

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

Meeting Date: Wednesday, October 23, 2024
Time: 5:30 p.m.
Location: District Administration Building
Remote Viewing Access: <https://bit.ly/3U6DS8X>
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. **Communications from Parents, Staff, and District Residents**

4. **Consent Items**
Approval of Board Minutes
A. Minutes of School Board Meeting October 9, 2024

Human Resources Reports
A. Personnel Actions – Certificated, Classified, and Extracurricular

Teaching and Learning Reports
A. School Improvement Plans

5. **Communication Follow up**

6. **Superintendent/Board Member Report**

7. **Reports and Discussions**
A. Enrollment Update **VIC ROBERTS**
B. Highly Capable Program Update **ALYSSA ST. HILAIRE**
C. Career and College Readiness and Career and Technical Education **DR. TRACI PIERCE**
MATT SCOTT
ALYSSA ST. HILAIRE

8. **Unfinished Business**
None

9. **New Business**

- A. Policy 9325 SCHOOL FACILITIES: Advertising on District Property, First Reading
DR. TRACI PIERCE
- B. Policy 3206 STUDENTS: Sex Discrimination and Sex-Based Harassment of Students Prohibited, First Reading
- C. Policy 5013 STAFF: Sex Discrimination and Sex-Based Harassment of District Staff Prohibited, First Reading

DR. TOM BRILLHART

10. **Next Meeting Agenda**

A. Study Session

- 1. Bond Refunding Process and Planning

B. Business Meeting

- 1. Legislative Priorities
- 2. Children's Reading Foundation of the Mid-Columbia
- 3. Choice Schools and Programs
- 4. Policy Updates

11. **Other Business as Authorized by Law**

12. **Adjourn**

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
Administration Building
October 9, 2024

MINUTES

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; Annie Maltos, Student Representative to the Board; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Student Representative-Elect: Diego Anguiano

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; and Dr. Thomas Brillhart, Assistant Superintendent of Operations.

Excused: Robyn Chastain, Executive Director of Communications and Public Relations
Ron Cone, Executive Director of Information Technology

Other Guest(s): Ryan Jones, Capital Projects Manager

CALL TO ORDER

President Gabe Galbraith called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 17 online and in-person staff and guests.

RECOGNITION

National Principals Month

Superintendent Dr. Traci Pierce acknowledged October as National Principals Month, read a proclamation from Governor Inslee, and recognized the district's excellent principal leaders.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Dottie Stevens commented on the need for Community in Schools.

Linda Stephenson commented on previous data given by the Board.

CONSENT ITEMS

Motion by Mike Connors 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 September 25, 2024
- Personnel Actions – Certificated, Classified, and Extracurricular
- Out of Endorsement Teacher Plans 2024 – 2025
- Recommendation of Instructional Materials

COMMUNICATIONS FOLLOW UP

Superintendent Dr. Pierce shared that she and BJ Wilson, Director of Student Services, had a meeting scheduled with Community in Schools (CIS) to develop the plan for providing quarterly data reports to the Board and to update the agreement to reflect the \$100,000 cost savings each year for the next two years. She also shared that the district is exploring potential ways to use that money to provide mental health services for students.

SUPERINTENDENT/BOARD MEMBER REPORT

Student Representative to the Board Annie Maltos reported that she and Diego met with Dr. Pierce to discuss the upcoming WSSDA Conference and Community Partners/State of the District event.

Superintendent Dr. Traci Pierce reported visiting several schools within the district to meet with leaders, discuss student achievement data, and observe classroom activities. She also shared that she attended a stakeholder planning meeting for the Mid-Columbia Children's Museum as well as a meeting with the Tri-Cities Chamber Legislative Committee to share legislative priorities. She also shared that the legislature provided funding for a math tutoring program called Math Nation, which will be provided to students and families at no cost. She stated that the district would be communicating information to families very soon.

Board Member Dr. Josh Miller congratulated all the juniors who took the PSAT test.

Board Member Brittany Gledhill shared that she had submitted the Board's list of legislative priorities to WSSDA.

President Gabe Galbraith reported that he and Dr. Pierce had been working with Bill Jordan from Northwest Leadership Associates to finalize the superintendent position posting.

