students' classes, and student/staff/family surveys to develop Title I Plan.

Assessment scores show that the majority of Miller students continue to struggle in the areas of reading and math. (2017 SBAC scores were Grade 7 Reading (47%) and Math (32%) AND Grade 8 Reading (41%) and Math (32%).

Data and Surveys revealed low family attendance at Family Nights and Open House in the 2016-2017 School Year. Additionally, staff surveys showed Miller had no consistent way to support student SEL (Social Emotional Learning.)

Grade data analysis in 2016-2017 showed a gap between low-income students and other students in successfully completing/passing courses, achievement on assessment tests, attendance, and discipline referrals to the office.

Surveys and walk through documentation revealed organizational strategies, vocabulary, and summarization strategies inconsistently taught and reinforced in all classrooms.



2016-17 Spring	2017-18 Fall
Student Count <u>476</u>	Student Count <u>491</u> Grade 7: 231 Grade 8: 260
70% free or reduced priced meals	68.57% free or reduced priced meals
5.3% Transitional Bilingual	9% Transitional Bilingual

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

#### Language Arts

Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
7 and 8	Two paraeducators work with an average of 20 students each per day in small groups	Paraeducators work with small groups in core ELA classes as needed to pre-teach new material or reteach concepts students are having difficulty with per guidance from the classroom teacher.	The model of instruction is effective because the paraeducator uses the same academic language and strategies the teacher uses. This model allows the classroom teacher to differentiate the instruction.
7 and 8	Two Intervention classes at Grade 7 and one at Grade 8-45 students.	Additional reading support classes available as a double dip for qualifying students which takes the place of an elective course (double dip). Paraeducators are available to provide support.	This double dip model is effective because it allows time to preteach skills or reteach skills. Teachers use additional support from NO RED INK to fill skill gaps in students.
7 and 8	Morning averages 5 students. Afternoon averages 45 students.	Before and after school tutoring opportunities provided.	This model is effective because the tutoring is provided by trained classrooms teachers using the same effective strategies in tutoring that students see and use in classrooms.

#### Math

Grade	Who Served	How Served	Effectiveness
7 and 8	Two paraeducators work with an average of 20 students each per day in small groups	Paraeducators with the strongest math skills are strategically placed in math classes to pre-teach new material or reteach concepts students are having difficulty with per guidance from the classroom teacher	The model of instruction is effective because the paraeducator uses the same academic language and strategies the teacher uses. This model allows the classroom teacher to differentiate the instruction.
7 and 8	Four paras splitting different time in math classes for a total of 5 math classes work with an average of 20 students each per day.	Paraeducators work with small groups in core Math classes as needed to pre-teach new material or reteach concepts students are having difficulty with per guidance from the classroom teacher	The model of instruction is effective because the paraeducator uses the same academic language and strategies the teacher uses. This model allows the classroom teacher to differentiate the instruction.
7 and 8	Two 7 <sup>th</sup> grade sections and one 8 <sup>th</sup> grade section- 48 students	Additional math support classes available as a double dip for qualifying students which takes the place of an elective course (double dip). Paraeducators are available to provide support.	This double dip model is effective because it allows time to preteach skills or reteach skills. Teachers use additional support from IXL to fill skill gaps in students.

7 and 8	Morning averages 5 students. Afternoon averages 45 students.	Before and after school tutoring opportunities provided.	This model is effective because the tutoring is provided by trained classrooms teachers using the same effective strategies in tutoring that students see and use in classrooms.
7	205 students during the school day. 10 students average a day before school and 60 students average after school	GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs Grant) funded math specialists in all 7 <sup>th</sup> grade math classes to provide in class and after school tutoring.	Gear UP tracks all data yearly- grades in classes, % of students moving on to next sequential math course, and number of students in the Class of 2023 leaving high school with the math class needed to enroll in a 4 year college.

#### 4. Parent Engagement:

Date	Activity	Effectiveness
Ongoing	Students and families are informed in their home language of the availability of the After School Program during Back to School Day, Open House, and Fall Conferences.	Miller observes an increase in enrollment in After School Program after these family events.
Ongoing	A Spanish interpreter is scheduled for all Evening Family Events.	All families need to be communicated with in their home language.
Twice yearly	Student Led Conferences. Materials for families include information on additional academic assistance, Title 1 and Student Learning Plans which include test scores and data.	80% of families attend Student Led Conferencing. In addition to reviewing grades, the Spring Conference includes Student Learning Plans for all students. These plan outline student test scores and the support systems in place to support student learning. Enrollment in Intervention courses and After School Program increases after conferences.
Ongoing	Monthly Family Fun Nights are scheduled and publicized in e-mail to students, on website, and with and auto robo call in both English and Spanish.	See detailed information below!
August 28,2017	Family Night- Open House	200 + Families attended and participated in this night. They got information about Title One. They met the Title One Coordinator. They got other information about the school and met all their students' teachers.
9/25/2017	Family Night- Title One and AVID	35 Families attended and participated in information about AVID, Title One, Before and After School Program. They learned about the importance of organization in classes and note taking.
10/12/2017	Family Night- Parent Engagement, GEAR UP, and Music	60 families attended and participated in Family Fun Night. They received information on the importance of Parent Engagement in their students' success. They learned about how to be involved in Gear Up, our new Family Communication Group, and how music increases students' academic achievement.
11/16/2017	Family Night- Math	10 Families attended the Math Night. Families participated in Math Activity led by our Math Department Chair and learned how to support their students in math. They also learned how the Before and After School Program AND Math Intervention classes support math.
12/14/2017	Family Night- After School Program Information	14 Families attended and participated in learning about the After School Program supports. Families made holiday ornaments and gingerbread houses.

1/18/2017	Family Night- Family and School Partnerships	12 families learned about Title One and the Before and After School Program. They learned how family school partnerships improve student achievement. Additionally, we all participated in a game designed to improve communication skills.
2/8/2017	Family Night- Title One, AVID, and Colleges	50 Families attended and participated in learning about Title One Services. Then there was a college fair presented by our 8 <sup>th</sup> Grade AVID students. Families learning about funding opportunities and scholarships for college..
3/1/2018	Family Night- Native American Youth and After School Program	In addition to learning about opportunities for our Native American Youth in the area, families will learn about Title One supports and the Before and After School Tutoring programs.
4/19/2018	Family Night- Assessments	In addition to learning about Title One Programs, families receive information about state testing. They will know when testing is, how students are being prepared, and how families can support readiness for testing.
5/17/2018	Family Night- Incoming 7 <sup>th</sup> Graders	Current 6 <sup>th</sup> Grade Families will learn about Title One, Academic Supports, Summer School, Before and After School Programs available at Miller.

#### 5. Staff Information:

- All Paraeducators have either 72 or more college credits, or they have passed the state Paraeducator test.
- 90% of teachers are certified appropriately.

### COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

- 1) Expectation that all staff KNOW their students, even though most staff are responsible for 120 to 150 students daily. Each staff person is expected to know the students in their classes, case load, or school activity by name and need within the targeted population of SWD (students with disabilities), EL (English Learners), Title One and LAP.
- 2) Daily schedule includes Daily Advisory (every morning) so that all students receive homework completion support, organizational strategies (student planners) and focused note taking, and Social Emotional Learning lessons.
- 3) Use of Interim Smarter Balanced Assessments. All students will take the Interim SBA assessment in math and reading. Teachers use this data to familiarize students with the SBA assessment format and to identify the concepts and skills students need additional exposure.
- 4) All staff attend AVID (Advancement Via Individual Determination) trainings and implement those instructional strategies which increase academic achievement for struggling learners. The 2017-2018 focus is upon two reading strategies- Vocabulary Instruction using Marzano's methods (including teaching the 55 words of the Common Core) and Summarization. These reading strategies are applied to all Math Courses as well.
- 5) All staff (including classified staff) attend professional development opportunities on PBIS, Positive Behavior Intervention and Supports. The goal of PBIS is to maximize the time struggling learners are in classrooms and in the school setting. PBIS also supports positive classroom environments so struggling learners can focus on instruction. PBIS reinforces the need for routines and continuity across a large school (and across all grades and school K-12) which supports the learning needs of Title I students.
- 6) Department specific professional development opportunities are offered in order to implement research-based differentiation strategies in classrooms. (In particular, the areas of Math, Reading, ELL, Title One, and SWD.) Staff will apply what they learn in their own classroom and share their successes with students with other staff members. Departments continue to align their curriculum to the common core state standards.
- 7) All school Communication is sent out in Spanish including the webpage, school mailings, and in the robo calls. A new school monthly school newsletter is sent out in Spanish as well. This newsletter includes Title One information.

- 8) Transition activities from 6 to 7<sup>th</sup> Grade occurred and from 8<sup>th</sup> to high school occurred.
- Sixth grade teachers, counselors and principals attended a breakfast at Miller to encourage their former students from the previous year.
  - Sixth grade students that may need additional transition support are offered a tour of the Junior High building before summer starts.
  - Sixth grade students meet with AVID students at the Junior High and fill out the application to be part of the AVID program in the Fall of the following year.
  - Middle School Counselor visits the 6<sup>th</sup> grade to introduce him or herself, discuss lockers, electives etc.
  - 6<sup>th</sup> graders attend Summer School at Miller before their 7<sup>th</sup> grade begins.
  - Miller is open beginning August 1<sup>st</sup> for any student or parent needing additional time in the building before school starts.
  - High School Counselors began meeting with 8<sup>th</sup> graders right after the first of the new year.
  - 8<sup>th</sup> graders who might struggle with the transition take field trips to the high school in small groups.
  - 8<sup>th</sup> graders attend an Orientation Day at the high school before school is out
  - 8<sup>th</sup> graders attend summer school at the high school
  - High School AVID students meet regularly with Miller AVID students.
  - High School students work in the Miller After School Program
  - 8<sup>th</sup> graders start the new year at the high school 2 days before school starts to get an intense orientation.

### COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

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

Language Arts			
Grade	Activities	Measurements of student mastery (daily, weekly, monthly, yearly)	Strategies used to make adjustments if needed
7-8	Additional reading support classes available as a double dip for qualifying students which takes the place of an elective course (double dip). Paraeducators are available to provide support.	<p>Trimester summaries of academic growth presented quarterly to the Leadership Team.</p> <p>Students in intervention courses take fall, winter, and spring MAP tests. All students take MAP tests in fall and spring. These scores are used to collect academic benchmark data. Scores are tracked to measure progress.</p> <p>Unit pre and post assessments measure progress of students' mastery of content.</p> <p>SBA data is collected to measure progress.</p>	<p>After benchmark periods, the data of students in classrooms are examined. Paraeducator schedules are shifted to classes where students have the most need.</p> <p>Students are exited from intervention classes based on matrix and other students are added to the intervention classes.</p> <p>Title One Lap paraeducators meet together to discuss reading strategies that are working with specific identified students.</p> <p>Title On LAP paraeducators meet with English Teachers during monthly Collaboration time.</p> <p>After School Program shares attendance data with staff</p> <p>Students not making progress despite numerous instructional adjustments</p>
	Before and after school tutoring opportunities available. Transportation home provided after school.		
	Daily advisory includes planned organizational lessons, homework assistance, and Social Emotional Learning.		
Math			
7-8	Additional math support classes available as a double dip for qualifying students which takes the place of an elective course (double dip). Paraeducators are available to	Trimester summaries of academic growth presented quarterly to the Leadership Team.	After benchmark periods, the data of students in classrooms are examined. Paraeducator schedules are shifted to classes where

provide support.	Students in intervention courses take fall, winter, and spring MAP tests. All students take MAP tests in fall and spring. These scores are used to collect academic benchmark data. Scores are tracked to measure progress.	students have the most need.
Before and after school tutoring opportunities available. Transportation home provided after school.	Unit pre and post assessments measure progress of students' mastery of content.	Students are exited from intervention classes based on matrix and other students are added to the intervention classes.  Title One Lap paraeducators meet together to discuss reading strategies that are working with specific identified students.
Daily advisory includes planned organizational lessons, homework assistance, and Social Emotional Learning.	SBA data is collected to measure progress.	Title On LAP paraeducators meet with English Teachers during monthly Collaboration time.  After School Program shares attendance data with staff  Students not making progress despite numerous instructional adjustments

#### COMPONENT #4: COORDINATION AND INTEGRATION

Program	Amount Available	How the Intents and Purposes of the Program Will Be Met
Basic Education and Local Levy	\$2811121	<p><b>Intents/Purposes:</b> To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p><b>Use of funds to support Intents/Purposes:</b> 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	\$121369	<p><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> To ensure that limited English proficient (LEP) students,</p>

		<p>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><b>Use of funds to support Intents/Purposes:</b> Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>	
		<p><b>Intents/Purposes:</b> To assist rural low-income districts in meeting ESEA performance goals.</p> <p><b>Use of funds to support Intents/Purposes:</b> Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>	
<b>Total</b>	<b>\$2932490</b>		

# TITLE I, PART A SCHOOLWIDE PLAN

## Aberdeen School District #5, Robert Gray Elementary

**Date: February 15, 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 Dr. Richard Bates, Principal; Allison Fagerstedt, Title 1/LAP Teacher; Noelani Butcher, School Counselor; Myka Jugum, 6<sup>th</sup> Grade Teacher; Michelle McCracken, Parent; and Tara Maynard, Parent. 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-6<sup>th</sup> grade students in math, and 5<sup>th</sup> and 6<sup>th</sup> 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.

2016-17	2017-18
Student Count <u>338</u>	Student Count <u>337</u>
68.9 % free or reduced priced meals	75.4 % free or reduced priced meals
18.9% Transitional Bilingual	21.4% Transitional Bilingual
N<10 Students in Foster Care	3.3% Students in Foster Care
% of students below grade level in math per grade Kinder –19% 1 <sup>st</sup> –29% 2 <sup>nd</sup> –23% 3 <sup>rd</sup> –31% 4 <sup>th</sup> –21% 5 <sup>th</sup> –13% 6 <sup>th</sup> -15%	% of students below grade level in math Kinder –19% 1 <sup>st</sup> –29% 2 <sup>nd</sup> –26% 3 <sup>rd</sup> –13% 4 <sup>th</sup> –15% 5 <sup>th</sup> –20% 6 <sup>th</sup> -19%
% of students below grade level in reading 5 <sup>th</sup> –17% 6 <sup>th</sup> –24%	% of students below grade level in reading 5 <sup>th</sup> –11% 6 <sup>th</sup> -12%

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

#### Math

Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	7 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	15 students from two and a half 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	11 students from two and a half 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	15 students from three 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	9 students from two 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,	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



		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.	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.
5	7 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	5 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**

