

**SCHOOL BOARD MEETING  
KENNEWICK SCHOOL DISTRICT NO. 17**

Meeting Date: Wednesday, September 11, 2024  
Time: 5:30 p.m.  
Location: District Administration Building  
Remote Viewing Access: <https://bit.ly/3XgmlvR>  
Remote Public Comment Sign-Up Form: <https://bit.ly/3dn9dyk>  
Interpretación al español estará disponible.

**AGENDA**

1. **Call to Order** – 5:30 PM **GABE GALBRAITH**
  
2. **Pledge of Allegiance**
  
3. **Special Recognition** **DR. TRACI PIERCE**
  - A. 2024-25 Student School Board Representative and Representative-Elect
  - B. New Kennewick School District Administrators
  
4. **Communications from Parents, Staff, and District Residents**
  
5. **Consent Items**
  - Approval of Board Minutes**
    - A. Minutes of School Board Meeting August 14, 2024
  
  - Human Resources Reports**
    - A. Personnel Actions – Certificated, Classified, and Extracurricular
    - B. Out of Endorsement Teacher Plans 2024-25
  
  - Business Office Items**
    - A. Budget Status Report Ending July 31, 2024
    - B. Payroll and Vouchers Ending July 31, 2024
  
6. **Communication Follow up**
  
7. **Superintendent/Board Member Report**
  
8. **Reports and Discussions**
  - A. 2024-25 Strategic Plan **DR. TRACI PIERCE**  
*Objectives, Performance Indicators and Targets, Equity Statement*
  - B. Annual K-12 Student Goal Report **ALYSSA ST. HILAIRE**
  - C. Annual Information Technology Report **RON CONE**

- 9. **Unfinished Business**
  - A. Family Navigator Program and Communities in Schools
  
- 10. **Next Meeting Agenda**
  - A. **Study Session**
    - 1. To Be Determined
  
  - B. **Business Meeting**
    - 1. Family/Parent Involvement and Engagement Efforts
    - 2. 2024 -25 Plan for “Get to Know KSD”
  
- 11. **Other Business as Authorized by Law**
  
- 12. **Adjourn**

KENNEWICK SCHOOL DISTRICT NO. 17  
SCHOOL BOARD MEETING  
Administration Building  
August 14, 2024

M I N U T E S

MEMBERS PRESENT

Board Members: Gabe Galbraith, President of the Board; Micah Valentine, Vice President of the Board; Brittany Gledhill, Legislative Representative of the Board; Dr. Josh Miller, Board Member; Mike Connors, Board Member (Attending remotely); and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Cabinet Members: Matt Scott, Assistant Superintendent of K-12 Education; Alyssa St. Hilaire, Assistant Superintendent of Teaching and Learning; Vic Roberts, Executive Director of Business Operations; Dr. Thomas Brillhart, Assistant Superintendent of Operations; and Robyn Chastain, Executive Director of Communications and Public Relations.

Excused: Ron Cone, Executive Director of Information Technology

Other Guest(s): Bronson Brown, District Legal Counsel

CALL TO ORDER

President Gabe Galbraith called the meeting to order at 5:31 p.m. and led the Pledge of Allegiance with approximately 22 online and in-person staff and guests.

President Galbraith made a motion to move Special Recognition down on the agenda to allow time for Ashwin Joshi's family to attend, move New Business up before Reports and Discussion, and remove the Board report, Information Technology (IT) Annual Update to the September 11<sup>th</sup> Board Meeting.

Roll call vote:	Mr. Galbraith	Yes
	Mr. Valentine	Yes
	Ms. Gledhill	Yes
	Dr. Miller	Yes
	Mr. Connors	Yes

Motion carried 5-0.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Dottie Stevens commented, sharing questions regarding the status of the superintendent search, the new staff expression policy, staffing and budget, and targeted assistance for students.

Linda Stephenson shared that Kennewick School District will host A Math Is Cool competition for grades 6-8 this year. She asked that schools be encouraged to participate and for district communications about the competition.

## CONSENT ITEMS

Motion by Micah Valentine to approve the consent items as presented.

Roll call vote:	Mr. Galbraith	Yes
	Mr. Valentine	Yes
	Ms. Gledhill	Yes
	Dr. Miller	Yes
	Mr. Connors	Yes

Motion carried 5-0.

The consent items were as follows:

- Minutes of Regular Board Meeting July 24, 2024
- Personnel Actions – Certificated, Classified, and Extracurricular
- Out of Endorsement Teacher Plans 2024 - 2025
- 2024 – 2025 Tri-Tech/Sodexo Culinary Arts Instructional Program Contract
- Resolution No. 11, 2023 – 2024: A Resolution Declaring Existence of Emergency
- Carl D. Perkins Grant Assurances 2024 - 2025

## COMMUNICATIONS FOLLOW UP

None

## SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce announced that the KSD Leadership Team participated in training sessions on August 6 and August 13, with this year's theme being "Mission: Possible!" She also mentioned that numerous administrators and teachers attended a Professional Learning Community conference in Spokane. Dr. Pierce thanked Gesa Credit Union for their generous contribution of \$60,309.65 from their branded debit card program. Additionally, Dr. Pierce introduced Dr. Thomas Brillhart, the district's new Assistant Superintendent of Operations.

Board Member Mike Connors shared that the Association of Washington Student Leaders invited him to a week-long leadership program camp where two district high school students attended.

Dr. Josh Miller shared that he had the opportunity to visit the Rotary Club and the Boys and Girls Club. He stated that he hopes to find ways to work with these organizations and see how volunteers can increase the community's investment in schools.

Board Member Brittany Gledhill reported visiting all schools in the district last year and is looking forward to revisiting them. She shared that she is preparing for the WSSDA General Assembly and the Board Study Session, where the Board will discuss WSSDA Legislative Priorities.

Board Member Micah Valentine shared that he had conversations with teachers and community members. He shared that his goal is to ensure every child has a great learning environment and feels accepted so that parents can feel comfortable sending their kids to school knowing they will learn math, reading, and writing.

President Gabe Galbraith reported conversing about Title IX and WIAA and attending Kennewick Police Department's active shooter training.

## NEW BUSINESS

### Policy No. 5254 PERSONNEL: Staff Expression

Dr. Pierce presented a new policy on staff expression. The policy is included in WSSDA's "encouraged" package and helps to clarify legal boundaries regarding staff free speech.

Motion by Micah Valentine to approve Policy No. 5254 PERSONNEL: Staff Expression for first and second reading as presented.

Roll call vote:	Mr. Galbraith	Yes
	Mr. Valentine	Yes
	Ms. Gledhill	Yes
	Dr. Miller	Yes
	Mr. Connors	Yes

Motion carried 5-0.

### Policy No. 7515 FINANCIAL MANAGEMENT: Travel and Travel Expense Reimbursement

Dr. Pierce presented Policy No. 7515 with some additional clarifying language.

Motion by Brittany Gledhill to approve Policy No. 7515 FINANCIAL MANAGEMENT: Travel and Travel Expense Reimbursement for first and second reading.

Roll call vote:	Mr. Galbraith	Yes
	Mr. Valentine	Yes
	Ms. Gledhill	Yes
	Dr. Miller	Yes
	Mr. Connors	Yes

Motion carried 5-0.

## RECOGNITION

### WASA Student Leadership Award

Superintendent Dr. Traci Pierce presented the Washington Association of School Administrators Student Leadership Award to Ashwin Joshi.

## REPORTS AND DISCUSSIONS

### Board Processes Discussed at the June Study Session

Superintendent Dr. Pierce reviewed the priorities identified and strategies discussed at the June 2024 retreat. Board discussion followed.

### Information Technology (IT) Annual Update

The report was moved to the September 11 School Board Meeting.

### Artificial Intelligence (AI) Policies and Guidelines

Assistant Superintendent of Teaching & Learning Alyssa St. Hilaire presented background information and shared opportunities and challenges associated with AI. In the 2024-25 school year, the district will assemble a work team to develop guidelines for AI use in classrooms.

### Family School Navigator Program

Dr. Pierce presented information on the Family School Navigator Program and KSD's current model for providing family and student support through in-house (district and school-based) and contracted programs and personnel.

## UNFINISHED BUSINESS

None

## NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. Study Session
  - 1. WSSDA Legislative Priorities/Preparation for General Assembly
  
- B. Business Meeting
  - 1. 2024-25 Key Indicators and Strategic Objectives
  - 2. K-12 Student Growth and Proficiency Targets
  - 3. 2024-25 Plan for "Get to Know KSD"
  - 4. Information Technology (IT) Annual Update
  - 5. Family Navigator Program and Communities In Schools

## EXECUTIVE SESSION

President Gabe Galbraith announced an end to the business portion of the meeting at 7:48 p.m. He moved the Board into executive session at 8:00 p.m. per RCW 42.30.110 (1) (g) to discuss Superintendent and Cabinet Performance for approximately 30 minutes. Mr.

Galbraith noted that no further formal action would be taken. At 8:30 p.m., Mr. Galbraith extended the executive session for an additional 30 minutes. At 9:00 p.m., Mr. Galbraith extended the executive session for 30 minutes.

OTHER BUSINESS AS AUTHORIZED BY LAW.

Mr. Galbraith reconvened the regular session of the Board at 9:30 p.m. There being no further business, the Board adjourned at approximately 9:30 p.m.

---

RECORDING SECRETARY

---

PRESIDENT OF THE BOARD

---

SECRETARY OF THE BOARD

Approved: September 11, 2024

**CERTIFICATED PERSONNEL  
ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS**

**Exhibit A:** Lists new employment contracts, requests for leaves of absence, and terminations which have occurred for certificated employees since the last meeting of the Board of Directors.

**DATE: Wednesday, September 11, 2024**

**EXHIBIT A**

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
<b>NEW POSITIONS</b>						
<b>REHIRE</b>						
<b>REPLACEMENT</b>	Samaria Munguia-Duenas	Fuerza	Teacher - Elem Ed	Torres move	1.0	2024-25
	Rosalba Morales-Solaita	Amistad	Teacher - Elem Ed	Martinez move	1.0	2024-25
	Jacqueline Ruiz Arellano	Amistad	Teacher - Elem Ed	Magallon move	1.0	2024-25
	Amy Strege	Ridge View	Teacher - Elem Ed	Kern TOSA language	1.0 NON	2024-25
	Bulmaro Ruiz	Eastgate	Teacher - Elem Ed	Collins retirement	1.0	2024-25
	Victoria Smith	Amistad/Phoenix	Teacher - Elem/HS Spec Srvcs.	Engbretson/Schrader moves	1.0	2024-25
	Brennan Young	Westgate	Teacher - Elem	Lamberson move	1.0	2024-25
<b>LEAVE OF ABSENCE</b>	Candace Lowe	K-12 Student Services	Nurse	Requesting .20 LOA	1.0 to .80	2024-25
	Jaid Lopez	Canyon View	Teacher - Elem	Requesting LOA	1.0	Appr. 10/21 to 1/30/25
	Melyssa Wandling	Chinook	Teacher - MS	Requesting LOA	1.0	Appr. 2/13 to 3/14/25
	Amanda Griffin	Special Services	Occupational Therapist	Requesting LOA	1.0	Appr. 1/10 to 6/12/25
<b>LEAVE OF ABSENCE REPLACEMENT</b>						
<b>RETIREMENTS</b>						



**CERTIFICATED PERSONNEL  
ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS**

<b>RESIGNATIONS</b>	Lisa Edler	K-12 Student Services	Nurse		1.0	Eff. 9/4/2024
	Megan Kovacich	Special Services	Speech Language Pathologist		1.0	Eff. 8/30/2024
<b>IN DISTRICT TRANSFERS</b>	Hailey Johnson	Hawthorne	Teacher - Elem	Kriewall	1.0	2024-25
	Tina McCallum	KaHS to SrHS	Counselor - HS	Goetz retirement	1.0	Eff. 9/12/2024

**CLASSIFIED PERSONNEL  
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS**

**EXHIBIT B:** Lists new employment personnel actions and terminations for classified employees that have occurred since the last meeting of the Board of Directors

**DATE: September 11, 2024**

**EXHIBIT B**

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
<b>NEW POSITONS</b>	Mike Genack	K-12	School Safety Officer	Program Need	7.5	8/14/2024
	David Wilbur	K-12	School Safety Officer	Program Need	7.5	8/5/2024
	Gregory Saari	Tri-Tech	Welding Tech Instructional Assistant	Program Need	8.0	8/24/2024
	Natalie Aufdermauer	Phoenix/Special Services	Para/SS/CET Classroom	Program Need	6.5	8/28/2024
	Carrie McLaughlin	Washington	Para/SS/Tier III Autism	Program Need	6.5	9/5/2024
	Crystal Simmons	Sage Crest	Para/SS/1-1 for Student with Disability	Student Need	6.0	8/28/2024
	Joy Kaiser	Tri-Tech	Pre-Nursing Instructional Assistant	Program Need	8.0	8/27/2024
<b>REPLACEMENT</b>	Andrew Pinera-Mizicko	Cascade	Para/SS/Tier II Autism	Replaces Jayda Denson	6.0	8/28/2024
	Samantha Carter	Southridge	Library Secretary	Replaces Mary McDowell	6.0	8/21/2024
	Sterling Leija	Edison	Para/SS/Tier II Behavior	Date correction	6.0	9/3/2024
	Emina Mesan	Washington	Para/FP/LAP	Replaces Parker Johnson	6.0	8/28/2024
	Edith Shae	Chinook	Para/SS/Tier II Autism 1-1	Replaces Chloe Smith	6.0	8/28/2024
	Geraldin Correa	ECEAP	Para/ECEAP	Repalces Hermalinda Varela	8.0	8/28/2024
	Bryn Bohoskey	Southgate	Para/SS/Resource Room	Replaces Chad Mathews	6.0	8/28/2024
	Dallas Younce	Washington	Para/SS/Tier II Behavior	Replaces Cathy Herigstad	6.0	8/28/2024
	Elexys Cobb	Washington	Para/SS/Tier III Autism	Replaces Esmeralda Fernandez	6.5	8/28/2024
	Alma Garcia	Amistad	Attendance Secretary	Replaces Alma Meraz	8.0	8/22/2024
	Phetlamngeun Panyanouvong	Facilities Services	Custodian/Swing	Replaces Leanne Minister	8.0	8/22/2024

**CLASSIFIED PERSONNEL  
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS**

<b>REPLACEMENT CONT.</b>	Johanna Flores	Southridge	Para/SS/Resource Room	Replaces Chatharina Hamson	6.0	8/28/2024
	Selenne Bahena-Mondragon	Cascade	Para/FP/BE/Bilingual	Replaces Joceline Gallardo	6.25	8/28/2024
	Bianca Hills	Southridge	Para/SS/Tier III Autism 1-1	Replaces Charlie Richmond	6.5	8/28/2024
	Shannon Willden	Southgate	Para/FP/BE/ELL/ESL	Replaces Yvette Osegueda	6.25	8/28/2024
	Lizeth Valdivia	Amistad	Para/FP/BE/Bilingual	Replaces Angel Machado	6.0	8/28/2024
	DeAnne Peterson	Kamiakin	Para/Career Center	Replaces Amanda Cain	6.5	9/9/2024
	Jessica Mizicko	Cascade	Para/FP/BE	Replaces Cheylee Hiatt	6.5	8/28/2024
	Noemi Velazquez	Kennewick	Secretary/Bilingual/ Temporary	Replaces Lynette Low for 24-25 School Year	8.0	8/28/2024
	Daisy Perez-Mendoza	Fuerza	Para/FP/BE/Bilingual	Replaces Maribel Ruiz	6.5	8/28/2024
	Marissa Farrell	Southridge	Para/SS/Tier III Autism 1-1	Replaces Seth Michaels	6.5	8/28/2024
	Zaray Corona	ECEAP	Para/ECEAP	Replaces Leslie Arriaga	8.0	8/28/2024
	Patty Weisbacker	Transportation	Bus Driver		4.67	8/28/2024
	Rachel Gomez	Kamiakin	Para/SS/LifeSkills	Replaces Elizabeth Diaz	6.5	8/29/2024
	Tina Mitchell	Transportation	Bus Driver		4.75	8/28/2024
	Stephanie Munoz	Fuerza	Para/FP/BE/Bilingual	Replaces Sabinne Mendez	6.5	8/29/2024
	Maryann Robledo	Highlands	Para/SS/LifeSkills	Replaces Victor Osorio-Hernandez	6.5	9/9/2024
	Anthony McFadden	Kamiakin	Custodian/Swing	Replaces Vincent Miller	8.0	9/6/2024
	Madeline Valdez	Washington	Para/FP/LAP	Replaces Angelica Mendez	6.0	8/28/2024
	Lizzie Stites	ECEAP	Para/ECEAP	Replaces Ashley Acosta	8.0	8/28/2024
	Jaden Steward	Southgate	Para/FP/LAP/BE	Replaces Vickie Modine	6.0	8/28/2024
<b>REHIRE</b>	Nicole Berg	Phoenix/Special Services	Para/SS/CET Classroom	Program Need	6.5	8/28/2024
	Maritza Renteria	Cascade	Para/FP/LAP	Replaces Meghann Stevens	6.5	8/28/2024

**CLASSIFIED PERSONNEL  
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS**

<b>REHIRE CONT.</b>	Karin Oney	Transportation	Bus Driver		4.58	8/28/2024
	Huang (Chuck) Qizhao	Kamiakin	Para/SS/LifeSkills	Replaces Brent Bilodeau	6.5	9/4/2024
	Marisol Martinez	K-12	Health Room Personnel	Replaces Tania Alvarez	6.0	9/6/2024
	Sunny Pedersen	Transportation	Bus Driver		4.33	9/3/2024
	Shelby McDermott	Kamiakin	Para/SS/1-1 for Student with Disability	Replaces Diana Case	6.0	8/28/2024
<b>RESIGNATION</b>	Fatima Al-Rubai	Kennewick/ Phoenix	Cook		6.0	8/14/2024
	Paula Mooso	KDC	Para/SS/Preschool		5.0	8/14/2024
	Courtney Nustad	Desert Hills	Para/SS/Tier III Autism 2-1		6.5	8/14/2024
	Sean Holloway	Transportation	Bus Driver	To sub bus driver	6.0	8/15/2024
	Benjamin-Terry Gabriel Pana	Highlands	Para/FP/LAP		6.0	8/16/2024
	Abel Rodriguez Rivera	Transportation	Bus Driver	To sub bus driver	5.0	8/16/2024
	Sherice Eissens	Desert Hills	Para/SS/Resource Room/BE		6.0	8/27/2024
	Shahed Abdul Majeed	Desert Hills	Para/SS/Resource Room	To sub para	6.0	8/26/2024
	Stephanie Richards	ECEAP	Para/ECEAP		8.0	8/19/2024
	Salma Acevedo	Eastgate	Para/FP/BE		7.0	8/19/2024
	Robert Rodriguez	Kennewick	Para/SS/Tier III Autism		6.5	8/19/2024
	Ahlesha Blackwell	Kennewick	Para/SS/Tier III Autism 1-1		6.5	8/16/2024
	Stephanie Munoz	Fuerza	Para/FP/BE/Bilingual		6.5	
	Amantina Jeppson	Eastgate	Para/FP/BE	To sub teach	7.0	8/27/2024
	Heather Combs	Southridge	Para/SS/Resource Room		6.0	8/27/2024
	Claudia Wells	Southgate	Cook		6.0	8/8/2024
	James Moore	Facilities Services	Electrician		8.0	9/6/2024
	Pamela Campbell	KDC	Para/SS/Preschool	To sub para	5.0	8/23/2024
	Lila Chavez	Hawthorne	Cook	To sub NS	6.0	8/26/2024
	Guadalupe Vasquez	Hawthorne	Para/SS/LifeSkills		6.5	8/22/2024
Brenda Rincon	Fuerza	Para/FP/BE/Bilingual		6.5	8/27/2024	
Renee Jahr	Sage Crest	Cook		3.0	8/28/2024	
Cameille Attaway	Kamiakin	Para/SS/1-1 for Student with Disability		6.5	9/13/2024	

**CLASSIFIED PERSONNEL  
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS**

<b>RESIGNATION CONT.</b>	Brenna Blanscett	Chinook	Para/FP/LAP/BE		6.0	9/12/2024
	Scott Searing	Chinook	Para/SS/LifeSkills 1-1		6.5	9/4/2024
<b>LEAVE OF ABSENCE</b>	Essence Estrada	ECEAP	Para/ECEAP	To student teach	8.0	8/28/2024
	Katelyn Shipley	Sage Crest	Para/SS/LifeSkills	To student teach	6.5	8/28/2024
	Amber Markley	ECEAP	Para/ECEAP	To student teach	8.0	8/28/2024
	Jose Tass Herrera	Transportation	Bus Driver	Until 9/30/2024	5.0	8/28/2024
<b>RESIGNED FROM LOA</b>						
<b>RETIREMENT</b>	Corrina Espinoza	Transportation	Bus Attendant		3.42	8/31/2024
<b>RETURN FROM LOA</b>	Hong Mei Crisp	Kennewick	Para/FP/LAP		6.0	8/28/2024
<b>TERMINATION</b>	Aleksandr Loboda	Highlands	Para/FP/LAP		6.0	8/19/2024
	Kevin Brown	Transportation	Bus Driver		5.0	8/19/2024
	Danielle Mungaray	Cottonwood	Para/SS/LifeSkills		6.5	8/20/2024

## EXTRACURRICULAR ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

**Exhibit C:** Lists new employment contracts and terminations that have occurred for supplemental contracts since the last meeting of the Board of Directors.