REPORTS AND DISCUSSIONS

Capital Fund Budget and Capital Projects Update

Vic Roberts, Executive Director of Business Operations, and Dr. Thomas Brillhart, Assistant Superintendent of Operations, reviewed the Capital Projects Fund budget. They reported a 2024-25 beginning Capital Projects Fund balance of \$37.1M, showing revenue at \$14.2M and expenses at \$24M, leaving an ending Capital Project Fund balance of \$29.3M.

Ryan Jones, Capital Projects Manager, presented a recap of the capital projects completed in the summer of 2024, a status update on current and upcoming projects, highlights for recently completed and current major construction projects, and a review of planned future projects and funding measures.

K-12 Student Goal Report: Student Safety

Matt Scott, Assistant Superintendent of K-12 Education, highlighted efforts made by the district to continuously improve results of students reporting they feel safe, known, and valued and to ensure safe environments for learning. He shared information on school improvement plans, a multi-tiered system of support comprehensive emergency management plans, and school safety and security personnel.

UNFINISHED BUSINESS

None

NEW BUSINESS

WSSDA Legislative Priorities

The Board reviewed the rank order priorities they individually identified. Following discussion, the Board agreed that Board Legislative Representative Brittany Gledhill should submit the list to WSSDA. stated that

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. Enrollment Update
- B. Children's Reading Foundation of the Mid-Columbia
- C. Highly Capable Program Update
- D. Career and College Readiness/Career and Technical Education (CTE)

OTHER BUSINESS AS AUTHORIZED BY LAW.

There being no further business, the Board adjourned at 7:27 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: October 23, 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, October 23, 2024

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITIONS						
REHIRE						
REPLACEMENT						
LEAVE OF ABSENCE	Kyla Coffey	Lincoln	Teacher - Elem	Requesting LOA	1.0	Eff. 10/14/24 - 1/5/25
	Stephanie Howard	Chinook	Teacher - MS Spec Svcs	Requesting LOA	1.0	Eff. 12/2/24- 8/8/25
	Alexis Riensche	K-12 Student Svcs	Nurse	Requesting LOA	1.0	Eff. 11/26/24- 1/5/25
LEAVE OF ABSENCE REPLACEMENT						
RETIREMENTS						
RESIGNATIONS	Harold Thomas	K-12 Student Svcs	Nurse		1.0	Eff. 11/15/2024
IN DISTRICT TRANSFERS						

**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: October 23, 2024

EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITONS	MaKendrie Fuhriman	Kennewick	Para/SS/LifeSkills	Program Need	6.5	10/14/2024
	Alivia Saueressig	Special Services	Para/SS/SLP-A/Temporary	Program Need	3.0	10/21/2024
REPLACEMENT	Cassidy Grogan	Ridge View	Cook	Replaces Romeo Castillo	3.0	10/14/2024
	Reilly Brower	Kennewick	Para/BE/ISS	Replaces Izamal Gonzalez	6.0	10/10/2024
	Lauren Walsh	Canyon View	Para/SS/LifeSkills	Replaces Dayra Carreon	6.5	10/14/2024
	Ignacio Ortiz	Southridge	Custodian/Swing	Replaces Jeffrey Coss	8.0	10/10/2024
	Jenessa Hooper	Phoenix	Para/FP/SS/LAP/Special Education	Hour Correction from previous board actions	6.0	10/10/2024
	Kimberly Evans	Edison	Para/SS/Tier II Behavior	Replaces Sterliung Leija	6.0	10/14/2024
	Jessica Espinoza	Transportation	Bus Attendant		3.33	10/7/2024
	Julia Turner	Kennewick	Cook	Replaces Miriam Rubero	6.0	10/16/2024
	Zahra Davland	Amon Creek	Para/SS/Tier III Autism 1-1	Replaces Elizabeth Todd	6.5	10/21/2024
	Allison Lee	Edison	Para/SS/Tier II Behavior	Replaces Alyssa Fouts	6.0	10/14/2024
	Shaymaa Aldhiaee	Southridge	Cook	Replaces Annabel Gutierrez	6.0	10/21/2024
	Julia Fuentes	Fuerza	Para/Bilingual Required	Replaces Brenda Rincon	6.0	10/21/2024
	Juana Jarquin	Amistad	Cook	Replaces Maria Andrade	6.0	10/16/2024
	Ishraga Suliman	Southridge	Para/FP/ELL/ESL	Replaces Zoe Cortez	6.0	10/14/2024
	Kathryn Burt	Chinook	Para/FP/LAP	Replaces Brenna Blanscett	6.0	10/28/2024
	Mayra Gomez	Eastgate	Para/Bilingual Required	Replaces Amantina Jeppson	7.0	10/21/2024
Teddi Havranek	Desert Hills	Para/SS/Tier III Autism	Replaces Courtney Nustad	6.5	10/24/2024	
Erika Nance	Chinook	Para/SS/LifeSkills 1-1	Replaces Scott Searing	6.5	10/22/2024	