<b>Grade</b>	<b>Who Served</b>	<b>How Served</b>	<b>Effectiveness</b>
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.	<p>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.</p> <p>Difficulties included learning a new curriculum and finding resources within the curriculum to support struggling students.</p>
6	8 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	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

		students would see in class, and/or a reteach of concepts students were having difficulty with.	<p>allowed the classroom teacher to provide intervention to the neediest students, at times, while the paraeducators supported other classroom activities.</p> <p>Difficulties included learning a new curriculum and finding resources within the curriculum to support struggling students.</p>
--	--	---	---

#### 4. Parent Engagement:

Date	Activity	Effectiveness
12/6/2017	Family Winter Reading Night	65 Families attended and participated in reading and literacy activities. Teachers read stories aloud to students, and parents had the opportunity to purchase books for reading at home.
02/13/2018	Young Author's Night	<p>32 families attended.</p> <p>Students created books to share and present at Young Author's Night. Students shared their writing with parents and fellow classmates. Ericka Corban, a local author, shared her new book with students and answered questions about the writing process. Parents and students engaged in activities that promote literacy.</p>
Spring 2018/tbd	Grade Level Assessment Parent Night.	<p>___ families attended. (tbd)</p> <p>Parents will interact with their children and learn more about strategies to support them at home, preparing them for the SBAC.</p>
03/27/2018	Interactive Math Games-make it, take it	<p>___ Families attended. (tbd)</p> <p>Classroom teachers will share areas of need in math with the Title 1 teacher. Games to promote growth in these areas of struggle will be provided and available to families during conference week at Robert Gray. Parents and children will play the games together, and take them home for fun and additional practice.</p>

#### 5. 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.

## COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

### 1. Based on our data, things we will do differently for the 2017-2018 school year include:

- The district adopted new ELA curriculum for grades K-5. Intervention materials changed to better align to the core reading curriculum. Fifth grade reading support for 2017-18 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 new reading materials.
- Math support shifted according to the transitioning needs of our students. For the 2017-18 school year, the highest need is with our 2nd, 3rd, and 4th grade classrooms. This is largely due to the higher enrollment in these grade levels and language needs of the students.
- EL Newcomer students were given a math book translated into Spanish to support with academic language in the classroom.

**2. To facilitate school reform we will implement the following strategies for the 2017-18 school year:**

- EL numbers have grown in the 2017-18 school year. There has been a large influx of EL Newcomers within the last 3 year. EL newcomer students speak limited English. 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.
- 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 70/30 ratio of teacher speaking vs students interacting.
- RG staff will work to develop a running transition document to follow students from grade to grade. This document will be shared with the student's new teacher during already established transition meetings. Specialists will also have access to the shared document. It will be available for reference throughout the school year. As a working document, information can be added to it as needs arise. The document will include teacher input regarding academic performance, student behavior, social interactions, and family information.
- Beginning in the fall of 2018, 6th grade teachers district-wide will collaborate with a state level ELA coach to create a common weekly template for ELA lessons. myPerspectives offers a large variety of teaching materials, so teachers will work with the coach to identify materials most useful. In addition to district-wide collaboration, 6th grade teachers at Robert Gray will collaborate with the state coach and work to enrich myPerspectives by constructing an ELA lesson plan that incorporates AVID strategies.
- 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.
- By June of 2018, 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 2018 school year.

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

**1. 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 2017-2018 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 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. 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>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 2017-2018 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 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>
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 2017-2018 school year.</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 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,</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 2017-2018 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 2017-2018 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>

	ownership, and eventually, mastery of concept.		The Title 1 teacher and classroom teachers will determine the appropriateness and effectiveness of interventions through collaborative conversations. Adjustments will be made accordingly.
4	4th 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>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 2017-2018 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 2017-2018 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>
5	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>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 2017-2018 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 2017-2018 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	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	<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 2017-2018 school year.</p> <p>Classroom teachers in grades 4-6 can refer</p>	<p>After each benchmark period (fall, winter, and spring) of the 2017-2018 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</p>



	<p>tools. Learning objectives are clearly posted and reviewed with students for teacher/student reference, ownership, and eventually, mastery of concept.</p>	<p>to the data from the previous instructional year provided through SBAC testing.</p>	<p>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>
<b>Reading</b>			
<b>Grade</b>	<b>Activities</b>	<b>How will you measure student mastery (daily, weekly, monthly, yearly)?</b>	<b>What strategies will you use to make adjustments if needed?</b>
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, 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 2017-2018 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 2017-2018 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,</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 2017-2018 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 2017-2018 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>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>		
--	--	--	--

**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 math night where families create easy math games (for targeted skills determined as a need per assessment data) they can play at home to support their child's math learning. This will be offered during conferences for ease of access.</p>	<p>Improved scores on classroom assessments of the targeted skills for students who participate in family math games at home.</p>
<p>Young Author's Night</p> <p>Students created books to share and present at Young Author's Night. Students shared their writing with parents and fellow classmates. Ericka Corban, a local author, shared her new book with students and answered 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>Grade Level Assessment Parent Night.</p>	<p>Parents will interact with their children and learn more about strategies to support them at home, preparing them for the SBAC.</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	\$2059193	<p><b>Intents/Purposes:</b> To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p><b>Use of funds to support Intents/Purposes:</b> 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	\$110985	<p><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p><b>Intents/Purposes:</b> To assist rural low-income districts in meeting ESEA performance goals.</p> <p><b>Use of funds to support Intents/Purposes:</b> Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
<b>Total</b>	<b>\$2170178</b>	



# TITLE I, PART A SCHOOLWIDE PLAN

## Aberdeen School District #5, Stevens Elementary School

**Date: January 3, 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:** Amber Metke, Title I Teacher; Doris Hatton, LAP Teacher; Arnie Lewis, Principal; Jamie Dunn, 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 2016-2017 and 2017-2018 Maps, DIBELS, Spring SBA, EL population, free and reduced population, teacher rating and CEE survey data)

2016-17	2017-18
Student Count <b>477</b>	Student Count <b>519</b>
<b>70%</b> free or reduced priced meals	<b>69.9%</b> free or reduced priced meals
<b>18.9%</b> Transitional Bilingual	<b>20.2%</b> Transitional Bilingual
% of students below grade level in math per grade  Kinder –33 1 <sup>st</sup> – 25% 2 <sup>nd</sup> – 20% 3 <sup>rd</sup> – 22% 4 <sup>th</sup> – 10% 5 <sup>th</sup> – 20% 6 <sup>th</sup> – 14%	% of students below grade level in math  Kinder – 33% 1 <sup>st</sup> – 31% 2 <sup>nd</sup> – 19% 3 <sup>rd</sup> – 17% 4 <sup>th</sup> – 23% 5 <sup>th</sup> – 28% 6 <sup>th</sup> – 18%
% of students below grade level in reading  5 <sup>th</sup> – 25% 6 <sup>th</sup> – 6%	% of students below grade level in reading  5 <sup>th</sup> – 28% 6 <sup>th</sup> – 30%

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

Math			
Grade	Who Served	How Served (model, materials, strategies)	Effectiveness
K	21 students in 3 classes	<p><b><u>In-class small group support:</u></b> 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><b><u>Individual Support:</u></b> 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><b><u>AM Target Group:</u></b> Targeted Title I students arrive early to school and participate in small group and individual tutorial on</p> <p><b><u>Century 21 Afterschool Program:</u></b> 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 <sup>st</sup> 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 <sup>nd</sup> 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 <sup>rd</sup> 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 four 4 <sup>th</sup> 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 three 5 <sup>th</sup> 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 <sup>th</sup> 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 three 5 <sup>th</sup> grade classes	<p><b><u>In-class small group support:</u></b> 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><b><u>Individual Support:</u></b> 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 <sup>th</sup> 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.