**BOARD MEETING DATE: Wednesday, September 11, 2024**

### EXHIBIT C SUPPLEMENTAL CONTRACTS ELECTIONS AND TERMINATIONS

	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>JUSTIFICATION</i>	<i>HOURS</i>	<i>DATE</i>
<b>NEW POSITIONS</b>						2024-2025 Sc Yr
<b>REPLACEMENTS</b>	Kaysi Gardner	Chinook MS	Head X-Country	Replaces Renee Kitchen		2024-2025 Sc Yr
	Dan Price	Park MS	Head Football	Emergency Hire for open position		2024-2025 Sc Yr
	Natalie Teeples	Kamiakin HS	Asst Girls X-Country	Replaces .5 of Kasia Hoover		2024-2025 Sc Yr
	Kasia Hoover	Kamiakin HS	Asst Girls X-Country	Rehire .5 – New Head Coach		2024-2025 Sc Yr
	Judy Brown	Park MS	Asst Girls Soccer	Emergency Hire for Angela DeLaBarrera - Resigned		2024-2025 Sc Yr
	Peggy Baker	Highlands MS	Asst Volleyball	Replaces Joanna Inabnit		2024-2025 Sc Yr
	Jenna Clark	Kamiakin HS	Assistant Volleyball	New Position – Based on contrat language		2024-2025 Sc Yr
	Tim Bisson	Southridge HS	Assistant Boys X-Ctry	Emergency Hire – Michael Cotton - Resigend		2024-2025 Sc Yr
	Annica West	Park MS	Assistant Volleyball	Emergency Hire – Increased to 1.0 FTE		2024-2025 Sc Yr
	Kassandra Espada	Park MS	Assistant Volleyball	Emegency Hire – Replaces Stacey Blake		2024-2025 Sc Yr
	Kyle Paulson	Kamiakin HS	Assistant Boys X-Ctry	Adding .5 to .25 Contract – Replace Brooks		2024-2025 Sc Yr
	Matthew Roth	Kamiakin HS	Assistant Boysd X-Ctry	.5 FTE – Replace Brooks		2024-2025 Sc Yr
	Rene Carrilo Avila	Highlands MS	Head Girls Soccer	Replaces Megan Wilkinson		2024-2025 Sc Yr
	Kaden Enriquez	Highlands MS	Assistant Soccer	Emergency Hire – Replaces Rene Carillo Avila		2024-2025 Sc Yr
	Jake Browning	Horse Heaven Hills	Assistant Football	Replaces Tom Walsh - LOA		2024-2025 Sc Yr
	Rachel McPeak	Horse Heaven Hills	Assistant Volleyball	Emergency Hire – Replaces Aubrey Haskell		2024-2025 Sc Yr
	Lil Barajas	Southridge HS	Assistant Cheer Fall	Replaces Lil Barajas – Emerg Hire		2024-2025 Sc Yr
	Savannah Allmett	Chinook MS	Assistant Volleyball	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Karlie Gough	Chinook MS	Assistant Volleyball	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Josh Pasma	Chinook MS	Assistant Boys Soccer	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Cheryl Yoke	Chinook MS	Assistant Cross Country	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Katherine Patterson	Desert Hills MS	Assistant Volleyball	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Kaitlyn Thoompson	Desert Hills MS	Assistant Volleyball	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Shaun Suss	Desert Hills MS	Assistant Football	Emergency Hire		2024-2025 Sc Yr
	Amy Biglin	Desert Hills MS	Assistant X-Country	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Mikayla Davis	Desert Hills MS	Assistant Boys Soccer	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Karyn Jamison	Desert Hills MS	Assistant Girls Soccer	Emergency Hire – Due to Numbres		2024-2025 Sc Yr
	Judy Brown	Park MS	Assistant Boys Soccer	Emergency Hire – Due to Numbers		2024-2025 Sc Yr
	Stephanie Monroy	Park MS	Head Boys Soccer	Emergency Hire- Replaces Riegert		2024-2025 Sc Yr
	Rene Carrillo Avila	Highlands MS	Head Girls Soccerf	Replaces Megan Wilkinson		2024-2025 Sc Yr
	Monica Williams	Desert Hills MS	Assistant Volleyball	Emergency Hire – Due to Numbers		2024-2025 Sc Yr

	Sarann Leon	Horse Heaven Hills	Assistant Volleyball	Emergency Hire – Pam Williamson		2024-2025 Sc Yr
	Fernando Negrete Torres	Horse Heaven Hills	Assistant Boys Soccer	Emergency Hire – Due to Numbers		2024-2025 Sc Yr

<b>LEAVE OF ABSENCE</b>	<b><i>NAME</i></b>	<b><i>SCHOOL</i></b>	<b><i>POSITION</i></b>	<b><i>COMMENTS</i></b>	<b><i>DATE</i></b>
	Tom Walsh	Horse Heaven Hills MS	Assistant Football	LOA	2024-2025 Sc Yr
<b>RESIGNATIONS</b>	<b><i>NAME</i></b>	<b><i>SCHOOL</i></b>	<b><i>POSITION</i></b>	<b><i>COMMENTS</i></b>	<b><i>DATE</i></b>
	Daicee Humphreys	PARK MS	Assistant Volleyball	Resigned	2024-25 Sc Yr
	Stacey Blake	Park MS	Assistant Volleyball	Resigned	2024-25 Sc Yr
	Michael Cotton	Southridge HS	Assistant Boys X-Country	Resigned	2024-25 Sc Yr
	Patty Williamson	Horse Heaven Hills	Assisant Volleyball	Resigned	2024-25 Sc Yr
	Angela DeLaBarrera	Park MS	Assistant Girls Soccer	Resigned	2024-25 Sc Yr
	Michelle Riegert	Park MS	Head Boys Soccer	Resigned	2024-25 Sc Yr
	Aubrey Haskell	Horse Heaven Hills	Assistant Volleyball	Resigned	2024-25 Sc Yr



## SCHOOL BOARD MEMORANDUM

---

Date: September 11, 2024  
To: Board of Directors  
Cc: Dr. Traci Pierce  
From: Toni Neidhold  
*Toni Neidhold*  
Director of Human Resources  
RE: Out of Endorsement Teacher Plans (2024-25)

OSPI requires that school districts keep support plans on file for teachers who may be teaching one or more classes outside of their endorsement area(s). WAC 181-82-110 states that these plans must be approved by the school board. This memo serves as the approval request to the School Board for the current "Out of Endorsement" plans that have been developed between the teachers and their principals. The Human Resources Department has also signed off and approved all plans. (See page 2)

---

**Recommendation:** Approve the Out of Endorsement Plans of Support developed by the KSD via principals and teachers. (See page 2)



<b>NAME</b>	<b>CERT #</b>	<b>ENDORSEMENTS</b>	<b>BUILDING</b>	<b>GRADES</b>	<b>SUBJECT(s)</b>
Cope, Ries	565750G	English Language Arts	HHMS	6	History/ Washington History



To: Kennewick School Board Members

From: Brandon Lord, Fiscal Officer

Re: Budget Status Report

Attached are the Budget Status Reports through, July 31, 2024

	<b>BUDGET</b>		<b>PERCENTAGE TO BUDGET</b>
<b>GENERAL FUND</b>			
Revenues	313,940,501.00	281,905,993.32	0.90
Expenditures	320,002,599.00	280,571,351.45	0.88
<b>CAPITAL PROJECTS FUND</b>			
Revenues	14,590,300.00	16,940,813.70	1.16
Expenditures	21,990,300.00	9,877,550.19	0.45
<b>DEBT SERVICE FUND</b>			
Revenues	17,550,080.00	17,480,380.29	1.00
Expenditures	17,335,000.00	17,316,643.76	1.00
<b>ASSOCIATED STUDENT BODY FUND</b>			
Revenues	3,426,854.00	1,540,212.34	0.45
Expenditures	3,309,268.00	1,794,449.21	0.54
<b>SELF-INSURED WORKERS COMP / DENTAL FUND BALANCE</b>			
Revenues	1,450,000.00	77,970.57	0.05
Expenditures	2,192,500.00	1,495,886.10	0.68
<b>TRANSPORTATION VEHICLE FUND</b>			
Revenues	1,238,000.00	14,529.71	0.01
Expenditures	1,600,000.00	0.00	0.00

**Kennewick SD #17**  
**Budget Status - General Fund**

Location 000

Report Date: 07/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
<b>A. Revenue/Other Fin. Sources</b>							
1000	Local Revenues	12,500,500.00	68,483.40	12,896,474.70	0.00	-395,974.70	3.16
2000	Local State Non-Tax	2,165,930.00	313,958.37	2,416,490.30	0.00	-250,560.30	11.56
3000	State Revenues	189,532,681.00	22,827,507.69	171,005,742.17	0.00	18,526,938.83	9.77
4000	State Revenues Special Purpose	59,138,306.00	9,092,070.99	58,377,126.85	0.00	761,179.15	1.28
5000	Federal Revenues	0.00	0.00	0.00	0.00	0.00	0.00
6000	Other Revenue	49,690,459.00	2,022,422.51	36,197,049.28	0.00	13,493,409.72	27.15
7000	Sale of Bonds	624,564.00	33,054.81	569,104.93	0.00	55,459.07	8.87
8000	Sale of Property & Equipment	288,061.00	8,978.07	444,005.09	0.00	-155,944.09	54.13
<b>Total Revenues/Other Fin. Sources</b>		<b>313,940,501.00</b>	<b>34,366,475.84</b>	<b>281,905,993.32</b>	<b>0.00</b>	<b>32,034,507.68</b>	<b>10.20</b>
<b>B. Expenditures</b>							
00	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
01	Basic Education	160,737,953.00	13,080,961.67	136,123,537.17	3,950,202.86	20,664,212.97	12.85
02	Alternative Learning Exp	3,948,857.00	184,598.25	2,238,336.30	10,443.04	1,700,077.66	43.05
03	Dropout Reengagement	416,000.00	60,694.76	802,502.68	0.00	-386,502.68	92.90
09	TK Education	149,760.00	34,719.95	167,978.39	0.00	-18,218.39	12.16
10	TBD	0.00	0.00	0.00	0.00	0.00	0.00
11	Federal Stimulus	0.00	0.00	0.00	0.00	0.00	0.00
12	TBD	0.00	234.04	234.04	0.00	-234.04	0.00*
13	Fiscal Stabilization	3,641,598.00	1,050,310.67	12,366,960.34	0.00	-8,725,362.34	239.60
14	IDEA Stimulus	6,335,250.00	-1,144,987.46	2,785,272.43	0.00	3,549,977.57	56.03
18	Mckinney Vento	0.00	0.00	0.00	0.00	0.00	0.00
19	ARRA	287,693.00	11,037.04	211,068.50	0.00	76,624.50	26.63
21	Special Education State	34,183,932.00	2,545,947.12	30,985,586.15	310,036.94	2,888,308.91	8.44
22	SPED St Inf/Toddlers	0.00	0.00	0.00	0.00	0.00	0.00
23	SPED-ARP-IDEA	0.00	0.00	0.00	0.00	0.00	0.00*
24	Special Education Supp Fed	3,627,919.00	262,058.20	3,605,774.66	178,957.69	-156,813.35	4.32
29	Special Education Other	16,503.00	0.00	6,880.11	0.00	9,622.89	58.30
31	Vocational Basic State	8,349,572.00	811,974.44	7,882,365.77	111,415.26	355,790.97	4.26
34	Vocational M S	1,278,993.00	133,703.42	1,115,724.63	21,952.30	141,316.07	11.04
38	Vocational Federal	185,864.00	0.00	188,267.95	0.00	-2,403.95	1.29
39	Vocational Other	44,564.00	3,896.83	50,032.22	0.00	-5,468.22	12.27

\* Zero budget with charges against it.

**Kennewick SD #17**  
**Budget Status - General Fund**

Location 000

Report Date: 07/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
45	Skills Center Basic State	6,166,760.00	666,352.43	5,190,362.71	252,457.74	723,939.55	11.73
46	Skills Center Federal	84,428.00	48,503.39	125,400.79	0.00	-40,972.79	48.52
51	Disadvantaged Fed	6,556,196.00	610,432.58	6,015,413.77	18,767.33	522,014.90	7.96
52	School Improvement Fed	1,229,143.00	75,091.11	845,254.99	43,652.40	340,235.61	27.68
53	Migrant Federal	2,499,868.00	186,122.97	2,087,258.87	750.00	411,859.13	16.47
55	Learning Assistance	10,671,538.00	852,055.07	9,385,725.40	56,777.01	1,229,035.59	11.51
56	Inst. Center & Homes Delin	562,260.00	34,950.05	412,250.49	1,244.90	148,764.61	26.45
57	Inst Neglected & Delinq	0.00	0.00	0.00	0.00	0.00	0.00
58	Special & Pilot Programs State	2,047,787.00	1,428,397.75	1,643,148.37	0.00	404,638.63	19.75
59	St Institution Co Jail	40,841.00	2,430.71	26,615.54	0.00	14,225.46	34.83
64	Limited English Porficiency	560,798.00	159,403.31	387,482.67	0.00	173,315.33	30.90
65	Transitional Bilingual State	4,122,658.00	344,401.49	3,960,053.28	60,009.53	102,595.19	2.48
66	Student Achievement	0.00	0.00	0.00	0.00	0.00	0.00
73	Summer School	54,251.00	0.00	0.90	0.00	54,250.10	100.00
74	Highly Capable	504,799.00	35,044.67	454,888.68	0.00	49,910.32	9.88
75	Flexible Education State	0.00	0.00	31.69	0.00	-31.69	0.00*
79	Instructional Programs Other	2,018,060.00	29,119.21	445,940.28	68,795.09	1,503,324.63	74.49
86	Community Schools	185,736.00	1,199.46	39,901.11	0.00	145,834.89	78.51
88	Day Care	2,977,421.00	232,858.39	2,743,391.52	60,484.96	173,544.52	5.82
89	Other Community Service	111,270.00	23,588.37	110,220.87	66,010.00	-64,960.87	58.38
97	Districtwide Support	32,730,315.00	3,104,019.48	27,718,259.51	1,453,179.24	3,558,876.25	10.87
98	Food Services	12,337,314.00	752,765.65	10,915,120.64	409,821.38	1,012,371.98	8.20
99	Pupil Transportation	11,336,698.00	674,190.54	9,534,108.04	190,344.01	1,612,245.95	14.22
Total Expenditures		320,002,599.00	26,296,075.56	280,571,351.45	7,265,301.68	32,165,945.86	10.05
C. Other Fin. Uses Trans. Out (GL 536)		0.00	0.00	0.00			
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-6,062,098.00	8,070,400.28	1,334,641.86		-131,438.18	0.00

\* Zero budget with charges against it.

**Kennewick SD #17**  
**Budget Status - General Fund**

Location 000

Report Date: 07/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
F. Total Beginning Fund Balance	0.00		46,325,047.39			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-6,062,098.00		47,659,689.25			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 821 Rest for C/O of Restricted Rev	0.00		1,276,713.73			
GL 825 Restricted Skill Centers	0.00		1,080,652.00			
GL 828 Restricted C/O Food Service	0.00		0.00			
GL 831 Restricted Emp Comp Absences	0.00		0.00			
GL 840 Nonsp Fd Bal Inventory/Prepaid	0.00		861,865.72			
GL 862 Restricted from Levy Proceeds	0.00		0.00			
GL 863 Restricted from State Proceeds	0.00		0.00			
GL 870 Committed to Other Purposes	0.00		0.00			
GL 872 Committed To Economic Stabiliz	0.00		0.00			
GL 875 Assigned to Contingencies	0.00		25,939,315.94			
GL 884 Assigned to Capital Projects	0.00		5,000,000.00			
GL 888 Assigned to Other Purposes	0.00		966,500.00			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 891 Unassigned Minimum Fd Bal Poli	0.00		11,200,000.00			
GL 890 Unreserved/ Fund Balance	-6,062,098.00		1,334,641.86			
	-6,062,098.00		47,659,689.25			

\* Zero budget with charges against it.

KENNEWICK SCHOOL DISTRICT

Current Expenditure Budget by Activity

FISCAL YEAR: 2024

REPORT DATE: 07/31/2024

Activity	Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
000 Not Applicable	0.00	0.00	0.00	0.00
011 Board Of Directors	266,415.54	380,406.00	16,000.00	97,990.46
012 Superintendent Office	467,746.93	474,174.00	0.00	6,427.07
013 Business Office	1,638,353.12	1,828,459.00	75,562.63	114,543.25
014 Human Resources	1,058,745.43	1,275,562.00	46,848.05	169,968.52
015 Public Relations	521,169.70	637,582.00	64,500.00	51,912.30
021 Supervision	5,262,901.14	6,153,605.00	72,780.26	817,923.60
022 Learning Resources	4,499,117.24	5,451,559.00	5,585.48	946,856.28
023 Principals	16,666,788.80	19,358,624.00	13,660.39	2,678,174.81
024 Counseling	10,364,496.33	11,208,807.00	2.01	844,308.66
025 Pupil Mgnt & Safety	5,198,478.98	7,464,002.00	257,239.83	2,008,283.19
026 Health Services	9,851,681.67	11,867,321.00	71,233.02	1,944,406.31
027 Teaching	159,676,900.39	182,834,301.00	1,190,962.78	21,966,437.83
028 Extra Curricular	4,203,947.09	4,090,957.00	1,505.77	-114,495.86
031 Professional Development	8,699,872.59	8,458,341.00	169,799.97	-411,331.56
032 Inst Technology Equip	680,034.31	1,294,222.00	90,766.02	523,421.67
033 Curriculum	4,062,779.59	3,861,539.00	3,276,220.70	-3,477,461.29
034 Professonal Learning State	2,002,216.65	2,095,062.00	0.00	92,845.35
035 Pupil Safety	785,022.67	0.00	0.00	-785,022.67
041 Food Service Supervision	1,150,927.61	1,148,972.00	137,934.47	-139,890.08
042 Food	3,852,866.41	3,489,320.00	272,183.67	-635,730.08
043 Commodities	0.00	765,302.00	0.00	765,302.00
044 Food Service Operations	5,973,392.84	7,022,854.00	55,105.24	994,355.92
049 Transfers	-45,946.50	0.00	0.00	45,946.50
051 Transportation Supervision	930,436.65	955,611.00	2,629.59	22,544.76
052 Transportation Operations	6,122,142.55	7,454,163.00	147,900.53	1,184,119.92
053 Transportation Maintenance	907,392.24	1,054,109.00	39,813.89	106,902.87
054 Transportation Maintenance	0.00	0.00	0.00	0.00
055 Transportation Maintenance	0.00	0.00	0.00	0.00
056 Transportation Insurance	324,872.83	300,500.00	0.00	-24,372.83
058 TBD	0.00	0.00	0.00	0.00
059 Transfers	-380,511.40	-318,920.00	0.00	61,591.40
061 Maintenance Supervision	617,046.50	923,562.00	0.00	306,515.50
062 Maintenance Grounds	1,830,776.37	2,317,001.00	301,080.97	185,143.66
063 Operations Buildings	6,150,010.32	7,410,959.00	1,648.82	1,259,299.86
064 Maintenance Of Bldg & Equip	4,242,761.50	5,180,253.00	477,995.21	459,496.29
065 Utilities	3,391,546.86	4,024,500.00	0.00	632,953.14

KENNEWICK SCHOOL DISTRICT  
Current Expenditure Budget by Activity

FISCAL YEAR: 2024

REPORT DATE: 07/31/2024

Activity	Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
067 Bldg Security	41,843.58	95,000.00	8,265.52	44,890.90
068 Insurance	3,174,413.90	2,976,000.00	0.00	-198,413.90
072 Data Processing	5,267,769.60	4,962,997.00	187,187.62	-491,960.22
073 Printing	355,261.22	380,191.00	260,734.21	-235,804.43
074 Warehouse	567,004.64	707,833.00	2,000.00	138,828.36
075 Motor Pool	168,897.09	373,488.00	18,155.03	186,435.88
083 Interest	0.00	6,500.00	0.00	6,500.00
091 Public Activities	21,778.48	37,881.00	0.00	16,102.52
<b>Total:</b>	<b>280,571,351.46</b>	<b>320,002,599.00</b>	<b>7,265,301.68</b>	<b>32,165,945.86</b>

Report Selection:

GLK\_KEY\_MSTR.[glk\_grp\_part01] = '01'

**KENNEWICK SCHOOL DISTRICT**  
**Current Expenditure Budget by State Object**

FISCAL YEAR: 2024

REPORT DATE: 07/31/2024

State Object	Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
0 Debit Transfer	602,252.94	479,320.00	0.00	-122,932.94
1 Credit Transfer	-602,252.94	-472,720.00	0.00	129,532.94
2 Certificated Salaries	131,829,308.60	147,234,386.00	0.00	15,405,077.40
3 Classified Salaries	43,589,513.68	52,454,069.00	0.00	8,864,555.32
4 Benefits & PR Taxes	62,740,730.85	73,173,889.00	0.00	10,433,158.15
5 Supplies	12,068,350.51	15,013,691.00	3,902,993.24	-957,652.75
7 Contract Services	29,068,462.44	30,707,946.00	3,088,122.07	-1,448,638.51
8 Travel	525,678.44	738,080.00	0.00	212,401.56
9 Capital Outlay	749,306.94	673,938.00	274,186.37	-349,555.31
<b>Total:</b>	<b>280,571,351.46</b>	<b>320,002,599.00</b>	<b>7,265,301.68</b>	<b>32,165,945.86</b>

**Report Selection:**

GLK\_KEY\_MSTR.[glk\_grp\_part01] = '01'



**Kennewick SD #17**  
**Budget Status - Capital Projects Fund**

Location 000

Report Date: 07/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
<b>A. Revenue/Other Fin. Sources</b>							
1000	Local Revenues	4,490,300.00	14,614.42	4,319,686.29	0.00	170,613.71	3.79
2000	Local State Non-Tax	600,000.00	103,930.83	1,361,605.37	0.00	-761,605.37	126.93
4000	State Revenues Special Purpose	9,500,000.00	1,776,457.52	11,134,521.04	0.00	-1,634,521.04	17.20
7000	Sale of Bonds	0.00	29,048.00	125,001.00	0.00	-125,001.00	0.00*
9000	Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999	Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources		14,590,300.00	1,924,050.77	16,940,813.70	0.00	-2,350,513.70	16.11
<b>B. Expenditures</b>							
	10 - Sites	2,000,000.00	19,175.51	19,175.51	747,856.00	1,232,968.49	61.64
	20 - Buildings	10,650,000.00	684,535.36	7,497,961.29	6,401,319.69	-3,249,280.98	30.50
	30 - Equipment	9,340,300.00	469,023.90	2,360,413.39	2,912,872.65	4,067,013.96	43.54
Total Expenditures		21,990,300.00	1,172,734.77	9,877,550.19	10,062,048.34	2,050,701.47	9.32
<b>C. Other Fin. Uses Trans. Out (GL 536)</b>							
<b>D. Other Financing Uses (GL535)</b>							
<b>E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)</b>		-7,400,000.00	751,316.00	7,063,263.51		-4,401,215.17	0.00
<b>F. Total Beginning Fund Balance</b>		0.00		33,946,276.84			
<b>G. GL 898 Prior Year Adjustments (+ or -)</b>							
<b>H. Total Ending Fund Balance (E + F + OR - G)</b>		-7,400,000.00		41,009,540.35			
<b>I. Ending Fund Balance Accounts</b>							
	GL 810 Restricted for Other Items	0.00		0.00			
	GL 825 Restricted Skill Centers	0.00		0.00			
	GL 861 Restricted from Bond Proceeds	0.00		0.00			

\* Zero budget with charges against it.

**Kennewick SD #17**  
**Budget Status - Capital Projects Fund**

Location 000

Report Date: 07/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
GL 862 Restricted from Levy Proceeds	0.00		3,087,578.84			
GL 863 Restricted from State Proceeds	0.00		21,137,204.48			
GL 888 Assigned to Other Purposes	0.00		-20,546,772.15			
GL 889 Assigned to Fund Purposes	0.00		9,721,493.52			
GL 890 Unreserved/ Fund Balance	-7,400,000.00		27,610,035.66			

\* Zero budget with charges against it.