**Century 21 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.

**1. Parent Engagement:**

Date	Activity	Effectiveness
August 2017	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 2017	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.
October 2017	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 2017	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 2018	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 2018	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. 100% 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 2017-2018 school year include:**

- a. Our data indicates our Kindergarten has a large number of students not at standard. We will increase support in the 1<sup>st</sup> 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 2017-18 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"> <li>•Small group intervention</li> <li>•Double/Triple Dosing</li> <li>•Consultant Teacher</li> <li>•Collaborative Learning Team</li> <li>•Targeted Professional Growth</li> </ul>	<ul style="list-style-type: none"> <li>•Daily formative assessments to guide intervention and instruction</li> <li>•Three times per year MAP testing to measure skill proficiency</li> <li>•Formative assessments within district approved curriculum to guide instruction</li> <li>•Transition program in Kindergarten to appropriately target skill deficits</li> <li>•Interim assessments to guide instruction toward achievement of standards</li> <li>•Core Testing to determine</li> </ul>	<ul style="list-style-type: none"> <li>•Data board organization and monitoring with Title I teacher and Principal.</li> <li>•Formative assessments within district adopted curriculum guide group adjustments</li> <li>•Unscheduled teacher checks on data points with principal and Title I teacher.</li> <li>•Increase instruction beyond core instruction by qualified and training paraprofessionals</li> <li>•Peer tutoring in class during non-core instructional times monitored by teacher.</li> </ul>
1	<ul style="list-style-type: none"> <li>•Small group intervention</li> <li>•Double/Triple Dosing</li> <li>•Consultant Teacher</li> <li>•Collaborative Learning Team</li> <li>•Targeted Professional Growth</li> </ul>		
2	<ul style="list-style-type: none"> <li>•Small group intervention</li> <li>•Double/Triple Dosing</li> <li>•Consultant Teacher</li> <li>•Collaborative Learning Team</li> <li>•Targeted Professional Growth</li> </ul>		
3	<ul style="list-style-type: none"> <li>•Small group intervention</li> <li>•Double/Triple Dosing</li> <li>•Consultant Teacher</li> <li>•Collaborative Learning Team</li> <li>•Targeted Professional Growth</li> </ul>		
4	<ul style="list-style-type: none"> <li>•Small group intervention</li> <li>•Double/Triple Dosing</li> <li>•Consultant Teacher</li> <li>•Collaborative Learning Team</li> <li>•Targeted Professional Growth</li> </ul>		
5	<ul style="list-style-type: none"> <li>•Small group intervention</li> <li>•Double/Triple Dosing</li> <li>•Consultant Teacher</li> <li>•Collaborative Learning Team</li> <li>•Targeted Professional Growth</li> </ul>		
6	<ul style="list-style-type: none"> <li>•Small group intervention</li> <li>•Double/Triple Dosing</li> </ul>		

	<ul style="list-style-type: none"> <li>•Consultant Teacher</li> <li>•Collaborative Learning Team</li> <li>•Targeted Professional Growth</li> </ul>		
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"> <li>•Small group intervention</li> <li>•Double/Triple Dosing</li> <li>•Consultant Teacher</li> <li>•Collaborative Learning Team</li> <li>•Targeted Professional Growth</li> </ul>	<ul style="list-style-type: none"> <li>•Daily formative assessments to guide intervention and instruction</li> <li>•Three times per year MAP testing to measure skill proficiency</li> <li>•Formative assessments within district approved curriculum to guide instruction</li> </ul>	<ul style="list-style-type: none"> <li>•Data board organization and monitoring with Title I teacher and Principal.</li> <li>•Formative assessments within district adopted curriculum guide group adjustments</li> <li>•Unscheduled teacher checks on data points with principal and Title I teacher.</li> <li>•Increase exposure to intervention groups</li> <li>•Additional instruction beyond core instruction by qualified and training paraprofessionals</li> <li>•Peer tutoring in class during non-core instructional times monitored by teacher.</li> </ul>
6	<p>Small group intervention Double/Triple Dosing Consultant Teacher Professional Learning Team Targeted Professional Growth</p>		

**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><b>Family Board Game Night:</b> 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><b>Muffins with Mom and Doughnuts with Dad:</b> 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><b>Book Bags:</b> 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>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>

**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.

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.

## 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	\$2697634	<p><b>Intents/Purposes:</b> To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p><b>Use of funds to support Intents/Purposes:</b> 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	\$181050	<p><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> 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><b>Intents/Purposes:</b> 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><b>Use of funds to support Intents/Purposes:</b> Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.</p>
		<p><b>Intents/Purposes:</b> To assist rural low-income districts in meeting ESEA performance goals.</p> <p><b>Use of funds to support Intents/Purposes:</b> Funds are coordinated to support our students and programs as described under Title I, Part A above.</p>
<b>Total</b>	<b>\$2878684</b>	

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:  
Lindsey Kargbo  
Date: 09/27/2017  
  
School: Twin Harbors Skills Center  
Department: (secondary only) Career & Technical Education

**2. MATERIAL INFORMATION**

Title: Medical Assisting  
Author/Producer Michelle Blesi  
:  
Publisher: Cengage Learning  
Copyright: 2015  
Price Per Item: \$190/book; \$100/workbook  
Number of copies to be purchased: 13  
ISBN/MHID: 13: 978-1-305-11070-0

Grade level(s): 12<sup>th</sup> Course: Medical Assisting

**3 INTENDED USE**

(Check all boxes that apply)

<input checked="" type="checkbox"/>	Basic/Core
<input checked="" type="checkbox"/>	Supplemental
<input type="checkbox"/>	Pilot
<input type="checkbox"/>	Teacher Resource

<input checked="" type="checkbox"/>	Large Group
<input checked="" type="checkbox"/>	Small Group
<input type="checkbox"/>	Individual Instruction
<input type="checkbox"/>	Enrichment
<input type="checkbox"/>	Other (Specify) _____

**4 TYPE OF MATERIAL**

(Check all boxes that apply)

<input checked="" type="checkbox"/>	Text (print or electronic)
<input type="checkbox"/>	Web Based Curriculum/Resource
<input type="checkbox"/>	Apps/Computer Software
<input type="checkbox"/>	Recording/CD
<input type="checkbox"/>	Video/DVD
<input type="checkbox"/>	Reviewed by Technology

Lexile Readability Level 1050-1335

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

Blesi's Medical Assisting (8<sup>th</sup> ed.) is the text and workbook chosen to provide the core content of educating medical assistants in the new Twin Harbors Skills Center Medical Assisting Program in conjunction with Grays Harbor Community College. The content includes Medical Assisting Foundations, Structure and Function of the Body, The Front Office, The Back Office and Preparing for Employment. Support materials are online and accessible to both instructors and students.

**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  
**ELA Anchor Standards for Reading**  
 Key Ideas and Details  
 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  
 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Aberdeen School District  
**REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL**

- 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Craft and Structure**
- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
  - 6 Assess how point of view or purpose shapes the content and style of a text.
- Integration of Knowledge and Ideas**
- 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
  - 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  - 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Range of Reading and Level of Text Complexity**
- 10 Read and comprehend complex literary and informational texts independently and proficiently.

**ELA Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration**

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**ELA Anchor Standards for Language**

**Conventions of Standard English**

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

- 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.