**Kennewick SD #17**  
**Budget Status - Debt Service Fund**

Location 000

Report Date: 07/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	17,550,080.00	59,499.99	17,480,380.29	0.00	69,699.71	0.39
9000	Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999	Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources		17,550,080.00	59,499.99	17,480,380.29	0.00	69,699.71	0.39
B. Expenditures							
92	.	6,550,000.00	0.00	6,531,643.76	0.00	18,356.24	0.28
11	Debt Principal	10,785,000.00	0.00	10,785,000.00	0.00	0.00	0.00
Total Expenditures		17,335,000.00	0.00	17,316,643.76	0.00	18,356.24	0.10
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		215,080.00	59,499.99	163,736.53		51,343.47	23.87
F. Total Beginning Fund Balance		0.00		8,792,465.46			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		215,080.00		8,956,201.99			
I. Ending Fund Balance Accounts							
	GL 810 Restricted for Other Items	0.00		0.00			
	GL 830 Restricted Debt Service	0.00		8,792,465.46			
	GL 889 Assigned to Fund Purposes	0.00		0.00			
	GL 890 Unreserved/ Fund Balance	215,080.00		163,736.53			

\* Zero budget with charges against it.

**Kennewick SD #17**  
**Budget Status - ASB Fund**

Location 000

Report Date: 07/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources		0.00	0.00	0.00	0.00	0.00	0.00
100	General Student Body	857,883.00	70.00	552,158.29	0.00	305,724.71	35.63
200	Athletics	986,216.00	0.00	419,566.40	0.00	566,649.60	57.45
300	Classes	109,180.00	0.00	56,927.07	0.00	52,252.93	47.85
400	Clubs	1,449,175.00	1,940.00	501,148.58	0.00	948,026.42	65.41
600	Private Moneys	24,400.00	1,095.20	10,412.00	0.00	13,988.00	57.32
Total Revenues/Other Fin. Sources		3,426,854.00	3,105.20	1,540,212.34	0.00	1,886,641.66	55.05
B. Expenditures							
100	General Student Body	782,775.00	23,310.63	430,348.56	16,736.18	335,690.26	42.88
200	Athletics	1,094,627.00	20,545.42	697,655.03	3,377.52	393,594.45	35.95
300	Classes	83,820.00	7,900.34	57,756.27	0.00	26,063.73	31.09
400	Clubs	1,309,046.00	10,567.09	601,995.51	5,416.18	701,634.31	53.59
600	Private Moneys	39,000.00	1,000.09	6,693.84	0.00	32,306.16	82.83
Total Expenditures		3,309,268.00	63,323.57	1,794,449.21	25,529.88	1,489,288.91	45.00
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		117,586.00	-60,218.37	-254,236.87		397,352.75	337.92
F. Total Beginning Fund Balance		0.00		2,126,758.35			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		117,586.00		1,872,521.48			
I. Ending Fund Balance Accounts GL 810 Restricted for Other Items		0.00		0.00			

\* Zero budget with charges against it.

**Kennewick SD #17**  
**Budget Status - ASB Fund**

Location 000

Report Date: 07/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
GL 819 Restricted to Fund Purpose	0.00		2,126,758.35			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	117,586.00		1,872,521.48			
	117,586.00		3,999,279.83			

\* Zero budget with charges against it.

**Kennewick SD #17**  
**Budget Status - Self Insurance**

Location 000

Report Date: 07/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources						
1000 Local Revenues	0.00	0.00	0.00	0.00	0.00	0.00
2000 Local State Non-Tax	1,450,000.00	896.98	77,970.57	0.00	1,372,029.43	94.62
Total Revenues/Other Fin. Sources	1,450,000.00	896.98	77,970.57	0.00	1,372,029.43	94.62
B. Expenditures						
97 Districtwide Support	2,192,500.00	254,269.32	1,495,886.10	0.00	696,613.90	31.77
Total Expenditures	2,192,500.00	254,269.32	1,495,886.10	0.00	696,613.90	31.77
C. Other Fin. Uses Trans. Out (GL 536)						
D. Other Financing Uses (GL535)						
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	-742,500.00	-253,372.34	-1,417,915.53		675,415.53	0.00
F. Total Beginning Fund Balance	0.00		5,028,561.35			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-742,500.00		3,610,645.82			
I. Ending Fund Balance Accounts						
GL 889 Assigned to Fund Purposes	0.00		5,028,561.35			
GL 890 Unreserved/ Fund Balance	-742,500.00		-1,417,915.53			
	-742,500.00		3,610,645.82			

\* Zero budget with charges against it.

**Kennewick SD #17**  
**Budget Status - Transportation Fund**

Report Date: 07/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
<b>A. Revenue/Other Fin. Sources</b>						
2000 Local State Non-Tax	3,000.00	1,458.10	14,529.71	0.00	-11,529.71	384.32
4000 State Revenues Special Purpose	1,235,000.00	0.00	0.00	0.00	1,235,000.00	100.00
9999 Transfers	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Revenues/Other Fin. Sources</b>	<b>1,238,000.00</b>	<b>1,458.10</b>	<b>14,529.71</b>	<b>0.00</b>	<b>1,223,470.29</b>	<b>98.82</b>
<b>B. Expenditures</b>						
99 Pupil Transport	0.00	0.00	0.00	0.00	0.00	0.00
99 Pupil Transport Equipmt Purc	1,600,000.00	0.00	0.00	1,595,414.42	4,585.58	0.28
<b>Total Expenditures</b>	<b>1,600,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,595,414.42</b>	<b>4,585.58</b>	<b>0.28</b>
<b>C. Other Fin. Uses Trans. Out (GL 536)</b>						
<b>D. Other Financing Uses (GL535)</b>						
<b>E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)</b>						
	-362,000.00	1,458.10	14,529.71		1,218,884.71	0.00
<b>F. Total Beginning Fund Balance</b>						
	0.00		556,385.41			
<b>G. GL 898 Prior Year Adjustments (+ or -)</b>						
<b>H. Total Ending Fund Balance (E + F + OR - G)</b>						
	-362,000.00		570,915.12			
<b>I. Ending Fund Balance Accounts</b>						
GL 810 Restricted for Other Items	0.00		0.00			
GL 819 Restricted to Fund Purpose	0.00		556,385.41			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	-362,000.00		14,529.71			

\* Zero budget with charges against it.

KENNEWICK SCHOOL DISTRICT #17  
Regular Board Meeting  
9/11/2024

WARRANT REGISTER Dated: 7/01/24 - 7/31/24

Warrant Type	Date	Numbers	Amount	Totals
General	15-Jul-24	398251-398375	2,971,130.15	
	31-Jul-24	398376-398438	553,834.84	
	31-Jul-24	398439-398479	3,802,369.92	
<b>Total Accounts Payable Warrants</b>				<b>7,327,334.91</b>
	03-Jul-24	Fed Tax Wire/B/C	1,311.13	
	15-Jul-24	A/P EFT	8,423.58	
	25-Jul-24	Use Tax	794.50	
	25-Jul-24	Wire BMO	472,696.10	
	31-Jul-24	A/P EFT	9,228.74	
	31-Jul-24	D Of R Wire	2,893,778.07	
	31-Jul-24	Child Supp wire	6,720.49	
	31-Jul-24	P/R Dir Dep Wire	11,271,977.38	
	31-Jul-24	Fed Tax Wire/B/C	4,163,489.40	
<b>Total Wire - Benton County</b>				<b>18,828,419.39</b>
	03-Jul-24	702975-702978	5,551.05	
	31-Jul-24	702979-702988	31,490.19	
<b>Total Payroll General Warrants</b>				<b>37,041.24</b>
Capital Projects	<u>Date</u>			
	7/2/2024	12989	478,500.00	
	7/15/2024	12990-12993	363,714.69	
	7/25/2024	Wire BMO/DoR/EFT/K	859.56	
	7/31/2024	12994-12997	330,520.08	
<b>Total Capital Projects Warrants</b>				<b>1,173,594.33</b>
ASB	<u>Date</u>			
	7/15/2024	66344-66350	7,507.11	
	7/25/2024	Wire BMO/DoR/EFT/K	56,723.67	
<b>Total ASB Warrants</b>				<b>64,230.78</b>
Transportation/Vehicle	<u>Date</u>			
	<b>Total Transportation/Vehicle Warrants</b>			
Self Ins Wkrs Comp	<u>Date</u>			
	7/15/2024	1219-1220	13,306.72	
	7/25/2024	Wire BMO/DoR/EFT	3,235.80	
	7/31/2024	1221-1224	237,726.80	
<b>Total Self Ins Wkrs Comp/Dental Fund</b>				<b>254,269.32</b>
<b>Total Warrants Issued</b>			<b>27,684,889.97</b>	<b>27,684,889.97</b>

^ 9/6/2024





## Board Meeting Presentation Overview

Date: September 11, 2024

<b>Topic</b>	<b>Strategic Plan</b>														
<b>Strategic Goal Focus</b>	<table border="1"> <tr><td><b>X</b></td><td>1. All students are safe, known and valued</td></tr> <tr><td><b>X</b></td><td>2. All students are engaged learners</td></tr> <tr><td><b>X</b></td><td>3. All students are ready for their future</td></tr> <tr><td><b>X</b></td><td>4. All staff members are safe, respected and valued professionals</td></tr> <tr><td><b>X</b></td><td>5. All community members are important collaborators</td></tr> <tr><td><b>X</b></td><td>6. All families are key partners</td></tr> <tr><td><b>X</b></td><td>7. The district is innovative, proactive and accountable</td></tr> </table>	<b>X</b>	1. All students are safe, known and valued	<b>X</b>	2. All students are engaged learners	<b>X</b>	3. All students are ready for their future	<b>X</b>	4. All staff members are safe, respected and valued professionals	<b>X</b>	5. All community members are important collaborators	<b>X</b>	6. All families are key partners	<b>X</b>	7. The district is innovative, proactive and accountable
<b>X</b>	1. All students are safe, known and valued														
<b>X</b>	2. All students are engaged learners														
<b>X</b>	3. All students are ready for their future														
<b>X</b>	4. All staff members are safe, respected and valued professionals														
<b>X</b>	5. All community members are important collaborators														
<b>X</b>	6. All families are key partners														
<b>X</b>	7. The district is innovative, proactive and accountable														
<b>Rationale for Topic/Purpose of Agenda Item</b>	<p>Each year, we complete a process of reviewing data, determining needs, seeking Board priorities, and developing strategic objectives for the year. In addition, throughout the year and at the June retreat, Board members provide feedback and direction regarding updates to performance indicators and targets. The 2024-25 objectives and performance indicators and targets are being presented for final Board approval. In addition, a Board member proposed an update to the Commitment to Equity statement, which is included in the strategic plan. Three options are being presented for Board consideration and decision.</p>														
<b>Board Meeting Focus</b>	<table border="1"> <tr><td><b>X</b></td><td>Review Information</td></tr> <tr><td><b>X</b></td><td>Hold discussion</td></tr> <tr><td></td><td>Provide direction</td></tr> <tr><td><b>X</b></td><td>Make decision</td></tr> </table>	<b>X</b>	Review Information	<b>X</b>	Hold discussion		Provide direction	<b>X</b>	Make decision						
<b>X</b>	Review Information														
<b>X</b>	Hold discussion														
	Provide direction														
<b>X</b>	Make decision														
<b>Relevance to Board's Role</b>	<table border="1"> <tr><td></td><td>Policy</td></tr> <tr><td><b>X</b></td><td>System accountability</td></tr> <tr><td></td><td>Fiscal oversight</td></tr> <tr><td><b>X</b></td><td>Communication</td></tr> <tr><td></td><td>Advocacy</td></tr> </table>		Policy	<b>X</b>	System accountability		Fiscal oversight	<b>X</b>	Communication		Advocacy				
	Policy														
<b>X</b>	System accountability														
	Fiscal oversight														
<b>X</b>	Communication														
	Advocacy														
<b>Key Considerations for Board Discussion</b>	<ul style="list-style-type: none"> <li>Do the objectives, indicators, targets reflect the Board's feedback and discussion?</li> <li>Which equity or equality statement best reflects the statement the Board wants to communicate to the community?</li> </ul>														
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Following the Board's vote, the 2024-25 strategic plan will be published on the district website and in print.</li> </ul>														

# 2024-25 Strategic Plan

Objectives, Performance Indicators and Targets, Equity Statement

September 11, 2024



# Topic Overview

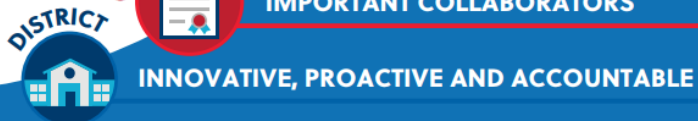
Topic	Strategic Plan														
<b>Strategic Goal Focus</b>	<table border="1"> <tr> <td>X</td> <td>1. All students are safe, known and valued</td> </tr> <tr> <td>X</td> <td>2. All students are engaged learners</td> </tr> <tr> <td>X</td> <td>3. All students are ready for their future</td> </tr> <tr> <td>X</td> <td>4. All staff members are safe, respected and valued professionals</td> </tr> <tr> <td>X</td> <td>5. All community members are important collaborators</td> </tr> <tr> <td>X</td> <td>6. All families are key partners</td> </tr> <tr> <td>X</td> <td>7. The district is innovative, proactive and accountable</td> </tr> </table>	X	1. All students are safe, known and valued	X	2. All students are engaged learners	X	3. All students are ready for their future	X	4. All staff members are safe, respected and valued professionals	X	5. All community members are important collaborators	X	6. All families are key partners	X	7. The district is innovative, proactive and accountable
X	1. All students are safe, known and valued														
X	2. All students are engaged learners														
X	3. All students are ready for their future														
X	4. All staff members are safe, respected and valued professionals														
X	5. All community members are important collaborators														
X	6. All families are key partners														
X	7. The district is innovative, proactive and accountable														
<b>Rationale for Topic/Purpose of Agenda Item</b>	Each year, we complete a process of reviewing data, determining needs, seeking Board priorities, and developing strategic objectives for the year. In addition, throughout the year and at the June retreat, Board members provide feedback and direction regarding updates to performance indicators and targets. The 2024-25 objectives and performance indicators and targets are being presented for final Board approval. In addition, a Board member proposed an update to the Commitment to Equity statement, which is included in the strategic plan. Three options are being presented for Board consideration and decision.														
<b>Board Meeting Focus</b>	<table border="1"> <tr> <td>X</td> <td>Review Information</td> </tr> <tr> <td>X</td> <td>Hold discussion</td> </tr> <tr> <td></td> <td>Provide direction</td> </tr> <tr> <td>X</td> <td>Make decision</td> </tr> </table>	X	Review Information	X	Hold discussion		Provide direction	X	Make decision						
X	Review Information														
X	Hold discussion														
	Provide direction														
X	Make decision														
<b>Relevance to Board's Role</b>	<table border="1"> <tr> <td></td> <td>Policy</td> </tr> <tr> <td>X</td> <td>System accountability</td> </tr> <tr> <td></td> <td>Fiscal oversight</td> </tr> <tr> <td>X</td> <td>Communication</td> </tr> <tr> <td></td> <td>Advocacy</td> </tr> </table>		Policy	X	System accountability		Fiscal oversight	X	Communication		Advocacy				
	Policy														
X	System accountability														
	Fiscal oversight														
X	Communication														
	Advocacy														
<b>Key Considerations for Board Discussion</b>	<ul style="list-style-type: none"> <li>Do the objectives, indicators, targets reflect the Board's feedback and discussion?</li> <li>Which equity or equality statement best reflects the statement the Board wants to communicate to the community?</li> </ul>														
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Following the Board's vote, the 2024-25 strategic plan will be published on the district website and in print.</li> </ul>														

## Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



# STRATEGIC GOALS



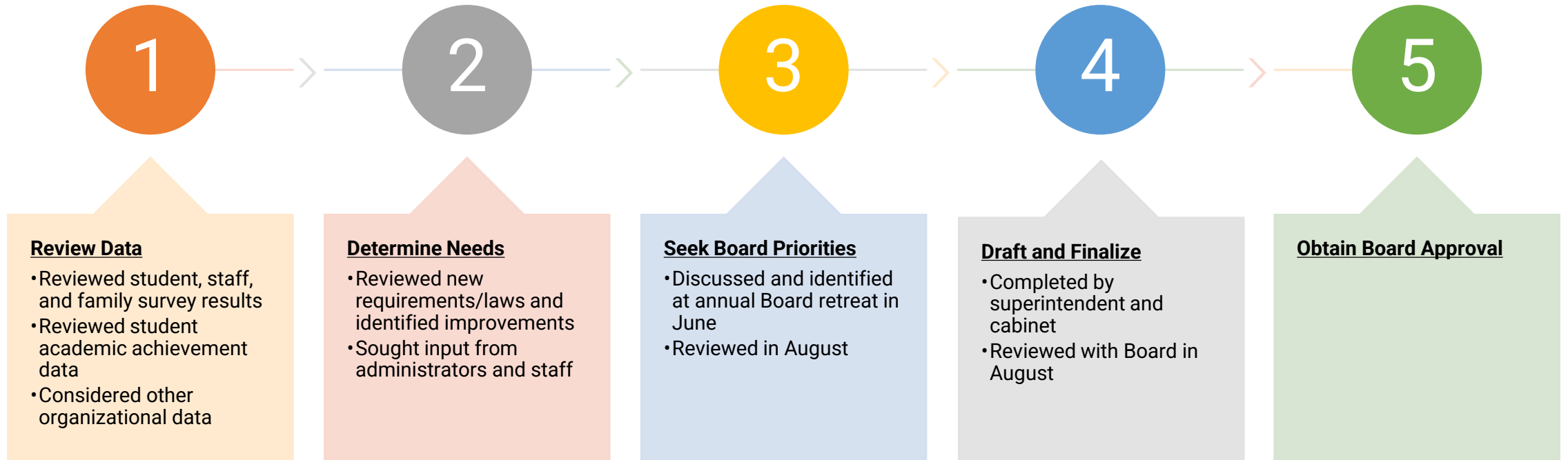
## Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

©2021 Kennewick School District

- Our **Mission, Vision, and Strategic Goals** remain the same each year.
- Our **Performance Indicators** and **Targets** tied to each goal will be reviewed/refined this year.
- Our **Annual Objectives** for each goal are reviewed and updated each year based on data, needs and Board priorities.
- The Board monitors accomplishment of **Annual Objectives** through Board reports and updates
- We track our progress on toward meeting our **Performance Targets** in Board reports and in our ***District Performance Indicators and Targets: Annual Report***

# Process for Updating Annual Objectives



# 2024-25 Annual Objectives



## All students are safe, known and valued



- > *Physically, social-emotionally, and intellectually safe.*
- > *Known well by their teachers, staff and each other.*
- > *Valued for their diverse strengths and backgrounds.*

### 2024-25 Annual Objectives

#### **Student Behavior & Accountability**

- Ensure student handbooks include required Title IX information on harassment, intimidation, bullying, and discrimination prevention in schools.
- Strengthen student behavior expectations and multitiered systems of support to promote positive behavior and to ensure clarity regarding appropriate response to behavioral violations.
- Provide training for administrators to ensure discipline policies are followed and disciplinary incidents are appropriately entered and tracked into the data system.

#### **Student Safety & Security**

- Expand Safety Officer program to provide one full-time Safety Officer at each elementary campus.
- Provide training for principals and implement updated Comprehensive Emergency Management Plan.

#### **Social Emotional Learning**

- Conduct a program review for Social Emotional Learning (SEL) and develop uniform expectations for schools.
- Determine measurable outcomes for assessing SEL-related efforts.

#### **Student Voice & Value**

- Expand the role of the student board representative, representative-elect, and members of the superintendent's student advisory council in providing student voice in development of policies and programs.

### Performance Indicators and Targets

- $\geq 90\%$  of students report they feel safe, known, and valued at school.
- The % of students regularly attending\* school is increasing by  $\geq 2\%$  each year. (\*defined as  $< 2$  absences excused or unexcused absences per month)
- The % of students receiving out-of-school exclusionary discipline is decreasing by  $\geq 0.2\%$  each year.

## All students are engaged learners



- > Provided relevant, rigorous and engaging instruction.
- > Receiving individualized, equitable and inclusive supports.
- > Accessing diverse course offerings, activities and athletics.
- > Making progress, annual growth, and meeting grade level standards.

### 2024-25 Annual Objectives

#### **Literacy and Mathematics**

- Strengthen understanding of the Science of Reading and the district's K-5 Literacy Plan
- Evaluate and adopt new instructional materials for grades K-5 literacy.
- Conduct a review of the two-hour block for English Language Arts at middle school.
- Implement new ClearMath instructional materials for grades K-5.

#### **Technology, Elementary Library, and Online Learning**

- Conduct review of educational technology standards for grades K-12 to ensure instruction in digital citizenship and media literacy.
- Develop K-5 elementary library standards, aligned with state library program standards and library information and technology framework.
- Evaluate and adopt new instructional platform/materials for grades K-12 online learning.

#### **Physical Education**

- Review standards and evaluate instructional materials for K-12 physical education.

#### **Assessment**

- Implement Star assessments systemwide for grades K-12 for early literacy, reading and math.

#### **Inclusionary Practices**

- Strengthen inclusionary practices and implementation of high leverage practices for students with disabilities.

#### **Dual Language, Highly Capable, and Choice Programs**

- Continue unit development for grades 6-8 dual language using Open Educational Resources.
- Implement new literacy and math courses for newcomers.
- Implement highly capable cluster model systemwide for grades K-5.
- Continue review and refinement of alternative learning programs

### Performance Indicators and Targets

- The inclusion rate for students with Individualized Educational Programs (IEPs) is increasing by  $\geq 3\%$  each year.
- $\geq 90\%$  of middle and high school students report having access to diverse course offerings, activities, and athletics.
- The % of middle and high school students participating in at least one sport identified as experiencing low income is increasing by  $\geq 3\%$  each year.
- The % of students making annual growth, meeting grade level standards, and on track for graduation is increasing by  $\geq 3\%$  each year.
- The % of multilingual learning students making yearly growth and demonstrating English language proficiency is increasing by  $\geq 3\%$  each year.



## All students are ready for their future



- > Learning digital citizenship, social, life and employment skills
- > Provided the opportunity to become bilingual and biliterate
- > Graduating with a personalized plan for their post-secondary pathway

### 2024-25 Annual Objectives

#### **College & Career Readiness**

- Complete a feasibility study to explore potential ways to provide more opportunities for students to earn credit, engage in High School and Beyond and career and college readiness activities, and learn financial literacy.
- Expand and strengthen implementation of SchoolLinks to support High School and Beyond Plan processes.
- Review implementation of Comprehensive School Counseling Program to assess program alignment with the essential components of academic, career, and social emotional development.
- Expand Family Hub video library and resources.
- Strengthen efforts to build awareness and understanding of the Learner Profile.
- Publish a Career and Technical Education (CTE) course catalog.
- Implement new performance-based graduation pathway option.
- Publish a student and family-friendly "Path to Graduation" planner.
- Provide no-cost PSAT and SAT tests for high school students at school sites.

#### **Dual Credit and Running Start**

- Provide students in grades 9-12 and parents with information and costs for each available dual credit program.
- Provide students in grades 10-12 information about Running Start enrollment during the summer academic term

#### **Dual Language**

- Develop plan for expanded middle school dual language programs.

#### **Artificial Intelligence (AI)**

- Convene a work team focused on developing students' AI literacy, ensuring ethical and safe AI use, aligning AI solutions with best practice and principles of learning, and skills within the Learner Profile.

### Performance Indicators and Targets

- $\geq 90\%$  of students, families, and staff report that students have opportunities to learn the digital citizenship, social, life and employment skills within the KSD Learner Profile.
- The % of students and families interested in dual language who have access to the program is increasing by  $\geq 2\%$  each year.
- The % of high school students completing at least one dual credit, college-level course by the end of grade 12 is increasing by  $\geq 3\%$  each year over the next three years.
- The % of students graduating in four years and in five years is increasing by  $\geq 1\%$  each year.

## All families are key partners



- > Respected and appreciated for their diverse strengths and backgrounds.
- > Welcomed and invited to provide ideas, input and feedback.
- > Engaged in helping their students be successful.

### 2024-25 Annual Objectives

#### *Family Partnership*

- Implement new Parental Rights law and provide training for principals and staff.
- Expand parental control tools for web filtering.

#### *Family Engagement, Education*

- Expand efforts to increase family involvement in Action Team for Partnerships (ATPs) and district level committees.
- Increase tribal collaboration and strengthen support for students and families.

#### *Communication*

- Conduct annual family survey in multiple languages and use feedback to inform improvement.
- Form a Communications Advisory to seek feedback and input on Family Hub content.
- Expand Family Hub content based on Communications Advisory feedback and input.
- Implement Instant Language Assistant translation tool to increase language access for families.

### Performance Indicators and Targets

- ≥90% of parents report feeling respected and welcomed in their children's schools.
- ≥90% of parents report having opportunities to engage with schools to help their children succeed.
- ≥90% of parents report having opportunities to learn about and provide input on district and school programs.

## All staff members are safe, respected and valued professionals



- > Working in safe and positive environments.
- > Valued for their diversity and recognized for their unique contributions as educators, support staff and administrators.
- > Members of high-functioning collaborative teams who use data to plan, improve, and innovate.
- > Provided opportunities to learn and grow and held to high standards for professionalism and performance.

### 2024-25 Annual Objectives

#### **Staff Safety and Well Being**

- Engage Staff Wellness Committee in review of annual staff survey data and development of recommendations.
- Implement and provide training on updated Comprehensive Emergency Management Plan.
- Continue to train and support schools in implementing strategies to support positive student behavior and address inappropriate and/or unsafe behavior.

#### **Staff Recruitment, Hiring, Retention and Diversity**

- Review and refine recruiting, interviewing and hiring processes.
- Strengthen and enhance new employee onboarding processes.
- Develop and implement improved methodology for determining the healthy, functional retention rate.
- Review and update the district Employee Personnel Manual.
- Ensure new teachers receive support from a consulting peer educator through the Peer Assistance and Resources (PAR) program.

#### **Professional Learning Communities**

- Expand training and support for teacher Professional Learning Communities and collaboration to improve teaching and learning.

#### **Staff Professional Growth and Performance**

- Expand efforts to support supervisors in implementing employee performance management systems.
- Enhance training and support for the understanding and implementation of the Teacher/Principal Evaluation Program (TPEP)
- Complete a review and recommendation for implementing an electronic management system to support TPEP processes.
- Provide state-funded professional development day focused on social-emotional learning standards.
- Ensure staff understanding of Board policies.

### Performance Indicators and Targets

- The number of Labor & Industry (L&I) claims filed each year  $\leq$  3.0% of the total number of employees.
- "Time loss" L&I claims are  $\leq$  10%.
- $\geq$  90% of staff indicate they work in safe and positive environments, collaborate with colleagues, and feel valued.
- The healthy, functional staff retention rate is  $\geq$  90% each year.

## All community members are important collaborators



- > Supportive in their partnership to help students be successful.
- > Engaged as key stakeholders.
- > Valued for their support in providing needed resources for student learning, technology and school facilities.

### 2024-25 Annual Objectives

#### **Community Partnerships**

Continue to strengthen our partnerships with agencies, organizations, churches, and individuals in the community to provide programs, supports, and services for families and students. KSD partner agency/organizations include:

- B5
- Benton Franklin School Retirees Association
- Boys and Girls Club
- The Children's Reading Foundation of the Mid-Columbia
- Columbia Basin College
- Communities in Schools of Benton-Franklin
- Gesa Credit Union
- HAPO Credit Union
- Junior Achievement of Southeastern Washington
- City of Kennewick
- Kennewick Police Department
- Kennewick Fire Department
- KEY Connections
- Kiwanis
- Rotary
- STCU
- The STEM Foundation
- United Way of Benton & Franklin Counties
- Washington State University
- YMCA of the Greater Tri-Cities

#### **Volunteerism and Communications**

- Regularly communicate opportunities for parents and community members to volunteer in schools and on district committees.
- Implement strategies to promote volunteerism at schools with lower proportion of volunteers.

#### **Community Engagement**

- Establish co-campaign with the United Way of Benton & Franklin Counties to develop a KSD Student Success fund to provide grant funding to schools.
- Work to ensure that all schools have at least one key partner organization.
- Engage and serve the community members through Board, superintendent, and district staff involvement with community boards, committees, and groups.

#### **Community Recognition, Value, and Appreciation**

- Provide affordable, informative, and fun online community education offerings.
- Provide access to district facilities for non-profit organizations, community groups, and businesses.
- Celebrate and recognize community partners and district volunteers through social media, events, and award programs.

### Performance Indicators and Targets

- The number of community members approved to volunteer in our schools/district is increasing by  $\geq 5\%$  over a four-year average.

## The Kennewick School District is innovative, proactive and accountable



- > Innovative in our strategic future planning and engaged in continuous improvement.
- > Regular, timely and transparent with our communications.
- > Effective and efficient in our operations.
- > Responsible stewards of public resources.

### 2024-25 Annual Objectives

#### ***Funding and Enrollment***

- Conduct district enrollment study to understand private and homeschool enrollment trends; use findings to inform efforts to maintain and increase enrollment.
- Begin preliminary planning for Educational Programs & Operations (EP&O) and Technology levies expiring in 2026.

#### ***Facilities Maintenance and Planning***

- Implement new workorder system.
- Begin preliminary planning for future a bond measure in 2027 or 2028 to ensure all school facilities are safe and align with educational standards. Priority future projects include:
  - Highlands Middle School
  - Washington Elementary School
  - Hawthorne Elementary School
  - Park Middle School
  - Vista Elementary School
  - Edison Elementary School
  - Horse Heaven Hills Middle School
- Support and plan for state-fund core modernization project for Tri-Tech Skills Center to begin in 2025.

#### ***Efficient, Effective, and Secure Data and Reporting Systems***

- Develop and implement data system for improved efficiency of academic monitoring and reporting.
- Document and implement data validation processes to ensure data accuracy and integrity.
- Implement online transcript fulfillment service to improve efficiency.
- Enhance technology incident response plan to ensure maintenance of network security.

#### ***Continuous Improvement, Transparency, and Strategic Planning***

- Review the Community Relations - 4000 series of Board policies to ensure policies are updated and consistent with current practice and law.
- Publish the annual Strategic Plan update in fall 2024.
- Publish the annual Community Report in January 2025.

### Performance Indicators and Targets

- The unassigned, minimum fund balance is maintained at 3-5% of the total district budget.

# Performance Indicators and Targets



<b>Strategic Goal: All Students are Safe, Known and Valued</b>		
<b>Focus</b>	<b>Indicator</b>	<b>Target</b>
<i>Safety and belonging</i>	% of students reporting they feel safe, known, and valued at school on the annual student survey	% is $\geq 90\%$ each year
<i>Attendance</i>	% of students regularly attending school (<2 excused or unexcused absences on average per month)	% is increasing by $\geq 2\%$ each year
<i>Discipline</i>	% of students receiving out-of-school exclusionary discipline	% is decreasing by $\geq 0.2\%$ each year
<b>Strategic Goal: All Students are Engaged Learners</b>		
<b>Focus</b>	<b>Indicator</b>	<b>Target</b>
<i>Inclusion of students with IEPs</i>	% inclusion rate for students with Individualized Education Programs (IEPs)	% is increasing by $\geq 3\%$ each year
<i>Access to course offerings and programs</i>	% of students reporting having access to diverse course offerings, activities, and athletics	% is $\geq 90\%$ each year
		<b>Courses Activities Athletics</b>
<i>Participation in athletics</i>	% middle and high schools students participating in at least one sport identified as experiencing low income	% is increasing by $\geq 3\%$ each year
<i>Academic growth and proficiency</i>	% of students making annual growth, meeting grade level standards, and on track for graduation	% is increasing by $\geq 3\%$ each year
<i>English language acquisition</i>	% of multilingual learner students making yearly growth and demonstrating English language proficiency	% is increasing by $\geq 3\%$ each year
<b>Strategic Goal: All Students are Ready for Their Future</b>		
<b>Focus</b>	<b>Indicator</b>	<b>Target</b>
<i>Digital citizenship, social, life and employment skills</i>	% of <i>students, families, and staff</i> reporting that students have opportunities to learn the digital citizenship, social, life and employment skills within the KSD Learner Profile	% is $\geq 90\%$ each year
		<b>Students Families Staff</b>
<i>Access to dual language</i>	% of students/parents interested in dual language who have access to the program	% is increasing by $\geq 2\%$ each year
<i>Completion of dual credit college level courses</i>	% of high school students completing at least one dual credit, college level course by the end of grade 12	% is increasing by $\geq 3\%$ each year
<i>Graduation</i>	% of students graduating in four years % of students graduating in five years	% is increasing by $\geq 1\%$ each year
		<b>4-year 5-year</b>

## Elementary: Grade Level Specific Student Growth and Proficiency Targets

<i>Early Literacy</i>	<i>Reading/ELA</i>	<i>Math</i>	<i>Science</i>
-----------------------	--------------------	-------------	----------------

Grade Level(s)	Focus	Assessment	Indicator	Target
Kindergarten Grade 1 Grade 2	<i>Early Literacy Growth</i>	Star Early Literacy/Star Reading	% of students progressing from <i>urgent intervention</i> to <i>intervention</i> ; from <i>intervention</i> to <i>on watch</i> ; or from <i>on watch</i> to <i>at/above benchmark</i> by spring	% is increasing by <b>≥3%</b> each year
	<i>Reading/ELA Growth</i>	Star	% of all students making typical growth by spring	% is increasing by <b>≥3%</b> each year s
Grade 3 Grade 4 Grade 5	<i>Reading/ELA Proficiency</i>	Smarter Balanced Assessment (SBA)	% of students meeting grade level state standards	% is increasing by <b>≥3%</b> each year
	<i>Math Growth</i>	Star	% of all students making typical growth by spring	% is increasing by <b>≥3%</b> each year
	<i>Math Proficiency</i>	SBA	% of students meeting grade level state standards	% is increasing by <b>≥3%</b> each year
	<i>Reading/ELA Growth</i>	SBA	% of students progressing from level 1 to 2 or 2 to 3 from their prior year	% is increasing by <b>≥3%</b> each year
Grade 5 Benchmark Year	<i>Math Growth</i>	SBA	% of students are progressing from level 1 to 2 or 2 to 3 from their prior year	% is increasing by <b>≥3%</b> each year
	<i>Science Proficiency</i>	Washington Comprehensive Assessment of Science (WCAS)	% of students meeting grade level state standards	% is increasing by <b>≥3%</b> each year



## Middle School: Grade Level Specific Student Growth and Proficiency Targets

*Reading/ELA*

*Math*

*Science*

Grade Level(s)	Focus	Assessment	Indicator	Target
<b>Grade 6 Grade 7 Grade 8</b>	<i>Reading/ELA Growth</i>	Star	% of all students making typical growth by spring	% is increasing by $\geq 3\%$ each year
	<i>Reading/ELA Growth</i>	Smarter Balanced Assessment (SBA)	% of students progressing from level 1 to 2 or 2 to 3 from their prior year	% is increasing by $\geq 3\%$ each year
	<i>Reading/ELA Proficiency</i>	SBA	% of students meeting grade level state standards	% is increasing by $\geq 3\%$ each year
	<i>Math Growth</i>	Star	% of all students making typical growth by spring	% is increasing by $\geq 3\%$ each year
	<i>Math Growth</i>	SBA	% of students progressing from level 1 to 2 or 2 to 3 from their prior year	% is increasing by $\geq 3\%$ each year
	<i>Math Proficiency</i>	SBA	% of students meeting grade level state standards	% is increasing by $\geq 3\%$ each year
<b>Grade 8 Benchmark Year</b>	<i>Math Proficiency</i>	Course Completion for Credit	% of students earning high school Algebra credit (or higher)	% is increasing by $\geq 3\%$ each year
	<i>Science Proficiency</i>	Washington Comprehensive Assessment of Science (WCAS)	% of students meeting grade level state standards	% is increasing by $\geq 3\%$ each year

## High School: Grade Level Specific Student Growth and Proficiency Targets

Reading/ELA	Math	Science	On Track for Graduation: Passing Grades and Credit Acquisition	Dual Credit and preparation for post-secondary	Graduation and preparation for post- secondary or work
-------------	------	---------	---	---	--

Grade Level(s)	Focus	Assessment	Indicator	Target
Grade 9 Grade 10 Grade 11 Grade 12	<i>On Track for Graduation: Passing Grades</i>	Course Grades	% increase of students passing all classes from semester 1 to semester 2	% is increasing by <b>≥3%</b> each year
Grade 9 Grade 10 Grade 11	<i>On Track for Graduation: Credit Acquisition</i>	Course Credit	% of students earning six credits in grade 9; accumulating 12 credits by the end of grade 10; and 18 credits by the end of grade 11	% is increasing by <b>≥3%</b> each year
Grade 9 Grade 10 Grade 11	<i>Reading/ELA Growth</i>	Star	% of all students making typical growth by spring	% is increasing by <b>≥3%</b> each year
	<i>Reading/ELA Proficiency</i>	Smarter Balanced Assessment (SBA)	% of students tested meeting grade level state standards	% is increasing by <b>≥3%</b> each year
	<i>Math Growth</i>	Star	% of all students making typical growth by spring	% is increasing by <b>≥3%</b> each year
	<i>Math Proficiency</i>	SBA	% of students tested meeting grade level state standards	% is increasing by <b>≥3%</b> each year
	<i>Science Proficiency</i>	WCAS	% of students tested meeting grade level state standards	% is increasing by <b>≥3%</b> each year
Grade 11	<i>Dual Credit and preparation for post-secondary</i>	Course Credit	% of students completing at least one dual credit college level course by the end of grade 11	% is increasing by <b>≥3%</b> each year
Grade 12 Benchmark Year	<i>Graduation and preparation for post-secondary or work</i>	Graduation Requirements	% of students accumulating the credits required to graduate and graduating in four years or five years	% is increasing by <b>≥1%</b> each year

### Multilingual Learner (ML) Student Growth and Proficiency Targets

#### *English Language Acquisition*

Years in Program	Focus	Assessment	Indicator	Target
<1	<i>English Language Acquisition Growth</i>	WIDA	% of ML students making yearly growth	% is increasing by $\geq 3\%$ each year
1	<i>English Language Acquisition Growth</i>	WIDA	% of ML students making yearly growth	% is increasing by $\geq 3\%$ each year
2	<i>English Language Acquisition Growth</i>	WIDA	% of ML students making yearly growth	% is increasing by $\geq 3\%$ each year
3	<i>English Language Acquisition Growth</i>	WIDA	% of ML students making yearly growth	% is increasing by $\geq 3\%$ each year
4	<i>English Language Acquisition Growth</i>	WIDA	% of ML students making yearly growth	% is increasing by $\geq 3\%$ each year
5	<i>English Language Acquisition Growth</i>	WIDA	% of ML students making yearly growth	% is increasing by $\geq 3\%$ each year
6	<i>English Language Acquisition Growth</i>	WIDA	% of ML students making yearly growth	% is increasing by $\geq 3\%$ each year
<b>Overall</b>	<i>English Language Acquisition Growth</i>	WIDA	% of ML students making yearly growth	% is increasing by $\geq 3\%$ each year
<b>Overall</b>	<i>English Language Acquisition Proficiency</i>	WIDA	% of ML students reaching proficiency in year 6 or less	% is increasing by $\geq 3\%$ each year

<b>Strategic Goal: All Families are Key Partners</b>		
<b>Focus</b>	<b>Indicator</b>	<b>Target</b>
<i>Feeling respected and welcomed</i>	% of families reporting feeling respected and welcomed in their children's schools	% is $\geq 90\%$ each year
<i>Engagement</i>	% of families reporting having opportunities to engage with schools to help their children succeed	% is $\geq 90\%$ each year
<i>Family learning and input</i>	% of families reporting having opportunities to learn about and provide input on district and school programs	% is $\geq 90\%$ each year
<b>Strategic Goal: All Staff Members are Safe, Respected and Valued Professionals</b>		
<b>Focus</b>	<b>Indicator</b>	<b>Target</b>
<i>Staff injuries</i>	Number of Labor & Industries (L&I) claims filed each year as a % of the total number of employees	% is $\leq 3\%$ each year
<i>Staff claims</i>	% of "time loss" L&I claims	% is $\leq 10\%$ each year
<i>Staff safety, collaboration, and value</i>	% of staff indicating they work in safe and positive environments, collaborate with colleagues, and feel valued.	% is $\geq 90\%$ each year
<i>Staff retention</i>	% healthy, functional retention rate	% is $\geq 90\%$ each year
<b>Strategic Goal: All Community Members are Important Collaborators</b>		
<b>Focus</b>	<b>Indicator</b>	<b>Target</b>
<i>Volunteerism</i>	Number of community members approved to volunteer in our schools/district each year	Number is increasing by $\geq 5\%$ over a four-year average
<b>Strategic Goal: The Kennewick School District is Innovative, Proactive and Accountable</b>		
<b>Focus</b>	<b>Indicator</b>	<b>Target</b>
<i>Financial stability</i>	The unassigned, minimum fund balance as a % of the total district budget	% is maintained at 3-5% of the total district budget

# Recommendation

## **Recommendation:**

- The Board approves the 2024-25 Strategic Objectives and Key Indicators

## **Next Steps:**

- Publish the updated 2024-25 Strategic Plan

# Equity Statement



# Current: Commitment to Equity

## Commitment to Equity

The Kennewick School District Board of Directors recognizes and values the diversity within our community and within our schools and values the diverse and unique strengths, perspectives and experiences of our students, staff and families. We are committed to ensuring the provision of an equitable and inclusive environment for all students, staff and families. We are committed to supporting the enhancement and development of equitable systems to close achievement and opportunity gaps for students and to address any racism or bias and/or inequitable systems that exist within the Kennewick School District. We recognize our responsibility to ensure safe and civil educational and working environments free from all types of discrimination, racism and oppression and we are committed to ensuring that diversity is respected and encouraged.



# Proposed: Commitment to Equality of Opportunity

The Kennewick School District Board of Directors values unity and the collective strength of our community and schools. We respect the unique perspectives and experiences of our students, staff, and families. Our commitment is to provide an environment where every individual has the opportunity to succeed based on their abilities and efforts. Our goal is to develop systems that support student achievement by fostering a merit-based system, we believe every student can reach their fullest potential. Our mission is to ensure safe and respectful educational and working environments, promoting unity and love for our community and country.

(Note: RCW [28A.405.030](https://app.leg.wa.gov/rcw/default.aspx?cite=28A.405.030)  
<https://app.leg.wa.gov/rcw/default.aspx?cite=28A.405.030>  
Must teach morality and patriotism).



# (Update) Proposed: **Commitment to Equality of Opportunity**

The Kennewick School District Board of Directors values unity and the collective strength of our community and schools. We respect the unique perspectives and experiences of our students, staff, and families. Our unwavering commitment is to provide a nurturing environment where every individual, regardless of their background or circumstances, has the opportunity to succeed based on their abilities and efforts. Our goal is to develop systems that support student achievement by fostering a merit-based approach, which will help every student reach their fullest potential. Our mission is to ensure safe and respectful educational and working environments free from discrimination while promoting unity and love for our community and country.