**Vocabulary Acquisition and Use**

- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 Demonstrate understanding of word relationships and nuances in word meanings.
- 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Common Core Math**

Pharmacology: Creating equations, modeling

**Other**

American Association of Medical Assistant (AAMA) standards are evaluated on an exam at the end of the set program. All standards are recognized in Blesi's Medical Assisting text including: Communication, Professionalism, Medical Law/Regulatory Guidelines, Medical Ethics, Risk Management, Quality Assurance & Safety, Medical Terminology, Medical Reception, Patient Navigator/Advocate, Medical Business Practices

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

Please explain:

Content is created for readers that have a passing score on their High School Smarter Balance exam. The content can be adapted to a point but must be comprehended since the student will be expected to practice the information in a real life setting in health care.

**7 MATERIAL EVALUATION**

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



Aberdeen School District  
**REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL**

Strengths: the text has an online database to develop quizzes & tests. Powerpoints and other instructional materials are available to the instructor.  
 Weaknesses: lack of images to imbed into the powerpoints compare to other texts.

This text was chosen specifically for its simplicity and massive amount of content. This one text will cover the needs of students throughout the 2 year program.


**8. BIAS SCREENING**

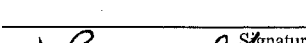
The purpose of the following questions is to alert individuals to potential biases by author/publisher. A response of "Poor" does not necessarily eliminate the material from being approved. For example, traditional and classical perspectives will be reviewed as reflecting the period in which they were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

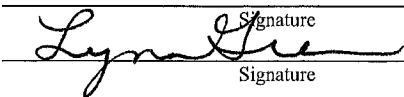
	Excellent	Good	Fair	Poor	N/A
1. Presents more than one viewpoint of controversial issues.					x
2. Presents minorities realistically.	x				
3. Includes contributions of minority authors.					x
4. Presents no biases in regards to race, color, national origin, sex, sexual orientation including gender expression 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.					?
8. Includes the contributions, inventions, or discoveries of minorities.					?
9. Presents minorities in a manner that promotes ethnic pride.					x

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. SIGNATURES

Submitted by: Lindsey Kargbo Print name  Signature

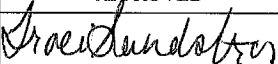
Approved by Department Head *(secondary only)* N/A Print name  Signature

Approved by Building Administrator 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	2/8/18			
School Board				

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: Ken Erickson  
Date: 2/6/18  
School: AHS  
Department: (secondary only) Science

2. MATERIAL INFORMATION

Title: "Conceptual Physics - High School Physics Program"  
Author/Producer: Paul Hewitt  
Publisher: Pearson/Prentice Hall  
Copyright: 2006  
Price Per Item: \$50-\$75 on Amazon  
Number of copies to be purchased: 30  
ISBN/MHID: 978-0131663015 SE  
9780131663022 TE

3. INTENDED USE

(Check all boxes that apply)

Grade level(s):

10-12

Course:

Conceptual Physics

- |                                     |                  |
|-------------------------------------|------------------|
| <input checked="" type="checkbox"/> | Basic/Core       |
| <input type="checkbox"/>            | Supplemental     |
| <input type="checkbox"/>            | Pilot            |
| <input type="checkbox"/>            | Teacher Resource |

- |                                     |                        |
|-------------------------------------|------------------------|
| <input checked="" type="checkbox"/> | Large Group            |
| <input type="checkbox"/>            | Small Group            |
| <input type="checkbox"/>            | Individual Instruction |
| <input type="checkbox"/>            | Enrichment             |
| <input type="checkbox"/>            | Other (Specify) _____  |

4. TYPE OF MATERIAL

(Check all boxes that apply)

- |                                     |                               |
|-------------------------------------|-------------------------------|
| <input checked="" type="checkbox"/> | Text (print or electronic)    |
| <input type="checkbox"/>            | Web Based Curriculum/Resource |
| <input type="checkbox"/>            | Apps/Computer Software        |
| <input type="checkbox"/>            | Recording/CD                  |
| <input type="checkbox"/>            | Video/DVD                     |
| <input type="checkbox"/>            | Reviewed by Technology        |

Lexile Readability Level Unknown

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

Paul Hewitt integrates a compelling text and the most advanced media to make physics interesting, understandable, and relevant for non-science majors. Hewitt's text is guided by the principle of "concepts before calculations" is famous for engaging students with analogies and imagery from the real-world that build a strong conceptual understanding of physical principles ranging from classical mechanics to modern physics.

ONLINE RESOURCES:

- Instructor Solutions
- Instructors Manual
- Powerpoint Presentations
- Test Bank

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

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

List most appropriate/key standards addressed:

Common Core Literacy

Common Core Math

Other NGSS

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

Please explain: Reading level is not difficult and math is very basic. With the amount of diagrams, differentiation should not be difficult.

**7. MATERIAL EVALUATION**

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

This text provides a conceptual approach with lots of drawings/diagrams, and minimizing the intensive math, help students grasp the ideas of physics with lots of inquiry and critical thinking questions. This is a good program for an introductory one-trimester physics class.

The only drawbacks I see are due to its age and what has been discovered since 2004 (they haven't updated the high school text, the college text has a 2014 version).

**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.

1. Presents more than one viewpoint of controversial issues.

Excellent	Good	Fair	Poor	N/A
				X

2. Presents minorities realistically.

				X
--	--	--	--	---

3. Includes contributions of minority authors.

				X
--	--	--	--	---

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	
--	--	--	---	--

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

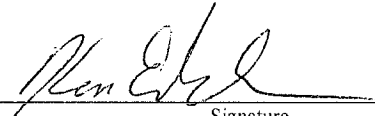
9. Presents minorities in a manner that promotes ethnic pride.

X				
---	--	--	--	--

Aberdeen School District  
REQUEST FOR APPROVAL FOR INSTRUCTIONAL MATERIAL

9. **SIGNATURES**

Submitted by: Ken Erickson  
Print name

  
Signature

Approved by Department Head *(secondary only)* \_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

Approved by Building Administrator \_\_\_\_\_  
Print name

\_\_\_\_\_  
Signature

10. **RECOMMENDATIONS**

Recommended by instructional materials committee:     Yes     No

11. **FINAL APPROVAL**

	DATE	APPROVED	RESTRICTED APPROVAL	NOT APPROVED
IMC Chairperson				
School Board				

## Board of Directors 1000 Series

### New Policies for the District to Consider

- 1000 **Legal Status and Operation**, Priority
- 1105 **Director Districts**, Priority
- 1113 **Board Member Residency**, Discretionary
- 1225 **School Director Legislative Program**, Discretionary
- 1340 **Targeting Student Learning**, Discretionary

### Policies to Review and Update

- 1005 **Key Functions of the Board**, Discretionary – Moderate updates to policy, recommend adding section regarding high expectations for student learning. Added management resource.
- 1110 **Election**, Discretionary – Non-substantive update to policy. Added management resources. No changes to procedure.
- 1111 **Oath of Office**, Discretionary – Minor update to policy.
- 1112 **Director Orientation**, Discretionary – Minor updates to policy, recommend adding to materials new directors will be provided with.
- 1114 **Board Member Resignation and Vacancy**, Discretionary – This policy combines Aberdeen policy 1114 and 1115. Moderate updates to policy. Added cross reference and management resource. No changes to procedure.
- 1210 **Annual Organizational Meeting**, Discretionary – Minor updates to policy, recommend adding language regarding a WSSDA legislative representative. Added cross reference and management resource.
- 1220 **Board Officers and Duties of Board Members**, Discretionary – Moderate updates to policy, recommend modifying language in section regarding the legislative representative and the president. Added cross references and management resources.
- 1240 **Committees**, Discretionary – No changes to policy. Added cross reference.
- 1250 **Students on Governing Boards**, Discretionary – No changes to policy or procedure.
- 1310 **Policy Adoption, Manuals and Administrative Procedures**, Priority – Minor update to policy, recommend adding language regarding non-substantive revisions to policies. Added legal reference.
- 1320 **Suspension of a Policy**, Discretionary – No changes to policy, some district-only language for board to review.
- 1330 **Administration in the Absence of Policy or Procedure**, Priority – Minor update to policy, recommend modifying language regarding actions taken by a staff member that require immediate attention from the board.
- 1400 **Meeting Conduct, Order of Business and Quorum**, Essential – Moderate updates to policy, recommend modifying language in sections regarding regular meetings and special meetings. Added cross reference and management resources. Moderate updates to procedure, recommend modifying language in section regarding meeting notices.