# Alternative: Non-Discrimination, Equity, and Civil Rights Statement

The Kennewick School District provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation, including gender expression or identity, the presence of any sensory, mental or physical disability, or use of trained dog, guide or service animal by a person with a disability, and provide equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights & Equity: Dr. Thomas Brillhart- (509) 222-5335 ([tom.brillhart@ksd.org](mailto:tom.brillhart@ksd.org))  
Section 504, Title IX: BJ Wilson - (509) 222-5003 ([BJ.Wilson@ksd.org](mailto:BJ.Wilson@ksd.org))

# Board Discussion and Decision



# Next Steps

- Publish the updated 2024-25 Strategic Plan



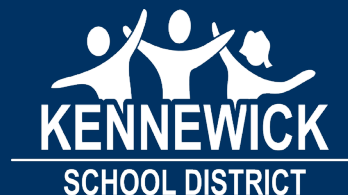
## Board Meeting Presentation Overview

Date: September 11, 2024

<b>Topic</b>	<b>Annual K-12 Student Goal Report</b>														
<b>Strategic Goal Focus</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"></td><td>1. All students are safe, known and valued</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>2. All students are engaged learners</td></tr> <tr><td></td><td>3. All students are ready for their future</td></tr> <tr><td></td><td>4. All staff members are safe, respected and valued professionals</td></tr> <tr><td></td><td>5. All community members are important collaborators</td></tr> <tr><td></td><td>6. All families are key partners</td></tr> <tr><td></td><td>7. The district is innovative, proactive and accountable</td></tr> </table>		1. All students are safe, known and valued	<b>X</b>	2. All students are engaged learners		3. All students are ready for their future		4. All staff members are safe, respected and valued professionals		5. All community members are important collaborators		6. All families are key partners		7. The district is innovative, proactive and accountable
	1. All students are safe, known and valued														
<b>X</b>	2. All students are engaged learners														
	3. All students are ready for their future														
	4. All staff members are safe, respected and valued professionals														
	5. All community members are important collaborators														
	6. All families are key partners														
	7. The district is innovative, proactive and accountable														
<b>Rationale for Topic/Purpose of Agenda Item</b>	Our performance indicator reporting calendar includes a September report to the Board to share elementary, middle, and high school student academic growth and proficiency results. The presentation includes data from spring district and state assessments, highlights building “bright spots,” and details the actions being taken that are contributing to positive results.														
<b>Board Meeting Focus</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;"><b>X</b></td><td>Review Information</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>Hold discussion</td></tr> <tr><td></td><td>Provide direction</td></tr> <tr><td></td><td>Make decision</td></tr> </table>	<b>X</b>	Review Information	<b>X</b>	Hold discussion		Provide direction		Make decision						
<b>X</b>	Review Information														
<b>X</b>	Hold discussion														
	Provide direction														
	Make decision														
<b>Relevance to Board’s Role</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"></td><td>Policy</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>System accountability</td></tr> <tr><td></td><td>Fiscal oversight</td></tr> <tr><td></td><td>Communication</td></tr> <tr><td></td><td>Advocacy</td></tr> </table>		Policy	<b>X</b>	System accountability		Fiscal oversight		Communication		Advocacy				
	Policy														
<b>X</b>	System accountability														
	Fiscal oversight														
	Communication														
	Advocacy														
<b>Key Considerations for Board Discussion</b>	<ul style="list-style-type: none"> <li>• Are there particular strengths or areas of growth about which the Board has questions or strategies/actions about which the Board would like more information?</li> </ul>														
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>														

# **K-12 Annual Student Goal Report:** *All Students are Engaged Learners*

September 11, 2024



# Topic Overview

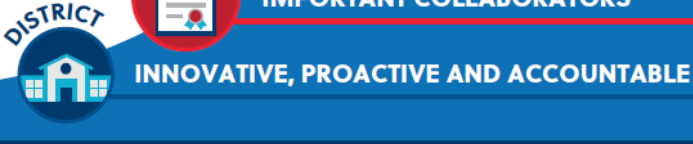
<b>Topic</b>	<b>Annual K-12 Student Goal Report</b>															
<b>Strategic Goal Focus</b>	<table border="1"> <tr> <td></td> <td>1. All students are safe, known and valued</td> </tr> <tr> <td>X</td> <td>2. All students are engaged learners</td> </tr> <tr> <td></td> <td>3. All students are ready for their future</td> </tr> <tr> <td></td> <td>4. All staff members are safe, respected and valued professionals</td> </tr> <tr> <td></td> <td>5. All community members are important collaborators</td> </tr> <tr> <td></td> <td>6. All families are key partners</td> </tr> <tr> <td></td> <td>7. The district is innovative, proactive and accountable</td> </tr> </table>			1. All students are safe, known and valued	X	2. All students are engaged learners		3. All students are ready for their future		4. All staff members are safe, respected and valued professionals		5. All community members are important collaborators		6. All families are key partners		7. The district is innovative, proactive and accountable
	1. All students are safe, known and valued															
X	2. All students are engaged learners															
	3. All students are ready for their future															
	4. All staff members are safe, respected and valued professionals															
	5. All community members are important collaborators															
	6. All families are key partners															
	7. The district is innovative, proactive and accountable															
<b>Rationale for Topic/Purpose of Agenda Item</b>	Our performance indicator reporting calendar includes a September report to the Board to share elementary, middle, and high school student academic growth and proficiency results. The presentation includes data from spring district and state assessments, highlights building "bright spots," and details the actions being taken that are contributing to positive results.															
<b>Board Meeting Focus</b>	<table border="1"> <tr> <td>X</td> <td>Review Information</td> </tr> <tr> <td>X</td> <td>Hold discussion</td> </tr> <tr> <td></td> <td>Provide direction</td> </tr> <tr> <td></td> <td>Make decision</td> </tr> </table>		X	Review Information	X	Hold discussion		Provide direction		Make decision						
X	Review Information															
X	Hold discussion															
	Provide direction															
	Make decision															
<b>Relevance to Board's Role</b>	<table border="1"> <tr> <td></td> <td>Policy</td> </tr> <tr> <td>X</td> <td>System accountability</td> </tr> <tr> <td></td> <td>Fiscal oversight</td> </tr> <tr> <td></td> <td>Communication</td> </tr> <tr> <td></td> <td>Advocacy</td> </tr> </table>			Policy	X	System accountability		Fiscal oversight		Communication		Advocacy				
	Policy															
X	System accountability															
	Fiscal oversight															
	Communication															
	Advocacy															
<b>Key Considerations for Board Discussion</b>	<ul style="list-style-type: none"> <li>Are there particular strengths or areas of growth about which the Board has questions or strategies/actions about which the Board would like more information?</li> </ul>															
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>															

## Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



# STRATEGIC GOALS



## Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

## All students are engaged learners



- > Provided relevant, rigorous and engaging instruction.
- > Receiving individualized, equitable and inclusive supports.
- > Accessing diverse course offerings, activities and athletics.
- > Making progress, annual growth, and meeting grade level standards.

### 2024-25 Annual Objectives

#### Literacy and Mathematics

- Strengthen understanding of the Science of Reading and the district's K-5 Literacy Plan
- Evaluate and adopt new instructional materials for grades K-5 literacy.
- Conduct a review of the two-hour block for English Language Arts at middle school.
- Implement new ClearMath instructional materials for grades K-5.

#### Technology, Elementary Library, and Online Learning

- Conduct review of educational technology standards for grades K-12 to ensure instruction in digital citizenship and media literacy.
- Develop K-5 elementary library standards, aligned with state library program standards and library information and technology framework.
- Evaluate and adopt new instructional platform/materials for grades K-12 online learning.

#### Physical Education

- Review standards and evaluate instructional materials for K-12 physical education.

#### Assessment

- Implement Star assessments systemwide for grades K-12 for early literacy, reading and math.

#### Inclusionary Practices

- Strengthen inclusionary practices and implementation of high leverage practices for students with disabilities.

#### Dual Language, Highly Capable, and Choice Programs

- Continue unit development for grades 6-8 dual language using Open Educational Resources.
- Implement new literacy and math courses for newcomers.
- Implement highly capable cluster model systemwide for grades K-5.
- Continue review and refinement of alternative learning programs

### Performance Indicators and Targets

- The inclusion rate for students with Individualized Educational Programs (IEPs) is increasing by  $\geq 3\%$  each year.
- $\geq 90\%$  of middle and high school students report having access to diverse course offerings, activities, and athletics.
- The % of middle and high school students participating in at least one sport identified as experiencing low income is increasing by  $\geq 3\%$  each year.
- The % of students making annual growth, meeting grade level standards, and on track for graduation is increasing by  $\geq 3\%$  each year.
- The % of multilingual learning students making yearly growth and demonstrating English language proficiency is increasing by  $\geq 3\%$  each year.



# Presentation Outline



**Performance Indicators &  
Targets**



**2023 – 24 Results**



**Actions Taken to Get Results  
Bright Spots**

The background of the slide features several overlapping, wavy bands of blue in various shades, ranging from a deep navy blue to a lighter, muted blue. The waves flow from the top left towards the bottom right, creating a sense of movement and depth. The text is centered horizontally and vertically within the darker blue bands.

# Annual Reporting Calendar

# Performance Indicator Reporting Calendar

Month	Focus
September	<b>State assessments:</b> Smarter Balance Assessment (SBA) and WIDA <b>District assessments:</b> Star Early Literacy and Star*
December	<b>8<sup>th</sup> grade Algebra</b> <b>Credit accumulation</b> <b>Dual credit</b> <b>Graduation rates</b>
March	<b>District assessments progress report:</b> WaKIDS and Star reading and math
May	<b>District assessments:</b> Star reading and math

\*Prior to 2024-25, schools used either DIBELS or Star CBM and MAP or Star assessment. Star Early Literacy and Star are being implemented for grades K - 5 effective 2024-25

# Assessments

Grades K-2	Grades 3-8, 10, 11			Grades K-12
STAR Early Literacy	Smarter Balanced Assessment & Washington Comprehensive Assessment of Science (SBA & WCAS)			WIDA
Early Literacy Skills	English Language Arts (ELA)	Math	Science Grades 5, 8 and 11	English Language Development
<ul style="list-style-type: none"> <li>• <b>Key Skills</b></li> <li>• Phonemic awareness</li> <li>• Phonics</li> <li>• Vocabulary acquisition</li> <li>• Alphabetic principle</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ Literary and informational text: key ideas and details</li> <li>○ Literary text: language, craft and structure</li> <li>○ Vocabulary acquisition and use</li> </ul> </li> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>○ Organization/Purpose</li> <li>○ Evidence/Elaboration</li> <li>○ Conventions</li> </ul> </li> <li>• <b>Speaking/ Listening</b></li> <li>• <b>Research</b></li> </ul>	<ul style="list-style-type: none"> <li>• Concepts &amp; Procedures</li> <li>• Problem Solving</li> <li>• Communicating Reasoning</li> <li>• Modeling and Data Analysis</li> </ul> <p><b>Grades 3-5:</b></p> <ul style="list-style-type: none"> <li>• Operations and Algebraic Thinking</li> <li>• Number and Operations</li> <li>• Measurement and Data</li> <li>• Geometry</li> </ul> <p><b>Grades 6+:</b></p> <ul style="list-style-type: none"> <li>• Operations and Algebraic Thinking</li> <li>• The Real and Complex Number Systems</li> <li>• Geometry</li> <li>• Statistics and Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Key Science and Engineering Practices</li> </ul> <p><b>Content Focus:</b></p> <ul style="list-style-type: none"> <li>• Earth and Space Science</li> <li>• Life Science</li> <li>• Physical Science</li> <li>• Engineering, Technology and Application of Science</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating for social and instructional purposes</li> <li>• Communicating information, ideas, and concepts necessary for academic success in Language Arts, Mathematics, Science, and Social Studies</li> </ul>

The background features several overlapping, wavy, horizontal bands in various shades of blue, ranging from a deep navy to a lighter, muted blue. The bands create a sense of movement and depth. The text is centered within the darker blue bands.

# **Performance Indicators & Growth and Proficiency Targets**

# Performance Indicators

- **Specific to each grade level**
- **Include multiple measures**
- **Focused on growth and proficiency in:**
  - Reading/ELA
  - Math
  - English Language Acquisition
  - Science
  - On Track for Graduation: Credit Acquisition and Passing Grades
  - Dual Credit and Preparation for Post-Secondary
  - Graduation and Preparation for Post-Secondary or Work

# Academic Growth and Proficiency Targets

<b>Growth Targets</b>	<b>Proficiency Targets</b>
Are students making academic growth and progress?	Are students meeting grade level standards and expectations?

The background features several overlapping, wavy bands of blue in various shades, ranging from a deep navy to a lighter, muted blue. These bands are set against a white background, creating a sense of movement and depth. The text is centered within the darker blue bands.

# **Elementary Early Literacy Growth**



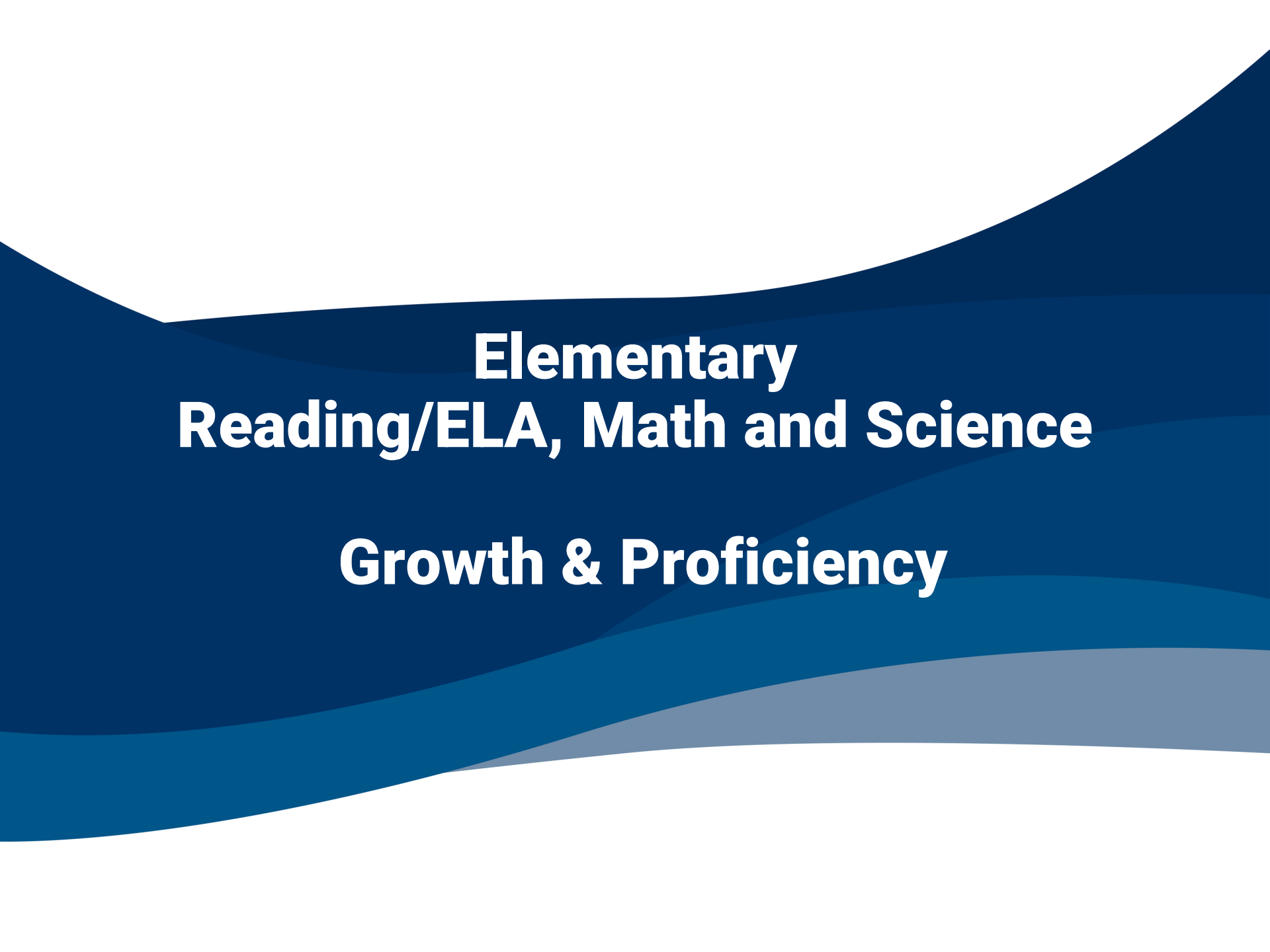


# Early Literacy Growth

## Grade K-2 Indicator & Target

% of students progressing from urgent intervention to intervention; from intervention to on watch; or from on watch to at/above benchmark by spring is increasing by  $\geq 3\%$  each year

	2022-23	2023-24
Grade K	56%	49%
Grade 1	43%	49%
Grade 2	19%	50%



**Elementary  
Reading/ELA, Math and Science  
Growth & Proficiency**



# Reading/ELA & Math Growth

## Grade 5 Indicator & Target

% of students progressing from level 1 to 2 or 2 to 3 from their prior year SBA is increasing by  $\geq 3\%$  each year

5 <sup>th</sup> Grade	2022-23	2023-24
Reading/ELA	33%	37%
Math	16%	17%



# Reading/ELA, Math & Science Proficiency

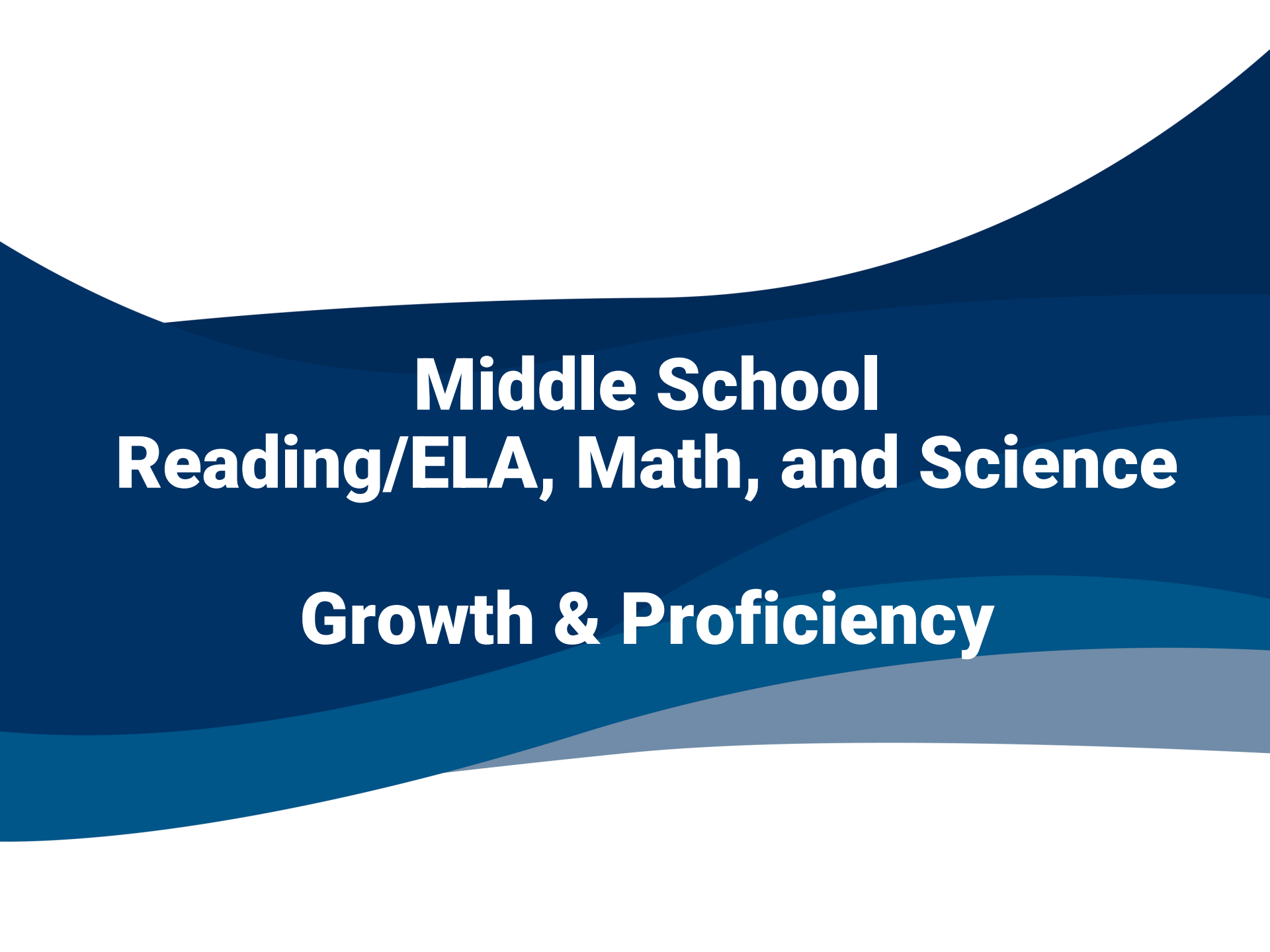
## Grade 3-5 Indicator & Target

% of students meeting grade level state standards is increasing by  $\geq 3\%$  each year

3 <sup>rd</sup> Grade	2022-23	2023-2024
Reading/ELA	43%	43%
Math	44%	46%

4 <sup>th</sup> Grade	2022-2023	2023-2024
Reading/ELA	41%	44%
Math	40%	41%

5 <sup>th</sup> Grade	2022-23	2023-24
Reading/ELA	49%	48%
Math	35%	36%
Science	45%	48%

The background features several overlapping, wavy, horizontal bands of blue in various shades, ranging from a deep navy blue to a lighter, muted blue. The bands are layered, creating a sense of depth and movement. The top of the image is white, and the bottom also transitions to white, framing the central blue area.

# **Middle School Reading/ELA, Math, and Science**

## **Growth & Proficiency**



# Reading/ELA & Math Growth

## Grade 6-8 Indicator & Target

% of students progressing from level 1 to 2 or 2 to 3 from their prior year SBA is increasing by  $\geq 3\%$  each year

6 <sup>th</sup> Grade	2022-23	2023-24
Reading	31%	27%
Math	28%	24%

7 <sup>th</sup> Grade	2022-23	2023-24
Reading	40%	37%
Math	28%	19%

8 <sup>th</sup> Grade	2022-23	2023-24
Reading	25%	24%
Math	14%	13%



# Reading/ELA, Math & Science Proficiency

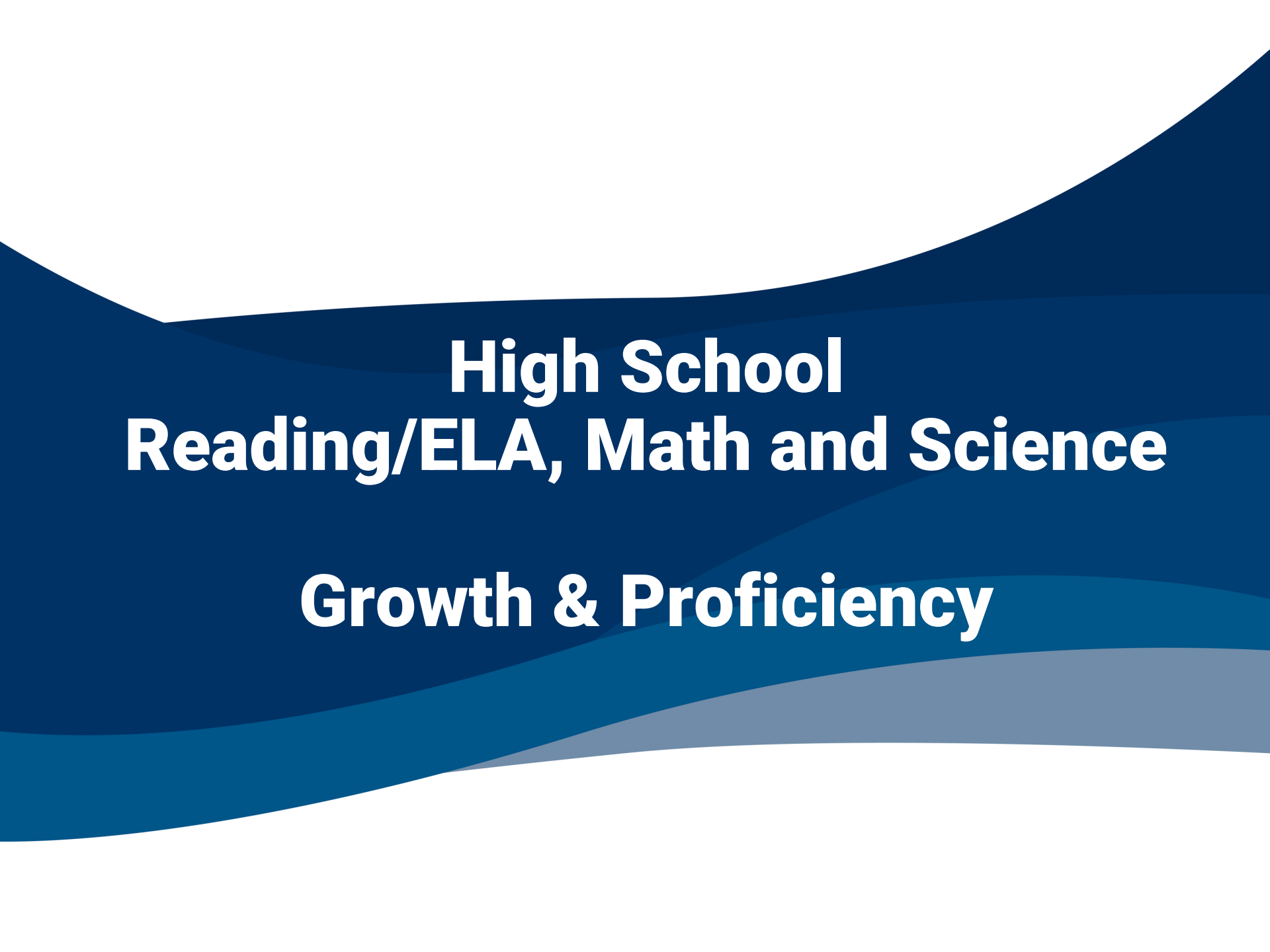
## Grade 6-8 Indicator & Target

% of students meeting grade level state standards is increasing by  $\geq 3\%$  each year

6 <sup>th</sup> Grade	2022-23	2023-24
Reading	48%	43%
Math	34%	31%

7 <sup>th</sup> Grade	2022-23	2023-24
Reading	49%	51%
Math	33%	30%

8 <sup>th</sup> Grade	2022-23	2023-24
Reading	44%	41%
Math	23%	23%
Science	36%	34%

The background features several overlapping, wavy, horizontal bands of different shades of blue, ranging from a deep navy to a lighter, muted blue. The bands are layered, creating a sense of depth and movement. The top band is the darkest, and the bottom band is the lightest. The overall effect is a modern, abstract design.

# **High School Reading/ELA, Math and Science**

## **Growth & Proficiency**





# Reading/ELA, Math & Science Proficiency

## Grade 10 and 11 Indicator & Target

% of students meeting grade level state standards is increasing by  $\geq 3\%$  each year

10 <sup>th</sup> Grade	2022-23	2023-24
Reading/ELA	61%	58%
Math	28%	24%

11 <sup>th</sup> Grade	2022-23	2023-24
Science*	36%	34%

\* In 23-24 35% (520 students) of eligible students did not take the science assessment



# **English Language Acquisition Growth & Proficiency**



# WIDA Growth

## Indicator & Target:

% of multilingual learner students making yearly growth is increasing by  $\geq 3\%$  each year

Years in Program	2022-23	2023-24
<1	66%	62%
1	46%	42%
2	41%	40%
3	40%	36%
4	52%	58%
5	38%	40%
6+	18%	17%
<b>Overall</b>	36%	35%



# WIDA Proficiency

## Indicator & Target:

% of multilingual learner students reaching proficiency in year 6 or less is increasing by  $\geq 3\%$  each year

2022-23	2023-24
4%	7%

# Actions Taken to Get Results & Bright Spots



Curriculum



Assessment



Instruction

# Elementary Building Level Bright Spots

Reading/ELA Growth & Proficiency		Math Growth & Proficiency	
<i>Increased the % of students growing from L1 to L2 or L2 to L3 on the SBA by <b>≥3%</b> for all grade levels</i>	<i>Increased % of students meeting grade level standards on the SBA by <b>≥3%</b> for at least two grade levels</i>	<i>Increased the % of students growing from L1 to L2 or L2 to L3 on the SBA by <b>≥3%</b> for all grade levels</i>	<i>Increased % of students meeting grade level standards on SBA by <b>≥3%</b> for at least two grade levels</i>
<b>Amistad</b> <b>Canyon View</b> <b>Lincoln</b> <b>Ridge View</b> <b>Sunset View</b> <b>Washington</b>	<b>Canyon View</b> <b>Ridge View</b> <b>Westgate</b>	<b>Canyon View</b> <b>Edison</b> <b>Lincoln</b> <b>Washington</b> <b>Westgate</b>	<b>Canyon View</b> <b>Lincoln</b> <b>Vista</b> <b>Washington</b>

# Middle School Bright Spots

Reading/ELA Growth & Proficiency	Math Growth & Proficiency	
<p><i>Increased % of students meeting grade level standards on the SBA by <math>\geq 3\%</math> for at least two grade levels</i></p>	<p><i>Increased the % of students growing from L1 to L2 or L2 to L3 on the SBA by <math>\geq 3\%</math> for at least two grade levels</i></p>	<p><i>Increased % of students meeting grade level standards on SBA by <math>\geq 3\%</math> for at least two grade levels</i></p>
<p><b>Park Middle School</b></p>	<p><b>Desert Hills Middle School</b></p>	<p><b>Park Middle School</b></p>

# English Language Development Bright Spots

## English Language Development Growth

*Increased the % of multilingual learner students making yearly growth on the WIDA by  $\geq 3\%$  or more for three or more “years in program” bands*

**Edison Elementary  
Hawthorne Elementary  
Westgate Elementary  
Park Middle School  
Kennewick High School**



# District Level Efforts



Curriculum	Assessment	Instruction
<p><b>Essential standards</b></p> <p><b>Learning targets</b></p> <p><b>Success Criteria</b></p> <p><b>Instructional Materials</b></p>	<p><b>Progress monitoring</b></p> <p><b>Common formative assessments</b></p> <p><b>Focused SBA interim blocks</b></p>	<p><b>Professional Learning Communities</b></p> <p><b>Supporting collaborative teams to create a focus around the four questions</b></p>

# Building and District Level Efforts Getting Results

# Four Essential Questions that drive Professional Learning Communities



What is it we expect students to learn?

Clearly defined learning standards  
Scope & sequence



How will we know they have learned it?

Assessment Systems (s)



How will we respond when students don't learn





Interventions  
Reteaching






How will we respond when they already know it?

Enrichment  
Extensions

# Building Bright Spots for SBA Growth

School	Curriculum	Assessment	Instruction
	<p>Focused on intentionality to standards</p>	<p>Focused on progress monitoring and using STAR data to drive instruction</p>	<p>Provided specific reading instruction to match the needed interventions</p> <p>Focused on collaborative teams</p>
	<p>Focused on team collaboration on essential standards</p>	<p>Conducted data analysis of STAR and common formative assessments with grade level teacher teams</p>	<p>Supported teachers in coaching cycles to increase engaging teaching strategies</p> <p>Focused on building teacher efficacy and believe that ALL students are capable of achieving</p>
	<p>Focused on essential standards</p>	<p>Focused on common formative assessments</p>	<p>Provided intentional and targeted instruction</p>
	<p>Focused on standards</p> <p>Focused on school improvement plan</p>	<p>Piloted STAR in 2022-2023</p> <p>Focused on common formative assessments</p>	<p>Ensured building wide writing routines</p> <p>Provided timely interventions with students are struggling with a standard</p>

# Bright Spot for WIDA growth

School	Curriculum	Assessment	Instruction
	Trained teachers on how students can learn content with language supports	Held weekly data meetings	Trained staff and using English development strategies in all content areas
	Made sure English Learner are getting strong core instruction with language supports	Used WIDA data to inform instruction and supports for teachers	Ensured all teachers use strategies to support academic language
	Pre-planned with teachers to target key vocabulary  Provided students with a lot of chances to practice speaking and using academic language	Reviewed student data and know what each student needs to work on	Ensured all teachers use strategies to support academic language development

# Bright Spot New K-5 Math Materials



## Curriculum

Piloted new K-5 math materials last spring






## Instruction

Increased engaging teaching strategies and math implementation

School	Grade Level	2022-2023	2023-2024
Amon Creek	3 <sup>rd</sup> grade teacher	55% passed SBA	90% passed SBA
Amon Creek	3 <sup>rd</sup> grade teacher	77% passed SBA	88% passed SBA
Sunset View	1 <sup>st</sup> grade		74% of students met or exceeded expected growth

# Next Steps for High School Level Buildings

School	Climate and Culture	Family and Student Communication	Curriculum, Instruction, and Assessment
	<p>Conduct Welcome Wagon and 9<sup>th</sup> grade orientation</p> <p>Focus on attendance and engagement</p>	<p>Ensure regular communication with students regularly about graduation requirements and graduation pathways</p>	<p>Use STAR assessment data and SBA strand analysis to identify focus areas and needs in student learning</p>
	<p>Hold 9<sup>th</sup> grade orientation: Welcoming students and setting expectations</p> <p>Focus on attendance and engagement</p>	<p>Ensure regular communication with families about graduation requirements and graduation pathways</p>	<p>Increase participation and efforts in SBA and WCAS assessments.</p>
	<p>Make students feel welcome and work to create a culture of belonging with a strong 9<sup>th</sup> grade orientation/welcome</p>		<p>Focus on essential standards</p> <p>Complete coaching cycles with teachers to increase engaging strategies in lessons</p>

# Focus for 2024- 2025 and next steps

## All students are engaged learners



- > Provided relevant, rigorous and engaging instruction.
- > Receiving individualized, equitable and inclusive supports.
- > Accessing diverse course offerings, activities and athletics.
- > Making progress, annual growth, and meeting grade level standards.

### 2024-25 Annual Objectives

#### *Literacy and Mathematics*

- Strengthen understanding of the Science of Reading and the district's K-5 Literacy Plan
- Evaluate and adopt new instructional materials for grades K-5 literacy.
- Conduct a review of the two-hour block for English Language Arts at middle school.
- Implement new ClearMath instructional materials for grades K-5.

#### *Technology, Elementary Library, and Online Learning*

- Conduct review of educational technology standards for grades K-12 to ensure instruction in digital citizenship and media literacy.
- Develop K-5 elementary library standards, aligned with state library program standards and library information and technology framework.
- Evaluate and adopt new instructional platform/materials for grades K-12 online learning.

#### *Physical Education*

- Review standards and evaluate instructional materials for K-12 physical education.

#### *Assessment*

- Implement Star assessments systemwide for grades K-12 for early literacy, reading and math.

#### *Inclusionary Practices*

- Strengthen inclusionary practices and implementation of high leverage practices for students with disabilities.

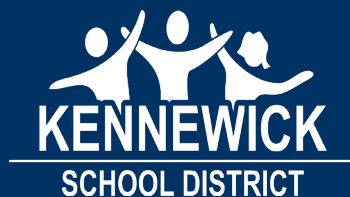
#### *Dual Language, Highly Capable, and Choice Programs*

- Continue unit development for grades 6-8 dual language using Open Educational Resources.
- Implement new literacy and math courses for newcomers.
- Implement highly capable cluster model systemwide for grades K-5.
- Continue review and refinement of alternative learning programs

### Performance Indicators and Targets

- The inclusion rate for students with Individualized Educational Programs (IEPs) is increasing by  $\geq 3\%$  each year.
- $\geq 90\%$  of middle and high school students report having access to diverse course offerings, activities, and athletics.
- The % of middle and high school students participating in at least one sport identified as experiencing low income is increasing by  $\geq 3\%$  each year.
- The % of students making annual growth, meeting grade level standards, and on track for graduation is increasing by  $\geq 3\%$  each year.
- The % of multilingual learning students making yearly growth and demonstrating English language proficiency is increasing by  $\geq 3\%$  each year.

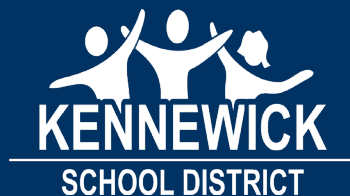
# Questions?





# **Appendix A:**

## ***School Level Data***



# Elementary School Growth Data: Early Literacy

*% of students progressing from urgent intervention to intervention; from intervention to on watch; or from on watch to at/above benchmark by spring*

Early Literacy	Grade K 22-23	Grade K 23-24	Grade 1 22-23	Grade 1 23-24	Grade 2 22-23	Grade 2 23-24
Amistad Elementary School	38%	44%	37%	43%	27%	31%
Amon Creek Elementary	69%	61%	41%	59%	28%	52%
Canyon View Elementary School	45%	65%	25%	38%	22%	55%
Cascade Elementary School	38%	36%	47%	46%	9%	66%
Cottonwood Elementary	50%	38%	50%	76%	6%	80%
Eastgate Elementary School		33%	10%	21%	14%	42%
Edison Elementary School	64%		8%	50%	14%	33%
Fuerza Elementary		33%		60%		47%
Hawthorne Elementary School	49%	53%	46%	68%	8%	60%
Lincoln Elementary School	73%	75%	53%	67%	32%	62%
Ridge View Elementary School	67%	62%	40%	50%	21%	59%
Sage Crest Elementary	73%	72%	88%	57%	10%	29%
Southgate Elementary School	50%	32%	49%	45%	22%	58%
Sunset View Elementary School	84%	57%	70%		32%	63%
Vista Elementary School	35%	44%	34%	59%	7%	32%
Washington Elementary School	50%	41%	32%	39%	19%	29%
Westgate Elementary School	71%	82%	33%	0%	34%	44%

# Elementary School Growth Data: Reading/ELA

*% of students progressing from their prior year SBA from L1 to L2 or from L2 to L3*

ELA Growth SBA	Grade 4 22-23	Grade 4 23-24	Grade 5 22-23	Grade 5 23-24
Amistad Elementary School	19%	22%	16%	28%
Amon Creek Elementary	39%	30%	53%	48%
Canyon View Elementary School	29%	42%	47%	50%
Cascade Elementary School	40%	36%	26%	34%
Cottonwood Elementary	57%	44%	50%	34%
Eastgate Elementary School	24%	36%	24%	10%
Edison Elementary School	13%	16%	21%	20%
Fuerza Elementary	25%	31%	30%	26%
Hawthorne Elementary School	42%	22%	39%	35%
Lincoln Elementary School	6%	29%	39%	48%
Ridge View Elementary School	7%	38%	35%	50%
Sage Crest Elementary	20%	29%	64%	56%
Southgate Elementary School	26%	13%	45%	44%
Sunset View Elementary School	24%	42%	25%	38%
Vista Elementary School	32%	28%	10%	36%
Washington Elementary School	21%	24%	30%	33%
Westgate Elementary School	24%	35%	58%	53%

# Elementary School Proficiency Data: Reading/ELA

*% of students meeting state standards*

ELA Prof SBA	Grade 3 22-23	Grade 3 23-24	Grade 4 22-23	Grade 4 23-24	Grade 5 22-23	Grade 5 23-24
Amistad Elementary School	11%	8%	14%	16%	17%	19%
Amon Creek Elementary	67%	78%	68%	66%	77%	76%
Canyon View Elementary School	35%	34%	43%	46%	49%	63%
Cascade Elementary School	44%	33%	38%	52%	49%	42%
Cottonwood Elementary	67%	70%	81%	68%	75%	81%
Eastgate Elementary School	35%	26%	22%	33%	25%	12%
Edison Elementary School	12%	7%	20%	17%	22%	18%
Fuerza Elementary	43%	34%	38%	51%	41%	33%
Hawthorne Elementary School	50%	54%	42%	40%	49%	46%
Lincoln Elementary School	58%	55%	57%	58%	54%	67%
Ridge View Elementary School	54%	67%	56%	60%	71%	76%
Sage Crest Elementary	65%	64%	51%	56%	72%	60%
Southgate Elementary School	27%	40%	31%	28%	48%	38%
Sunset View Elementary School	48%	51%	32%	37%	49%	41%
Vista Elementary School	39%	43%	48%	50%	45%	57%
Washington Elementary School	38%	32%	29%	24%	41%	33%
Westgate Elementary School	26%	36%	30%	39%	49%	51%

# Elementary School Growth Data: Math

*% of students progressing from their prior year SBA from L1 to L2 or from L2 to L3*

Math Growth SBA	Grade 4 22-23	Grade 4 23-24	Grade 5 22-23	Grade 5 23-24
Amistad Elementary School	37%	17%	10%	19%
Amon Creek Elementary	40%	26%	37%	20%
Canyon View Elementary School	16%	36%	14%	35%
Cascade Elementary School	21%	18%	13%	18%
Cottonwood Elementary	63%	54%	18%	33%
Eastgate Elementary School	22%	19%	8%	2%
Edison Elementary School	8%	20%	4%	10%
Fuerza Elementary	50%	18%	12%	11%
Hawthorne Elementary School	18%	19%	19%	15%
Lincoln Elementary School	25%	36%	17%	21%
Ridge View Elementary School	23%	17%	46%	50%
Sage Crest Elementary	34%	36%	22%	10%
Southgate Elementary School	33%	28%	9%	15%
Sunset View Elementary School	21%	10%	21%	11%
Vista Elementary School	38%	45%	6%	4%
Washington Elementary School	14%	17%	13%	16%
Westgate Elementary School	29%	45%	33%	41%

# Elementary School Proficiency Data: Math

*% of students meeting state standards*

Math Prof SBA	Grade 3 22-23	Grade 3 23-24	Grade 4 22-23	Grade 4 23-24	Grade 5 22-23	Grade 5 23-24
Amistad Elementary School	6%	5%	12%	12%	7%	16%
Amon Creek Elementary	67%	91%	71%	60%	64%	63%
Canyon View Elementary School	33%	22%	27%	31%	36%	39%
Cascade Elementary School	49%	38%	24%	42%	35%	21%
Cottonwood Elementary	70%	66%	79%	71%	74%	65%
Eastgate Elementary School	27%	21%	18%	15%	10%	6%
Edison Elementary School	16%	9%	15%	19%	8%	10%
Fuerza Elementary	45%	34%	37%	42%	28%	26%
Hawthorne Elementary School	56%	56%	37%	42%	33%	31%
Lincoln Elementary School	54%	56%	49%	53%	32%	45%
Ridge View Elementary School	63%	65%	56%	52%	61%	74%
Sage Crest Elementary	63%	65%	58%	58%	47%	47%
Southgate Elementary School	36%	57%	42%	32%	37%	27%
Sunset View Elementary School	53%	50%	30%	38%	36%	29%
Vista Elementary School	35%	46%	58%	44%	30%	51%
Washington Elementary School	28%	41%	18%	24%	11%	13%
Westgate Elementary School	36%	52%	49%	39%	55%	48%

# Middle School Growth Data: Reading and Math

*% of students progressing from their prior year SBA from L1 to L2 or from L2 to L3*

ELA Growth	Grade 6 22-23	Grade 6 23-24	Grade 7 22-23	Grade 7 23-24	Grade 8 22-23	Grade 8 23-24
Chinook	40%	45%	32%	28%	33%	18%
Desert Hills	40%	28%	44%	43%	20%	27%
Highlands	21%	15%	28%	32%	22%	27%
Horse Heaven Hills	29%	22%	56%	40%	32%	19%
Park	32%	28%	25%	44%	13%	25%
Math Growth	Grade 6 22-23	Grade 6 23-24	Grade 7 22-23	Grade 7 23-24	Grade 8 22-23	Grade 8 23-24
Chinook	27%	22%	21%	14%	21%	15%
Desert Hills	34%	26%	24%	27%	15%	20%
Highlands	18%	7%	30%	18%	7%	13%
Horse Heaven Hills	26%	20%	33%	21%	11%	8%
Park	35%	42%	28%	16%	14%	12%

# Middle School Proficiency Data: Reading and Math

*% of students meeting state standards*

	Grade 6 22-23	Grade 6 23-24	Grade 7 22-23	Grade 7 23-24	Grade 8 22-23	Grade 8 23-24
<b>ELA Proficiency</b>						
Chinook Middle School	56%	54%	58%	52%	54%	49%
Desert Hills Middle School	69%	63%	64%	69%	61%	50%
Highlands Middle School	28%	28%	31%	38%	30%	29%
Horse Heaven Hills Middle	47%	37%	56%	49%	46%	48%
Park Middle School	29%	32%	33%	42%	28%	28%
	Grade 6 22-23	Grade 6 23-24	Grade 7 22-23	Grade 7 23-24	Grade 8 22-23	Grade 8 23-24
<b>Math Proficiency</b>						
Chinook Middle School	37%	33%	36%	31%	33%	25%
Desert Hills Middle School	55%	51%	47%	49%	35%	35%
Highlands Middle School	20%	15%	25%	23%	14%	18%
Horse Heaven Hills Middle	28%	23%	32%	22%	19%	20%
Park Middle School	26%	34%	26%	20%	16%	19%



# High School Growth Data: Reading and Math

*% of students progressing from their prior year SBA from L1 to L2 or from L2 to L3*

ELA Growth	Grade 10 22-23	Grade 10 23-24
Endeavor	60%	25%
Kamiakin	68%	58%
Kennewick	53%	46%
Legacy	29%	70%
Phoenix	60%	80%
Southridge	64%	46%
Math Growth	Grade 10 22-23	Grade 10 23-24
Endeavor	14%	0%
Kamiakin	36%	26%
Kennewick	20%	16%
Legacy	11%	7%
Phoenix	14%	0%
Southridge	31%	17%

# High School Proficiency Data: Reading and Math

*% of students are meeting state standards*

ELA Proficiency-GradReq	Grade 10 22-23	Grade 10 23-24
Endeavor	19%	19%
Kamiakin	76%	69%
Kennewick	68%	54%
Legacy	28%	18%
Phoenix	58%	38%
Southridge	73%	58%
Math Proficiency -GradReq	Grade 10 22-23	Grade 10 23-24
Endeavor	4%	5%
Kamiakin	46%	32%
Kennewick	25%	21%
Legacy	5%	2%
Phoenix	16%	0%
Southridge	37%	23%

## Science Proficiency Data: 5<sup>th</sup>, 8<sup>th</sup> & 11<sup>th</sup> grade

*% of students are meeting state standards in Science*

School	grade 5	grade 5	grade 8	grade 8	grade 11	grade 11
	22-23	23-24	22-23	23-24	22-23	23-24
Amistad Elementary School	17%	20%				
Amon Creek Elementary	72%	74%				
Canyon View Elementary School	44%	60%				
Cascade Elementary School	41%	35%				
Cottonwood Elementary	73%	75%				
Eastgate Elementary School	24%	29%				
Edison Elementary School - Kennewick	17%	24%				
Fuerza Elementary	38%	32%				
Hawthorne Elementary School - Kennewick	33%	36%				
Lincoln Elementary School	51%	62%				
Mid-Columbia Parent Partnership	32%	48%				
Ridge View Elementary School	75%	85%				
Sage Crest Elementary	57%	54%				
Southgate Elementary School	52%	44%				
Sunset View Elementary School	49%	38%				
Vista Elementary School	46%	67%				
Washington Elementary School	39%	30%				
Westgate Elementary School	38%	44%				
			grade 8	grade 8		
Chinook Middle School			44%	36%		
Desert Hills Middle School			57%	45%		
Highlands Middle School			20%	25%		
Horse Heaven Hills Middle School			36%	42%		
Legacy High School			0%	0%		
Mid-Columbia Parent Partnership			35%	29%		
Park Middle School			20%	18%		
					grade 11	grade 11
Endeavor High School					3%	24%
Kamiakin High School					41%	34%
Kennewick High School					23%	22%
Legacy High School					3%	1%
Mid-Columbia Parent Partnership					50%	35%
Phoenix High School					64%	67%
Southridge High School					46%	42%