## Aberdeen School District

- 1410 **Executive or Closed Sessions**, Discretionary – Moderate updates to policy, recommend adding language regarding executive session to discuss infrastructure and security of computer and telecommunications networks. Added legal references and management resources.
- 1420 **Proposed Agenda and Consent Agenda**, Essential – Minor update to policy, recommend adding language regarding posting the proposed agenda to the district website. Added cross and legal references and management resources. Moderate updates to procedure, recommend adding language to section regarding the proposed agenda.
- 1440 **Minutes**, Discretionary – Moderate updates to policy, recommend modifying language regarding verbatim recordings of minutes. Added management resource.
- 1450 **Absence of a Board Member**, Priority – Minor update to policy, recommend including absences that are authorized by board resolution. Added cross and legal references and management resources.
- 1610 **Conflicts of Interest**, Priority – Minor updates to policy. Added cross reference.
- 1620 **The Board-Superintendent Relationship**, Discretionary – No changes to policy. Added legal reference and management resource. Aberdeen 1620P is significantly different than WSSDA model 1620P. Board needs to choose whether to keep current procedure or delete and adopt WSSDA model procedure.
- 1630 **Evaluation of the Superintendent**, Essential – Minor update to policy, recommend including the board's option to terminate the superintendent on the basis of the evaluation.
- 1731 **Board Member Expenses**, Discretionary – Minor update to policy, recommend stating that board members will use discretion in accruing actual expenses for which they will seek reimbursement. Added management resource. No changes to procedure.
- 1732 **Board Member Insurance**, Discretionary – No changes to policy.
- 1733 **Board Member Compensation**, Discretionary – Moderate updates to policy, recommend adding language regarding waiver of a board member's compensation and where compensation will come from. Moderate updates to procedure, recommend modifying language regarding activities board members can receive compensation for.
- 1805 **Open Government Trainings**, Essential – No changes to policy. Added management resources.
- 1810 **Annual Governance Goals and Objectives**, Priority – No changes to policy. Added management resource.
- 1820 **Board Self-Assessment**, Priority – No changes to policy. Added management resource. No changes to procedure.
- 1822 **Training and Development for Board Members**, Discretionary – No changes to policy. Added cross reference.
- 1830 **Participation in School Boards' Association**, Optional – No changes to policy.

### **District-Only Policies for District to Review and Update or Delete**

- 1230 **Secretary** – District-only
- 1331 **Audit of Expenditures** – District-only
- 1332 **Authorization of Signatures** – District-only.



**Definitions for update recommendations:**

**Non-substantive updates:** Only changes are stylistic language modifications (i.e. shall to will)

**Minor updates:** Language struck or added is less than a paragraph. No action needed by board or superintendent in terms of policy/procedure implementation.

**Moderate updates:** Language struck or added is about a paragraph in length. Modifies current policy/procedure implementation in a way that requires changes by the superintendent and/or board.

**Significant updates:** Language struck or added is about a page or more in length. Adds additional implementation requirements to policy/procedure within the district.

**Definitions for policy categorizations:**

**Essential**

- Policy is required by state or federal law, or
- A specific program requires a policy in order to receive special funding.

**Priority:**

- Policy is developed to respond to state or federal law at the discretion of a school district, or
- Policy will impact the health, safety and/or welfare of students, employees or directors, or
- Sets forth the action of the board or district in response to a legal mandate and the board believes attention to the mandate is necessary.

**Discretionary:**

- Policy expresses an action or calls attention to a required action deemed necessary by the board, district or community, or
- Policy is deemed necessary due to special circumstances of a board, district and community, or
- Policy communicates district philosophy that the board wants to promote to employees and/or the community.

The background of the slide is a light gray gradient. It is decorated with several realistic water droplets of various sizes and shapes, scattered across the top and bottom edges. The droplets have highlights and shadows, giving them a three-dimensional appearance.

# AHS TRIMESTER SCHEDULE

2018 AND BEYOND

# WHY A DIFFERENT MASTER SCHEDULE?

- NEW GRADUATION REQUIREMENTS FOR CLASS OF 2021 (CURRENT 9<sup>TH</sup> GRADE STUDENTS)
  - DISTRICT WAIVER FOR CLASS OF 2019 AND 2020
  - 24 CREDITS REQUIRED BY THE STATE
  - IMMEDIATE INTERVENTIONS
  - PERSONALIZED PATHWAY REQUIREMENTS
  - EXPLORATION OPPORTUNITIES
- ASD GOAL – 100% GRADUATION GOAL

# IN RECOMMENDING THE TRIMESTER SYSTEM, WE CONSIDERED MORE THAN JUST CREDITS . . .

- SCHOOL CULTURE
- MAXIMIZING STUDENT CONTACT TIME
- REDUCING WORKLOAD STRESS FOR STAFF AND STUDENTS
- RELATIONSHIPS BETWEEN AND AMONG STAFF AND STUDENTS
- OPPORTUNITIES FOR STUDENTS TO SUCCEED, EXPLORE
- STREAMLINING OF PROCESSES
- SYSTEM OF SUPPORT FOR ALL

# THE TRIMESTER YEAR ONE STRUCTURE

- TRIMESTER SCHEDULE
- 5 PERIOD DAY
- 61 MINUTE CLASSES
- 0.5 CREDITS PER TRIMESTER
- 26 CREDITS REQUIRED TO GRADUATE (POTENTIAL TO EARN 31 CREDITS IN 4 YEARS)
- CONTINUE TO INCLUDE DAILY ADVISORY – 31 MINUTES

# BENEFITS OF THE TRIMESTER SCHEDULE

- MORE STUDENT OPPORTUNITIES TO EXPLORE
- TEACHERS CAN EXPAND COURSE OFFERINGS THROUGHOUT THE YEAR
- FLEXIBILITY FOR ENRICHMENT AND REMEDIATION COURSES
- LESS PREPS FOR MOST TEACHERS AND STUDENTS PER TRIMESTER
- REDUCED WORKLOAD FOR STUDENTS PER TRIMESTER
- SHORTER LAG TIME TO INTERVENE FOR FAILING OR STRUGGLING STUDENTS