# WIDA Proficiency by school

School	2022-2023	2023-2024
Amistad Elementary School	3%	6%
Amon Creek Elementary	25%	16%
Benton/Franklin Juvenile Justice Center	0%	0%
Canyon View Elementary School	9%	8%
Cascade Elementary School	12%	13%
Chinook Middle School	0%	2%
Cottonwood Elementary	0%	28%
Desert Hills Middle School	6%	0%
Eastgate Elementary School	6%	10%
Edison Elementary School	1%	3%
Endeavor High School	7%	0%
Fuerza Elementary	7%	8%
Hawthorne Elementary School	2%	13%
Highlands Middle School	1%	2%
Horse Heaven Hills Middle School	0%	6%
Kamiakin High School	2%	6%
Kennewick High School	1%	3%
Legacy High School	0%	0%
Lincoln Elementary School	7%	17%
Mid-Columbia Parent Partnership	11%	0%
Park Middle School	2%	8%
Phoenix High School	0%	0%
Ridge View Elementary School	0%	13%
Sage Crest Elementary	8%	21%
Southgate Elementary School	3%	3%
Southridge High School	2%	2%
Sunset View Elementary School	15%	8%
Vista Elementary School	5%	10%
Washington Elementary School	2%	9%
Westgate Elementary School	1%	12%
Grand Total	4%	7%

# WIDA Proficiency by years in program 2023-2024

Proficiency by Years in Prog 23-24 Row Labels	YES		NO		Total %	Total #
	%	#	%	#		
0	4%	31	96%	670	100%	701
1	6%	26	94%	423	100%	449
2	4%	14	96%	372	100%	386
3	10%	34	90%	292	100%	326
4	21%	74	79%	275	100%	349
5	15%	33	85%	194	100%	227
6+	4%	32	96%	850	100%	882
<b>Grand Total</b>	<b>7%</b>	<b>244</b>	<b>93%</b>	<b>3076</b>	<b>100%</b>	<b>3320</b>



## Board Meeting Presentation Overview

Date: September 11, 2024

<b>Topic</b>	<b>Information Technology (IT) Annual Update</b>														
<b>Strategic Goal Focus</b>	<table border="1" style="width: 100%;"> <tr><td style="width: 5%; text-align: center;"><b>X</b></td><td>1. All students are safe, known and valued</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>2. All students are engaged learners</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>3. All students are ready for their future</td></tr> <tr><td></td><td>4. All staff members are safe, respected and valued professionals</td></tr> <tr><td></td><td>5. All community members are important collaborators</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>6. All families are key partners</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>7. The district is innovative, proactive and accountable</td></tr> </table>	<b>X</b>	1. All students are safe, known and valued	<b>X</b>	2. All students are engaged learners	<b>X</b>	3. All students are ready for their future		4. All staff members are safe, respected and valued professionals		5. All community members are important collaborators	<b>X</b>	6. All families are key partners	<b>X</b>	7. The district is innovative, proactive and accountable
<b>X</b>	1. All students are safe, known and valued														
<b>X</b>	2. All students are engaged learners														
<b>X</b>	3. All students are ready for their future														
	4. All staff members are safe, respected and valued professionals														
	5. All community members are important collaborators														
<b>X</b>	6. All families are key partners														
<b>X</b>	7. The district is innovative, proactive and accountable														
<b>Rationale for Topic/Purpose of Agenda Item</b>	Every August, the IT department presents an annual update to the Board. This presentation highlights efforts related to network and data security; student access, learning, and safety; user support; and data systems.														
<b>Board Meeting Focus</b>	<table border="1" style="width: 100%;"> <tr><td style="width: 5%; text-align: center;"><b>X</b></td><td>Review Information</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>Hold discussion</td></tr> <tr><td></td><td>Provide direction</td></tr> <tr><td></td><td>Make decision</td></tr> </table>	<b>X</b>	Review Information	<b>X</b>	Hold discussion		Provide direction		Make decision						
<b>X</b>	Review Information														
<b>X</b>	Hold discussion														
	Provide direction														
	Make decision														
<b>Relevance to Board's Role</b>	<table border="1" style="width: 100%;"> <tr><td></td><td>Policy</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>System accountability</td></tr> <tr><td></td><td>Fiscal oversight</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>Communication</td></tr> <tr><td></td><td>Advocacy</td></tr> </table>		Policy	<b>X</b>	System accountability		Fiscal oversight	<b>X</b>	Communication		Advocacy				
	Policy														
<b>X</b>	System accountability														
	Fiscal oversight														
<b>X</b>	Communication														
	Advocacy														
<b>Key Considerations for Board Discussion</b>	<ul style="list-style-type: none"> <li>Are there particular questions, interests, or areas of concern that the Board would like to see addressed?</li> </ul>														
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>														

# Information Technology (IT)

*Annual Update*

August 14, 2024



# Topic Overview

<b>Topic</b>	<b>Information Technology (IT) Annual Update</b>	
<b>Strategic Goal Focus</b>	<input checked="" type="checkbox"/>	1. All students are safe, known and valued
	<input checked="" type="checkbox"/>	2. All students are engaged learners
	<input checked="" type="checkbox"/>	3. All students are ready for their future
	<input type="checkbox"/>	4. All staff members are safe, respected and valued professionals
	<input type="checkbox"/>	5. All community members are important collaborators
	<input checked="" type="checkbox"/>	6. All families are key partners
	<input checked="" type="checkbox"/>	7. The district is innovative, proactive and accountable
<b>Rationale for Topic/Purpose of Agenda Item</b>	Every August, the IT department presents an annual update to the Board. This presentation highlights efforts related to network and data security; student access, learning, and safety; user support; and data systems.	
<b>Board Meeting Focus</b>	<input checked="" type="checkbox"/>	Review Information
	<input checked="" type="checkbox"/>	Hold discussion
	<input type="checkbox"/>	Provide direction
	<input type="checkbox"/>	Make decision
<b>Relevance to Board's Role</b>	<input type="checkbox"/>	Policy
	<input checked="" type="checkbox"/>	System accountability
	<input type="checkbox"/>	Fiscal oversight
	<input checked="" type="checkbox"/>	Communication
	<input type="checkbox"/>	Advocacy
<b>Key Considerations for Board Discussion</b>	<ul style="list-style-type: none"> <li>Are there particular questions, interests, or areas of concern that the Board would like to see addressed?</li> </ul>	
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	



# Presentation Outline



Network and Data  
Security



Student Access,  
Learning, and Safety



User Support

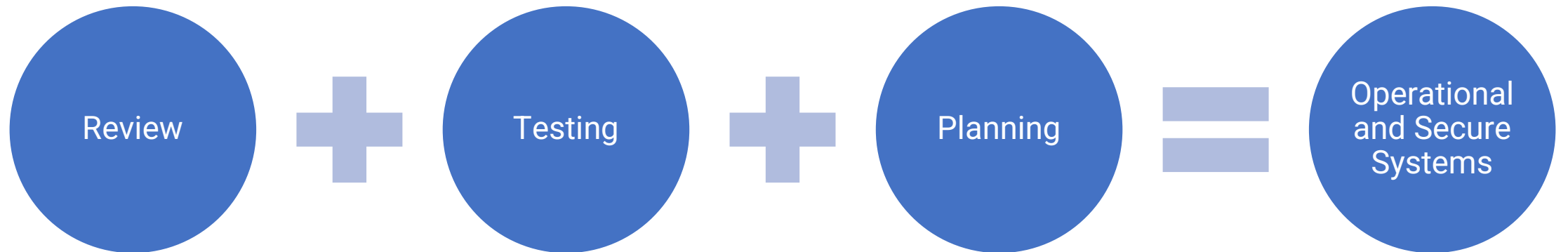


Data Systems



# Network and Data Security

# Network and Data Security



# Security Review

- **Security Review with Triden Group**



- **Security Review with Microsoft**



# Testing

- External Penetration Testing
- Internal Penetration Testing



# Planning

- **NIST 2**
  - **National Institute of Standards and Technology**



# Assisting Agencies

- **CIS – Center for Internet Security**
  - MS-ISAC – Multi-State Information Share and Analysis Center
- **CISA – Cybersecurity & Infrastructure Security Agency**
- **FBI – Federal Bureau of Investigation**



[This Photo](#) by Unknown Author is licensed under [CC BY-ND](#)

# Security Strategies

- **Backups – Air Gapped**
- **End Point Protections**
- **MFA (Multi Factor Authentication)**
- **Firewalls and Web Filters**

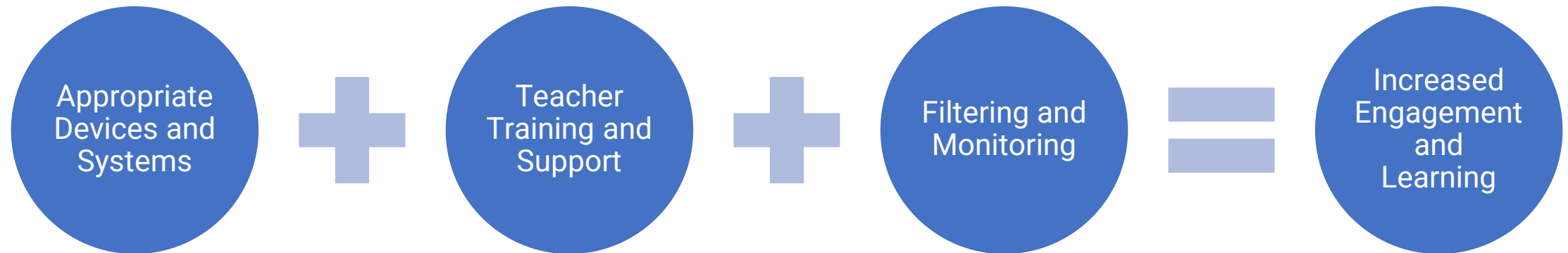






Student Access,  
Learning, and Safety

# Student Access, Learning, and Safety



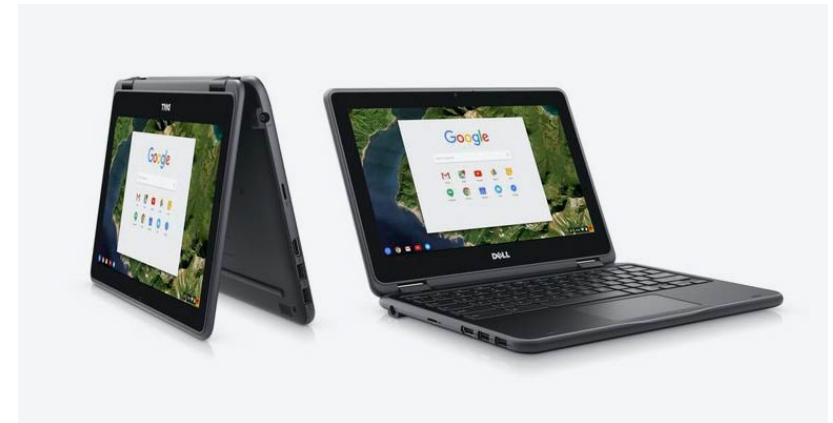
# Student Access

- **Devices**

- iPads for Kindergarten through Grade 2 and for students with special needs as required – 4,500
- Chromebooks for Grades 3 through 12- 17,500

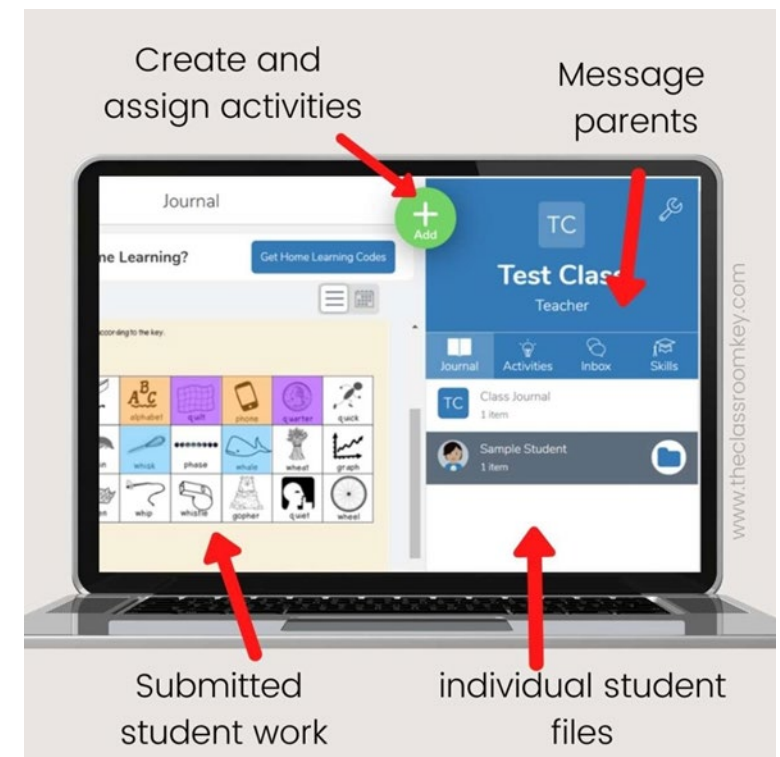
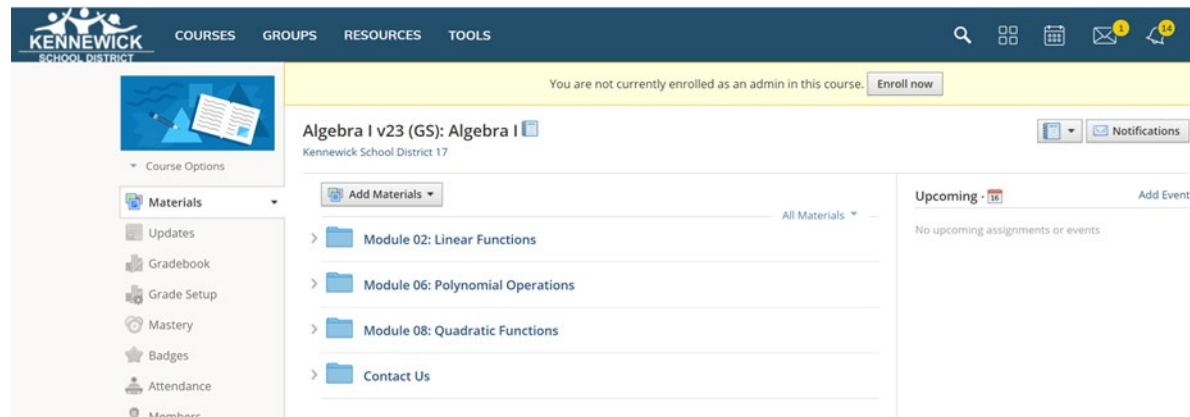
- **Funded through the passage of the 2022 capital technology levy**

- Levy expires and will be up for renewal in 2026



# Student Learning

- **Learning Management System (LMS)**
  - Schoology
  - Seesaw
- **Digital Curriculum**



# Student Safety

## *Filtering*

- Content Keeper and Impero Software acquisition
- Current Contract and Situation
- Status of Parental Control Tools
- Plan Communicated in February 2024
- Status Update

IMPERO SOLUTIONS

## ContentKeeper

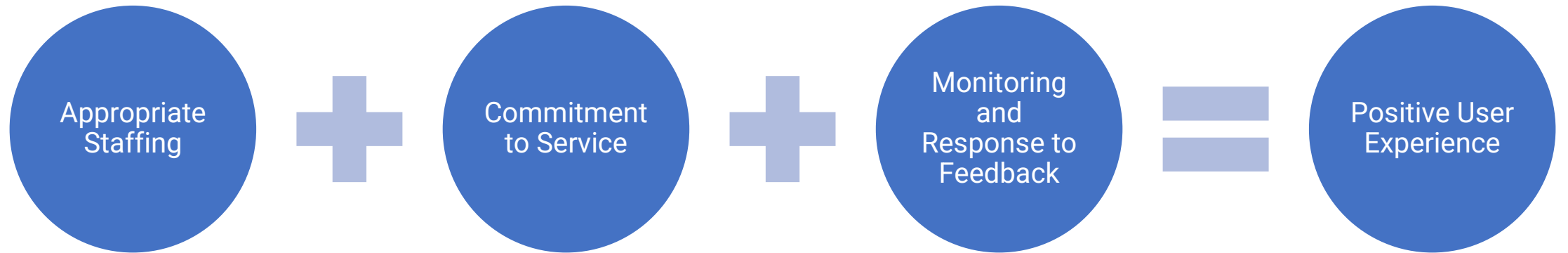
Web Filtering and Security Platform for Schools. Unmatched Cross-Platform Protection in the Cloud.





User Support

# User Support



# IT Department Staffing

- Executive Director of Information Technology
- Director of Information Technology
- Four Helpdesk Techs, plus three positions for phones, cameras, and device management
- Lead Computer / Application Support
- Six Field Techs
- Network Engineer and Network Administrator
- PowerSchool Team with six staff (two open positions)
- Web Application / Developer
- Six Interns August 1 to October 31

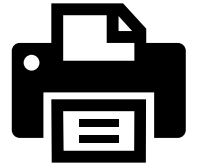




# IT Support

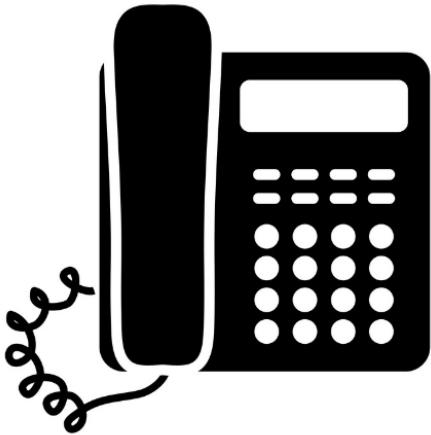
- **Printers**
- **Email**
- **Laptop computers**
- **Desktop computers**
- **Document Cameras**
- **Chromebooks**
- **iPads**
- **Keycard access requests**

- **Phones**
- **Faxing**
- **Power School**
- **Access to online curriculum**
- **Classroom AV issues**
- **Scanners**
- **Purchasing new IT items**
- **And much more!**



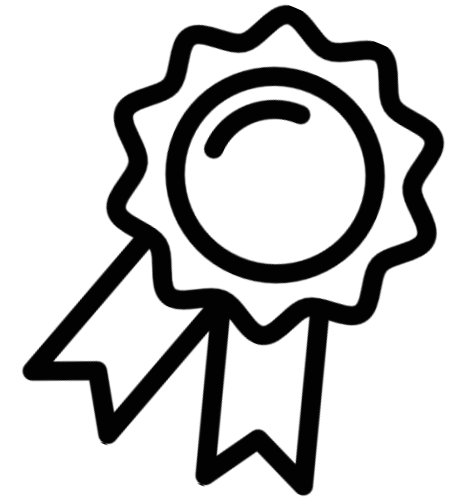
# IT Support

- **Help Desk call center x5555 (509-222-5555)**
  - 7 am to 4:30 pm M-F
- **Email into [help@ksd.org](mailto:help@ksd.org)**
- **Create a ticket via self-service request**



# Help Desk Commitment to Service

- **Immediate help available via phone call to 5555**
- **Hold times less than 5 minutes**
- **Response time for emails, 24 hours or sooner**
- **Response time for engagement with tickets, 1-2 days or sooner**



# Call Monitoring

CCsupervision

File Real Time Statistics Configurations  
Call Flow mgt View Help

Real-Time Queue/Waiting

Real Time

Number of calls queued	0
No. of agents for this queue/WR	1
Estimated Waiting Time	0' 00
Current queue time	0' 00
Fill index	0%

CCsupervision

File Real Time Statistics Configurations  
Call Flow mgt View Help

Real-Time Queue/Waiting

Real Time

Number of calls queued	0
No. of agents for this queue/WR	1
Estimated Waiting Time	0' 00
Current queue time	0' 00
Fill index	0%

Real-Time Status of Agent PG/IVR PG/Team

HlpDsk

Carlos M... Idle 23' 43	Connor ... Idle 15:14' 01	Dennis G... Idle 15:26' 04	Helpdes... Idle 15:26' 05	Zoey Pet... Idle 15:23' 00
-------------------------------	---------------------------------	----------------------------------	---------------------------------	----------------------------------

exacqVision Client

IT Doorbell Camera 07:26:18 AM 8/7/2024

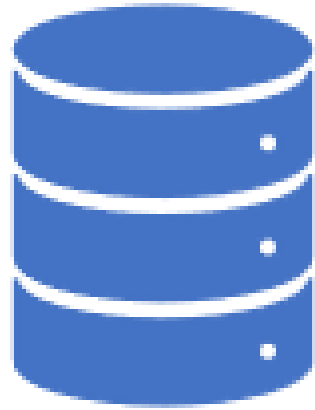
9.98 KB/s Wednesday, August 7, 2024 7:26:22 AM

# Helpdesk Survey Feedback

- **629 Total Responses**

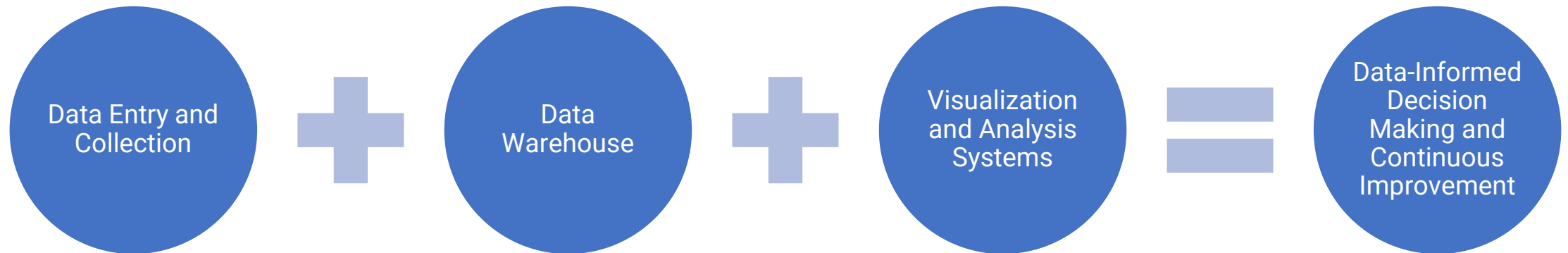
Rating	Count
5 (Best)	622
4	5
2	1

- 1 – 1 Comment: Just Testing the Flow EV
- Unsatisfactory survey? We reach out to see how we can make it right. (we really do look at these)



# Data Systems

# Data Systems



# Updated PowerSchool User Interface

The screenshot displays the PowerSchool SIS user interface. At the top, the header includes the PowerSchool SIS logo, a search bar, and navigation icons for MBA Support, notifications, and user profile (RC). The main navigation sidebar on the left lists categories: People, Attendance, Health, School Enrollment, MBA Plugins, Courses and Programs, and Data and Reporting. The main content area is titled "Start Page" and features a "District Search" button. Below this is a search filter section with "Students" and "All" dropdowns, a search input field, and a "District Search" button. A row of filters includes PK4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, F, M, X, and All. Below the filters are links for "Stored Searches", "Stored Selections", "View Field List", "Advanced", and "MultiSelect". The "Current Student Selection (0)" section shows a message "There are no search results." and buttons for "Select By Hand" and "Select Action". The "Secretary Links" section contains buttons for "Photographer Export File (Home Room)", "Photographer Export File (ES - Attendance Period)", "Photographer Export File (HS - English Period)", "Today's Birthdays", "Month's Birthdays", "Graduation Report", "Device Admin", "Device Search", "Hotspot Search", and "Extra Bug Buttons". At the bottom, a "Daily Bulletin - Friday, August 02, 2024" is displayed with a calendar and settings icon.



# Staff Resources and Training

PowerSchool's has a new user interface! See guides below



[PowerSchool New UI Intro  
Video](#)

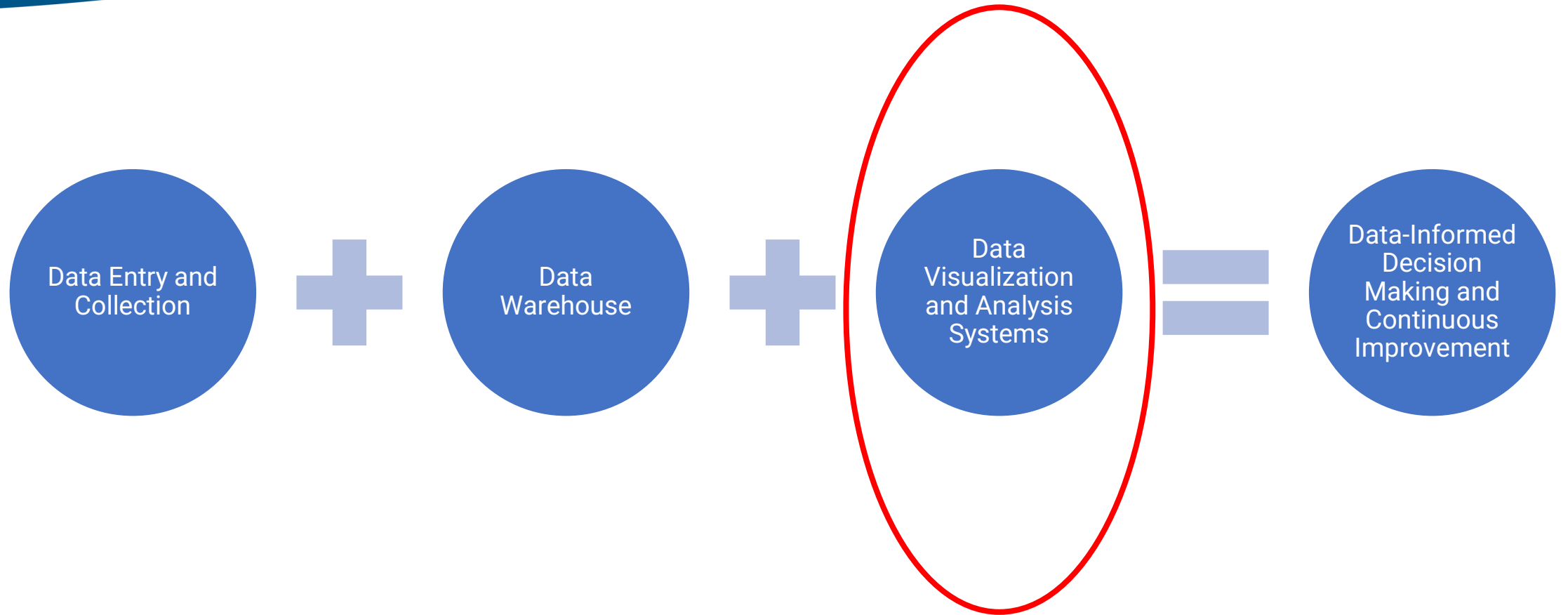


[New UI Outline Screenshot  
walk-through](#)



[SIS Page Names & Location  
Crosswalk](#)

# Data Systems



# Data Visualization and Analysis Systems

## 2023-24 Objective:

- Develop data reports and provide training for administrators in use of Unified Insights data warehouse/dashboard.

January 2024 Update	June 2024 Update
<ul style="list-style-type: none"><li>• Discontinued Unified Insights as it stopped functioning in early September.</li><li>• Developed plan to shift to an alternate solution.</li></ul>	<ul style="list-style-type: none"><li>• Met with director level staff to identify data needs.</li><li>• Plan to review PowerSchool's Early Warning System in the Student Information System as a possible solution.</li></ul>

# 2024-25 IT-Related Objectives

## *Efficient, Effective, and Secure Data and Reporting Systems*

- Develop and implement data system for improved efficiency of academic monitoring and reporting.
- Document and implement data validation processes to ensure data accuracy and integrity.
- Implement online transcript fulfillment service to improve efficiency.
- Enhance technology incident response plan to ensure maintenance of network security.

# **Board Discussion/ Questions**



## Board Meeting Presentation Overview

Date: September 11, 2024

<b>Topic</b>	<b>Family School Navigator Program and Communities in Schools</b>														
<b>Strategic Goal Focus</b>	<table border="1" style="width: 100%;"> <tr><td style="width: 5%; text-align: center;"><b>X</b></td><td>1. All students are safe, known and valued</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>2. All students are engaged learners</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>3. All students are ready for their future</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>4. All staff members are safe, respected and valued professionals</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>5. All community members are important collaborators</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>6. All families are key partners</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>7. The district is innovative, proactive and accountable</td></tr> </table>	<b>X</b>	1. All students are safe, known and valued	<b>X</b>	2. All students are engaged learners	<b>X</b>	3. All students are ready for their future	<b>X</b>	4. All staff members are safe, respected and valued professionals	<b>X</b>	5. All community members are important collaborators	<b>X</b>	6. All families are key partners	<b>X</b>	7. The district is innovative, proactive and accountable
<b>X</b>	1. All students are safe, known and valued														
<b>X</b>	2. All students are engaged learners														
<b>X</b>	3. All students are ready for their future														
<b>X</b>	4. All staff members are safe, respected and valued professionals														
<b>X</b>	5. All community members are important collaborators														
<b>X</b>	6. All families are key partners														
<b>X</b>	7. The district is innovative, proactive and accountable														
<b>Rationale for Topic/Purpose of Agenda Item</b>	<p>At the August Board meeting, information was presented about the Family School Navigator Program in the Port Angeles School District and KSD’s current model for providing family and student support through in-house (district and school-based) and contracted programs and personnel. Contracted programs includes Communiites in Schools (CIS). Following the presentation, Board members requested more information regarding the feasibility of shifting from CIS contracted services to an in-house model. Earlier this evening, the Board held a study session to discuss CIS; the CIS executive director and associate director were present to answer questions and dialogue with the Board. This presentation provides information on the feasibility of shifing to an in-house model.</p>														
<b>Board Meeting Focus</b>	<table border="1" style="width: 100%;"> <tr><td style="width: 5%; text-align: center;"><b>X</b></td><td>Review Information</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>Hold discussion</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>Provide direction</td></tr> <tr><td></td><td>Make decision</td></tr> </table>	<b>X</b>	Review Information	<b>X</b>	Hold discussion	<b>X</b>	Provide direction		Make decision						
<b>X</b>	Review Information														
<b>X</b>	Hold discussion														
<b>X</b>	Provide direction														
	Make decision														
<b>Relevance to Board’s Role</b>	<table border="1" style="width: 100%;"> <tr><td style="width: 5%;"></td><td>Policy</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>System accountability</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>Fiscal oversight</td></tr> <tr><td style="text-align: center;"><b>X</b></td><td>Communication</td></tr> <tr><td></td><td>Advocacy</td></tr> </table>		Policy	<b>X</b>	System accountability	<b>X</b>	Fiscal oversight	<b>X</b>	Communication		Advocacy				
	Policy														
<b>X</b>	System accountability														
<b>X</b>	Fiscal oversight														
<b>X</b>	Communication														
	Advocacy														
<b>Key Considerations for Board Discussion</b>	<ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of in-house and contracted services?</li> <li>• What are their staffing and financial considerations of an in-house model?</li> <li>• What are the Board’s priorities regarding outcomes and data?</li> <li>• What is a reasonable timeline for development and implementation of an in-house model?</li> </ul>														
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• The Board will provide consensus direction regarding the district’s model.</li> </ul>														

# Family School Navigator Program and Communities in Schools

September 11, 2024



# Topic Overview

<b>Topic</b>	<b>Family School Navigator Program and Communities in Schools</b>														
<b>Strategic Goal Focus</b>	<table border="1"> <tr> <td>X</td> <td>1. All students are safe, known and valued</td> </tr> <tr> <td>X</td> <td>2. All students are engaged learners</td> </tr> <tr> <td>X</td> <td>3. All students are ready for their future</td> </tr> <tr> <td>X</td> <td>4. All staff members are safe, respected and valued professionals</td> </tr> <tr> <td>X</td> <td>5. All community members are important collaborators</td> </tr> <tr> <td>X</td> <td>6. All families are key partners</td> </tr> <tr> <td>X</td> <td>7. The district is innovative, proactive and accountable</td> </tr> </table>	X	1. All students are safe, known and valued	X	2. All students are engaged learners	X	3. All students are ready for their future	X	4. All staff members are safe, respected and valued professionals	X	5. All community members are important collaborators	X	6. All families are key partners	X	7. The district is innovative, proactive and accountable
X	1. All students are safe, known and valued														
X	2. All students are engaged learners														
X	3. All students are ready for their future														
X	4. All staff members are safe, respected and valued professionals														
X	5. All community members are important collaborators														
X	6. All families are key partners														
X	7. The district is innovative, proactive and accountable														
<b>Rationale for Topic/Purpose of Agenda Item</b>	<p>At the August Board meeting, information was presented about the Family School Navigator Program in the Port Angeles School District and KSD's current model for providing family and student support through in-house (district and school-based) and contracted programs and personnel. Contracted programs includes Communiites in Schools (CIS). Following the presentation, Board members requested more information regarding the feasibility of shifting from CIS contracted services to an in-house model. Earlier this evening, the Board held a study session to discuss CIS; the CIS executive director and associate director were present to answer questions and dialogue with the Board. This presentation provides information on the feasibility of shifing to an in-house model.</p>														
<b>Board Meeting Focus</b>	<table border="1"> <tr> <td>X</td> <td>Review Information</td> </tr> <tr> <td>X</td> <td>Hold discussion</td> </tr> <tr> <td>X</td> <td>Provide direction</td> </tr> <tr> <td></td> <td>Make decision</td> </tr> </table>	X	Review Information	X	Hold discussion	X	Provide direction		Make decision						
X	Review Information														
X	Hold discussion														
X	Provide direction														
	Make decision														
<b>Relevance to Board's Role</b>	<table border="1"> <tr> <td></td> <td>Policy</td> </tr> <tr> <td>X</td> <td>System accountability</td> </tr> <tr> <td>X</td> <td>Fiscal oversight</td> </tr> <tr> <td>X</td> <td>Communication</td> </tr> <tr> <td></td> <td>Advocacy</td> </tr> </table>		Policy	X	System accountability	X	Fiscal oversight	X	Communication		Advocacy				
	Policy														
X	System accountability														
X	Fiscal oversight														
X	Communication														
	Advocacy														
<b>Key Considerations for Board Discussion</b>	<ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of in-house and contracted services?</li> <li>• What are their staffing and financial considerations of an in-house model?</li> <li>• What are the Board's priorities regarding outcomes and data?</li> <li>• What is a reasonable timeline for development and implementation of an in-house model?</li> </ul>														
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>• The Board will provide consensus direction regarding the district's model.</li> </ul>														



**Our Vision**

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



# STRATEGIC GOALS

STUDENTS



READY FOR THEIR FUTURE



ENGAGED LEARNERS



SAFE, KNOWN AND VALUED

FAMILIES



KEY PARTNERS

STAFF



SAFE, RESPECTED AND VALUED

COMMUNITY



IMPORTANT COLLABORATORS

DISTRICT



INNOVATIVE, PROACTIVE AND ACCOUNTABLE

**Our Mission**

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

# Presentation Outline

- Brief Recap of Information Shared in August
- Kennewick School District Model of Student Support
- In-House Model Feasibility
- Board Discussion and Direction

# Recap of Information Shared in August



# Family and Student Support

- *Provide direct and individualized supports* to students and families to help students thrive and succeed academically
- *Partner* with families and help access resources to ensure students'/families/ basic physical and mental health needs are met
- *Empower* families and students to navigate school and community systems to reduce barriers



# Family School Navigator Program



Alicia Scofield, left, and Summer Cooper, family navigators for the Port Angeles School District, sort over donated clothing available to students and their families at the Caring for Kids Clothing Closet located at Lincoln Center. (Keith Thorpe/Peninsula Daily News)

## Navigators connect students, resources in community

PA school district workers aim to increase achievement

By Paula Hunt Peninsula Daily News

Friday, June 7, 2024 7:41am | [NEWS](#) [\(AS SEEN ON INSTAGRAM...\)](#) [CLALLAM COUNTY](#)



PORT ANGELES — Family navigators for the Port Angeles School District are required to have a wide range of knowledge, but thanks to the recent donation of a vehicle for a family that lacked reliable transportation, Summer Cooper recently gained a new skill set.

“I learned more about title transfers than I ever thought I would,” she said.

Facilitating the donation of a vehicle — the second one this year — was just another in a long list of duties family navigators Cooper and Alicia Scofield perform to assist students and families by connecting them with community services and resources with the goal of increasing student achievement.

The assistance can look different depending on the student, the family and their particular needs.

It might mean inviting them to pick out a new wardrobe at the Caring for Kids Clothing Closet at Lincoln Center or arranging an appointment with Healthy Families of Clallam County for crime victim services.

Cooper, a family navigator assistant and enrolled member of the Makah Tribe, works with students and families at Dry Creek Elementary, Lincoln High School, Roosevelt Elementary and Seaview Academy and with Native American families

# Family School Navigator Program

## **JOB DESCRIPTION**

**TITLE:** Port Angeles School District Family School Navigator

### **Job Summary:**

Responsible for activities at the school site level, including planning, implementation and coordination with teachers, school staff, students, families, unions, community partners and the lead grant writer. The site navigators will also serve as Case Managers, developing a close relationship with students and families in need, supporting them in individualized manner that is best suited to ensure the student's success.

## **JOB DESCRIPTION**

**TITLE:** Port Angeles School District Family School Navigator Assistant

### **Job Summary:**

Supports the Family School Navigator in coordinating and facilitating activities at the school site level, including planning, implementation and coordination with teachers, school staff, students, families, community partners. Supports the Family School Navigator with case management duties, developing a close relationship with students and families in need, supporting them in an individualized manner that is best suited to ensure the student's success. Coordinates/facilitates the K-8 Community Engagement Board.

# Port Angeles Staff Testimonials

## Port Angeles School District

### Testimonials Regarding Family Navigator Team

#### Middle School Counselor:

If looking for a list of services that the Navigators have provided, here's what I brainstormed:

- Attendance team member: Julie, Becca, and Summer have at one point regularly attended our weekly meetings at SMS; helped follow up with families/students in needs, attended Court
- NOHN supports: facilitate signing students up for services, transporting students when needed, communicate with families
- Home visits: for our students most in need, Navigators have delivered schoolwork, resources like food and internet and clothing, and helped provide wellness check-in.
- Shared and facilitated staff Professional Development opportunities, including advocating for staff to attend trainings on trauma informed practices, cultural competency, and suicidal interventions.
- Collaborates with community programs and shares information out to the district on supports like housing resources, wellness initiatives, community engagement.
- McKinney Vento outreach including initial family contacts, home visits, resource supports
- Foster care supports for families and coordinating with DSHS

# Port Angeles Staff Testimonials

## Elementary School Counselor:

One of the greatest benefits of the Navigator program is that the support our navigators provide to parents reduces parental stress, and that radiates out to the children. Because the parents are less stressed, the children have more physical, mental, and emotional bandwidth to come to school and participate successfully. This is huge! When families are supported with the most basic of needs - housing, food, clothing, transportation, and connection to a caring community - parents can relax just a little bit, which directly and positively affects their children's well-being.

## Attendance Secretary Elementary:

The Navigators that work with our families are a very critical part of the education system. Without our Navigators, families with less or that are homeless would fall between the cracks. Children who are in the foster care system would not have the support that they need to ensure that they continue in their home school. Children whose parents aren't able to get them to school, our Navigators show up to their homes and bring them. We need our Navigators to remain in our District.



# Current KSD Support Model

*Learning Supports and Programs  
Primarily Title and LAP-Funded Positions*

	District-Based	School-Based
<b>District Employees</b>	<ul style="list-style-type: none"><li>• Student and Family Engagement Manager (1)</li><li>• Student Reengagement Coordinator (1)</li><li>• Migrant Mental Health Therapists (2)</li><li>• Migrant Recruiter and Home Visitor (2)</li><li>• Immigrant and Refugee Support Coordinator (1)</li><li>• Migrant Recruiter and Data Analyst (2)</li><li>• Migrant Health Nurse (1)</li><li>• Students in Transition and Foster Care Coordinator (1)</li><li>• Schools Out Coordinator (1)</li><li>• Students in Transition Resource Navigator (1)</li><li>• Native American Education Liaison (1)</li><li>• Interpreters and Translators (2)</li></ul>	<ul style="list-style-type: none"><li>• Success Coordinator (8)</li><li>• Migrant Counselors/Graduation Specialists (10)</li></ul>
<b>Contracted Services</b>		<ul style="list-style-type: none"><li>• Student Support Coordinators (11 @11 Schools) - \$660,000 through Communities in Schools</li></ul>

# In-House vs. Contracted Services

In-House Services	Contracted Services
<ul style="list-style-type: none"><li>• More direct control/influence over day-to-day</li><li>• District employees</li><li>• More opportunity for integration</li></ul>	<ul style="list-style-type: none"><li>• Cost</li><li>• Subject matter expertise</li><li>• More flexibility in funding and staffing</li></ul>

# In-House Model Feasibility



# Supplemental Staffing Allocations

## **Supplemental Staffing Allocations for Learning Assistance Program (LAP), LAP High Poverty, Bilingual, Migrant, and Title I**

- All schools (except MCP) receive some supplemental funding through LAP, LAP High Poverty, Bilingual, Migrant, and/or Title I.
- Each year, the Learning Supports and Programs Department analyzes funding streams and determines allocations to buildings. Priority is given to schools with lower achievement and/or higher poverty.
- Principals, in consultation with Learning Supports and Programs, determine how to use this supplemental staffing to best meet student needs in the building
- Schools may choose from a menu of allowable positions including:
  - Multi-Tiered Systems of Support (MTSS) Facilitator
  - Paraeducator
  - Communities in Schools Student Support Coordinator
  - Migrant Graduation Specialist
  - Multilingual Facilitator
  - Success Coordinator

## Description of Allowable Position Roles and Responsibilities

<b>MTSS Learning Facilitator</b>	<ul style="list-style-type: none"> <li>• Engage in coaching cycles with individual teachers and teaching teams.</li> <li>• Support MTSS academics and behavior.</li> <li>• Support teachers in meeting the language development needs of their students.</li> <li>• Guide teachers in the use of assessment to guide instruction.</li> <li>• Conduct whole staff professional development activities along with follow up modeling and support.</li> <li>• Participate in the school improvement process with the building administrator.</li> <li>• Provide instructional strategies resources for teachers in all content areas.</li> <li>• Support teachers in working with adopted curriculum and incorporating language development within content.</li> <li>• Coordinate all assessments during the school year and provide data review to admin and staff.</li> </ul>
<b>Paraeducator</b>	<ul style="list-style-type: none"> <li>• Work directly with students in the classroom setting with the goal of improving student language development, reading, writing and math skills.</li> <li>• Carry through prescribed instructional programs under the direct supervision of certificated staff.</li> </ul>
<b>Communities in Schools Student Support Coordinator</b>	<ul style="list-style-type: none"> <li>• Work with school staff to assess needs, plan, and coordinate intensive interventions for the students most at risk for dropping out, along with services geared to the entire school.</li> <li>• Work with local community service partners such as social service agencies, businesses, health care providers and volunteers to connect students with needed resources.</li> <li>• Provide one-to-one services such as academic help, basic needs like food and clothing, physical and mental health care, mentoring, or college and career preparation help individual students overcome barriers to success at school.</li> <li>• Coordinate school-wide offerings like bully prevention assemblies and after-school enrichment meet broad student needs.</li> </ul>
<b>Migrant Graduation Specialist</b>	<ul style="list-style-type: none"> <li>• Provide small group and individual academic planning (in addition to what student gets from the counselor) including academic planning and monitoring, goals, decision making, self-esteem.</li> <li>• Work as a team member with the school staff to improve the delivery of services to migrant students.</li> <li>• Explain to students and parents the benefits of college and opportunities for migrant students in the community.</li> <li>• Monitor each identified student's grade progress as well as progress on state assessments.</li> <li>• Conduct home visits to enlist support of family in education of the student.</li> </ul>
<b>Multilingual Facilitator</b>	<ul style="list-style-type: none"> <li>• Perform responsibilities similar to those of Migrant Graduation Specialists, but with a focus on Multilingual Learner (ML) students.</li> <li>• Track the progress of ML students to ensure graduation and post-secondary path.</li> <li>• Form partnership with families and students to help with adjustment to school.</li> <li>• Work as a team member with school staff to improve delivery of services to ML students.</li> </ul>
<b>Success Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist the counseling department in tracking and monitoring student progress toward on-time graduation</li> <li>• Motivate, engage, and support students toward achieving graduation</li> <li>• Assist in the development and coordination of intervention plans with teachers and parents</li> </ul>

# Current CIS Positions and Funding

Schools	Funding Source	Total Cost to District
1. Amistad Elementary 2. Eastgate Elementary 3. Fuerza Elementary 4. Sunset View Elementary 5. Washington Elementary 6. Southgate Elementary 7. Highlands Middle 8. Horse Heaven Hills Middle School 9. Southridge High School 10. Legacy High School 11. Kennewick High School	LAP High Poverty	\$660,000

# Cost of In-House Model

Non-Certificated Positions	Certificated School Social Workers
<ul style="list-style-type: none"><li>• Degree or equivalent experience</li><li>• Off-schedule salary schedule</li><li>• \$23.44 – \$26.69 per hour, depending on experience</li><li>• 8 hours per day, 189 days</li></ul>	<ul style="list-style-type: none"><li>• Master of Social Work (MSW)</li><li>• Certificated salary schedule</li><li>• \$74,049 - \$109,804 depending on experience</li><li>• Certificated work schedule/calendar</li></ul>
<p><b>Cost to District, including benefits, for 11 positions:</b></p> <p>\$623,221 - \$688,265</p>	<p><b>Cost to District, including benefits, for 11 positions:</b></p> <p>\$1,132,943 - \$1,604,908</p>

# Steps to Implement In-House Model

- Provide notice to CIS
- Determine district level administrative oversight
- Develop program goals and intended outcomes
- Determine data collection and evaluation systems
- Develop job postings
- Recruit, hire, and train



# Board Discussion and Direction