# CHALLENGES AND PROBLEM SOLVING

- MATH – SEQUENCING THE NEW CURRICULUM AND THE NEW STATE TEST. ALGEBRA AND AP IS FOR ALL THREE TRI'S, BUT OTHER COURSES ARE TWO TRI'S
- TEACHERS REMAINING WITH THE SAME STUDENTS FOR ALL TRI'S, ESPECIALLY 9<sup>TH</sup> AND 10<sup>TH</sup> GRADE YEARS IN CORE CONTENT
- COUNSELORS AND DEPARTMENT LEADERS – MORE COMPLEX SCHEDULE – MORE PIECES TO THE PUZZLE
- RUNNING START – FULL TIME STUDENTS WANTING TO BE MORE THAN FULL TIME

# NEXT STEPS

- SURVEY IN THE SPRING FOR STAFF, STUDENTS AND FAMILIES
- STAFF CONTINUE BUILDING SCOPE AND SEQUENCE FOR THEIR COURSES, ENSURING HORIZONTAL ALIGNMENT
- GUIDANCE COUNSELORS AND ADMINISTRATION WORKING ON BUILDING THE 2018-19 MASTER SCHEDULE – MEETING WITH EACH DEPARTMENT HEAD TO BE PROACTIVE IN OUR PROCESS
- LOOKING TO HAVE CONSISTENT TEACHERS IN CORE CONTENT COURSES FOR 9<sup>TH</sup> AND 10<sup>TH</sup> GRADERS



Project or Service Description: Wide Area Network, Dark Fiber Services

**GHPUD**

Vendor Scoring (use additional worksheets if necessary)

Selection Criteria	Weight*	Vendor # 1		Vendor # 2		Vendor # 3		Vendor # 4		Vendor # 5	
		Raw Score**	Weighted Score***	Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score
Prices/Charges	45%	5	2.25								
Experience	25%	5	1.25								
Project Management Expertise	15%	5	.75								
Cost of Ineligible Products	15%	5	.75								

Overall Ranking 5 100%

Vendor Selected: **GHPUD**  
 Approved By:  
 Title:  
 Date:

Bid Assessment Comments, if needed:  
*GHPUD has extensive experience and based upon previous business and other vendors cost, they provide a better product and service.*

Notes:  
 \* Percentage weights must add up to 100%. Price must be weighted the heaviest.  
 \*\* Evaluated on a scale of 1 to 5; 1=worst, 5=best.  
 \*\*\* Weight x Raw Score



## **REQUEST FOR PROPOSAL**

Dark Fiber to connect ten (10) sites for the  
ABERDEEN SCHOOL DISTRICT No. 5

Re: SLD Form 470 #:180023493

---

### **PROPOSALS DUE**

**March 9, 2018 by 2:00 pm**

ASD5 Network Quote  
ABERDEEN SCHOOL DISTRICT  
216 North G Street  
Aberdeen, WA 98520

## **EXECUTIVE SUMMARY**

### **Purpose:**

---

Provide dark fiber for Wide Area Network to ABERDEEN SCHOOL DISTRICT No. 5

### **Requested Services:**

---

ABERDEEN SCHOOL DISTRICT is requesting quotes for leased dark fiber connecting to ten (10) sites for a wide area network. Leased fiber is to consist of one (1) strand of single-mode fiber to each eligible location. All strands are to run from each location to the Aberdeen High School, or a collocation if necessary, and then to the Aberdeen High School via one (1) strand of single mode fiber.

ABERDEEN SCHOOL DISTRICT shall provide all necessary floor or rack space, power, conduits, entrance conduits and building attachments at each eligible location.

If collocation services are required, ABERDEEN SCHOOL DISTRICT will provide aggregation switches in each location. ABERDEEN SCHOOL DISTRICT requires 24/7 access to the collocation facilities for maintaining said equipment.

### **Grays Harbor Public Utility District No. 1**

#### **Overview:**

---

Grays Harbor Public Utility District No. 1 (GHPUD) has been investing in a fiber optic network since 1998 and continues to expand the network within our service area. The District's fiber optic network is a critical communications tool for GHPUD. We rely on the system for energy management, load control, and the ability to communicate instantly with our substations and metering infrastructure. The network also helps to ensure system safety, redundancy and reliability. The network not only provides GHPUD with a resource that is critical to the operation of the electrical system, it provides an additional benefit as well; it makes high-speed telecommunications accessible to many areas of Grays Harbor that might not otherwise have this service available. Today our expanding fiber optic network includes over 200 miles of line and continues to grow.

With the wholesale telecommunications business rapidly growing we are able to increase revenues on existing District investments such as collocations buildings and our fiber optic network. We generate a positive cash flow of approximately \$300 thousand annually in telecommunications revenue. Over the last five years, telecommunications services have generated over \$1,000,000 in net positive cash flow for GHPUD. With the telecommunications business rapidly growing we are able to increase revenues on existing District investments such as collocations buildings and our fiber optic network.

Our reliable high-speed infrastructure helps Grays Harbor County's economic growth by attracting, expanding and retaining business in our community. As GHPUD installs fiber optic cable, it makes

high-speed communications and internet services accessible to public agencies such libraries, schools, hospitals and emergency services and to our rate payers and businesses through qualified partnering service providers. GHPUD is working to increase availability of by expanding the fiber optic network to under-served areas of Grays Harbor County. In addition, we have recently received State funding for telecommunication projects to promote economic growth within the county.

GHPUD maintains seven collocation facilities throughout Grays Harbor County featuring redundant power systems, controlled access, backup generation and controlled environment. All of our facilities are monitored 24/7 for added security.

GHPUD facilities feature secured cabinet space, DC power, WDM circuits and interconnects available for lease. In addition to our facilities, we have a knowledgeable and dedicated team who will provide a rapid response to outage and maintenance needs. Our fiber optic repair services include cable replacement/repair, construction, splicing, testing and troubleshooting.

---

### **E-Rate:**

GHPUD has successfully completed a FCC Form 498 E-Rate filing in order to benefit the education districts in the county.

Form 498 ID: 143050358      Date approved: 1/6/2018

### **SERVICES**

#### **Maintenance and Repairs:**

---

Maintenance, repair and replacement of dark fiber or facilities leased from GHPUD will be performed by GHPUD staff. There shall be no charge to the school district for any maintenance or repair service other than the monthly license charge as set forth in Telecommunication Charges-Fee Schedule 200. GHPUD will allow work on Customer equipment during normal business hours of 8:00- 4:30 pm, Monday through Friday. Any work outside of this work schedule, other than emergency repairs, shall be approved by GHPUD in advance.

In the event of scheduled maintenance or unscheduled failures in the communications infrastructure, GHPUD will make needed repairs to restore capacity with diligence and complete repairs as soon as is reasonable and practical.

#### **Notification:**

---

In the event that it is necessary to temporarily suspend the availability of dark fiber for preventative maintenance, repairs or improvements to the GHPUD fiber network, ABERDEEN SCHOOL DISTRICT will receive seventy-two (72) hours notice of scheduled maintenance. If emergency maintenance is performed, GHPUD will use its best effort to notify the School District prior to the action.

## Testing:

---

Testing or troubleshooting of new/damaged/replaced/repared leased fiber shall be performed between designated demarcation points on GHPUD leased fiber. Any testing beyond GHPUD's fiber will be the responsibility of ABERDEEN SCHOOL DISTRICT, or can be acquired from the District subject to the Labor rates set forth in Telecommunication Charges-Fee Schedule 200.

## Adds, Moves and Changes:

---

Written requests for adds, moves and changes can be sent electronically to [telecom@ghpud.org](mailto:telecom@ghpud.org), or sent via USPS to:

GHPUD  
Attn: IT Department  
PO Box 480  
Aberdeen, WA 98520

All adds, moves and changes must be accepted and agreed to by GHPUD and ABERDEEN SCHOOL DISTRICT on an amended Exhibit A. Adjustments in billings will take effect the first day of the month following the completion of work.

---

## Pricing:

---

Current fees are based on the existing price structures in the Telecommunications Charges – Fee Schedule 200. Such pricing is subject to change at District discretion. Customer shall receive 30 days notice in the event of change.

Location	Demarcation	Strands	Miles	Cost/mi	3 year	5 year	10 year
Aberdeen High School 410 North G St.	Aberdeen Colo	1	2	\$30	\$2160	\$3600	\$7200
Hopkins/Harbor High 1313 Pacific Ave	Aberdeen Colo	1	2	\$30	\$2160	\$3600	\$7200
Miller Jr. High 100 E. Lindstrom	Cosmopolis Colo	1	2	\$30	\$2160	\$3600	\$7200
McDermoth Elementary 409 N. K Street	Aberdeen Colo	1	2	\$30	\$2160	\$3600	\$7200
AJ West Elementary 1801 Bay Ave.	Aberdeen Colo	1	2	\$30	\$2160	\$3600	\$7200
Central Park Elem. 601 School Rd.	Cosmopolis Colo	1	9	\$30	\$9720	\$16,200	\$34,200
Stevens Elementary 301 S. Farragut	Cosmopolis Colo	1	3	\$30	\$3240	\$5400	\$10,800
GH Youth Detention 103 Hagara St	Cosmopolis Colo	1	4	\$30	\$4320	\$7200	\$14,400
Stewart Building Robert Gray Elem.	Aberdeen Colo	1	3	\$30	\$3240	\$5400	\$10,800

900 Cleveland St.							
Maintenance Facility 200 W. King St.	Cosmopolis Colo	1	3	\$30	\$3240	\$5400	\$10,800
<i>ADDITIONAL:</i> Stewart Field	Stewart Building	1	1	\$30	\$1080	\$1800	\$3600

Location	Desc.	Quantity	Cost	3 year	5 year	10 year
Aberdeen Colo	1/3 Cabinet	1	\$100	\$3,600	\$6,000	\$12,000
Cosmopolis Colo	1/3 Cabinet	1	\$100	\$3,600	\$6,000	\$12,000
Cosmopolis Colo to Aberdeen Colo	WDM Circuit	1	\$130	\$4680	\$7,800	\$15,600

Colocation tenants are provided proximity cards for 24/7 access to leased facilities.

New/Additional services are subject to Non-recurring costs for set-up and administration as per Telecommunications Charges – Fee Schedule 200.

**Conclusion:**

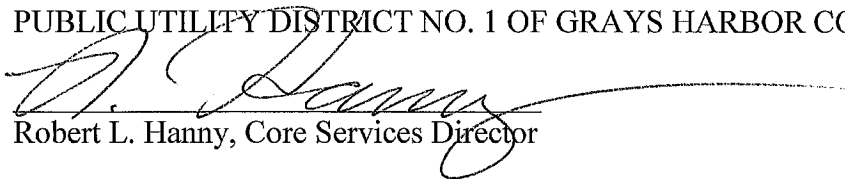
GHPUD is currently partnering with ABERDEEN SCHOOL DISTRICT to provide dark fiber, Collocation and WDM services, to interconnect their current locations completing the wide area network. We have been successfully providing such services since May, 2017 and expect no interruption in service upon successful award of this contract.

GHPUD is willing to enter in to a multi-year contract for the services requested and would be willing to extend the contract beyond its original agreed upon term via voluntary extensions should it be in the best interest of ABERDEEN SCHOOL DISTRICT.

Aberdeen School District actually acquiring services requested may be contingent upon (1) the District qualifying for and receiving E-Rate reimbursement for said services and (2) the District having adequate funding available to include requested services in annual budget. GHPUD is required to provide a valid Form 498 ID number.

03/08/18

PUBLIC UTILITY DISTRICT NO. 1 OF GRAYS HARBOR COUNTY, WA:



Robert L. Hanny, Core Services Director



LEADERSHIP | TRUST | ADVOCACY

AGREEMENT

FOR PROFESSIONAL SERVICES

PROJECT NAME: Administrative responsibilities, systems and resources utilized to fund positions

CLIENT: Aberdeen School District

PROJECT DESCRIPTIONS/SCOPE:

To provide a Management Review for the Aberdeen School District reviewing the efficient allocation of the administrative team responsibilities to ensure efficiency of both work and resources utilized. In addition, special attention will be focused on insuring there is not duplication of work. The district will provide a coordinator who will work with the team leader Brian Benzel, WASA consultant.

CONTRACT DURATION: Completed by April 2018

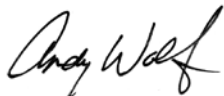
COMPENSATION BY WASA: Total Fee: \$5,500.00

Payment Schedule: Upon Completion

Services covered by this contract will be performed in accordance with the provisions stated within this contract and any referenced attachments. This contract supersedes all prior agreements and understandings and may only be changed by written amendment executed by both parties.

APPROVED FOR WASA:

ACCEPTED FOR DISTRICT:

By 

By \_\_\_\_\_

Title Asst. Exec. Director

Title Superintendent

Date March 9, 2018

Date \_\_\_\_\_

## CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Terri Whalen	Hopkins	Preschool Teacher	03/19/18
Robert Potter	A. J. West Elementary	Special Education Teacher	2018-19
Jenna White	Stevens Elementary	Special Education Teacher	2018-19
Shelbie Dickson	Aberdeen High School	Teacher – 21 <sup>st</sup> Century Program	02/27/18

**CHANGE OF ASSIGNMENT:** We recommend the Board approve the following administrative change of assignment:

<u>Name</u>	<u>To:</u>	<u>From:</u>	<u>Position</u>	<u>Effective Date</u>
Brian King	Robert Gray Elementary	Robert Gray /Central Park	P. E. Teacher	2018-19

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Julie McDougall	Hopkins Preschool	Preschool Teacher	03/30/18

**LEAVE OF ABSENCE (REVISED):** We recommend the Board approve the following certificated leave of absence:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Balinda Box	Aberdeen High School	Teacher	03/15/18 – 05/11/18

### **Substitute Certificated:**

Janice Dion  
Alexander Eddy

## CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cody Sayres	A. J. West Elementary	Student Helper – 21 <sup>st</sup> Century Program	02/21/18
Christian Meza	Stevens Elementary	Student Helper – 21 <sup>st</sup> Century Program	03/06/18
Madison Radonski	Stevens Elementary	Student Helper – 21 <sup>st</sup> Century Program	03/06/18

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Paige Gautreaux	Special Services	State & Federal Program Secretary	03/30/18
Mariah Gum	Robert Gray Elementary	Para-educator	03/13/18

**EXTRA-CURRICULAR CONTRACT:** We recommend the Board approve the following extra-curricular contract:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Gage Martell	Aberdeen High School	Football – Assistant Coach .5 FTE	08/15/18
Cory Martinsen	Aberdeen High School	Football – Assistant Coach .5 FTE	08/15/18
David Tarrence	Aberdeen High School	Football – Assistant Coach .5 FTE	08/15/18

### **Substitutes Classified:**

Kay Archie  
Brittany Casey  
Jackie Chambers  
Cheryl Cor  
Amber Hatley  
Lea Fe Suarez Luscier  
Shawn Pattison-Ball  
Sunnie Redner  
Elizabeth Smith