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

REPLACEMENT CONT.	Tanisia Pennington	Tri-Tech	Secretary/Registrar/Data Analyst	Replaces Heather Howell	8.0	10/14/2024
	Elizabeth Navarro	Kennewick	Para/Career Center	Replaces Bianca Noah	6.5	10/14/2024
REHIRE	Rita DeLuca-Sarnoff	Edison	Para/SS/Structured Learning	Replaces Renae Bowman	6.0	10/15/2024
	Sterling Leija	Desert Hills	Para/SS/Tier III Autism 2-1	Replaces Rita DeLuca-Sarnoff	6.5	10/28/2024
	Erica Cardozo	Eastgate	Para/Bilingual Required	Replaces Salma Acevedo	7.0	10/21/2024
	Abel Rodriguez Rivera	Transportation	Bus driver		5.75	10/7/2024
CHANGE IN ASSIGNMENT	Scott child	K-12	School Safety & Security Manager	Department Need	8.0	10/10/2024
	Candon Crow	IT	Network Administrator	Department Need	8.0	10/1/2024
RESIGNATION	Marisol Martinez	K-12	Health Room Assistant		6.0	10/17/2024
	Tara Fox	Southridge	Para/BE		6.0	1/24/2025
	Jaclyn Gagnon	Transportation	Bus Attendant		3.33	11/4/2024
	Lorena Anaya	Fuerza	Para/FP/BE/Bilingual		6.5	10/25/2024
	Miranda Francis	Kennewick	Para/SS/LifeSkills 1-1		6.5	10/14/2024
LEAVE OF ABSENCE						
RESIGNED FROM LOA						
RETIREMENT						
RETURN FROM LOA	Jose Tass Herrera	Transportation	Bus driver		N/A	10/14/2024
TERMINATION	Pamela Judkins	Canyon View	Para/FP/BE/LAP		6.75	10/23/2024

EXTRACURRICULAR ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

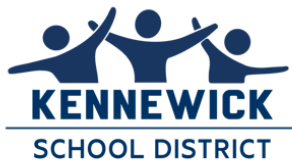
Exhibit C: Lists new employment contracts and terminations that have occurred for supplemental contracts since the last meeting of the Board of Directors.

BOARD MEETING DATE: Wednesday, October 23, 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>
NEW POSITIONS						2024-2025 Sc Yr
REPLACEMENTS						2024-2025 Sc Yr
	Antonio Ramos	Kennewick HS	Asst Boys Wrestling	Replaces Ethan Vogtman – (.5 FTE)		2024-2025 Sc Yr
	Lucas Guerrero	Kennewick HS	Asst Boys Basketball	Replaces Kyle Edwards		2024-2025 Sc Yr
	Andrew Bydalek	Kamiakin HS	Asst Girls Basketball	Replaces Nick Thomas (.75 FTE)		2024-2025 Sc Yr
	Cyle DeLeon	Kamiakin HS	Asst Boys Wrestling	Replaces Gilbert Marquez (.5 FTE)		2024-2025 Sc Yr
	Tim Bisson	Chinook MS	Head Boys Basketball	Replaces Jaid Lopez - LOA		2024-2025 Sc Yr
	Jonathan Mequet	Chinook MS	Asst Boys Basketball	Emerg Hire Due to Numbers		2024-2025 Sc Yr
	Sarah Whittaker	Horse Heaven Hills	Asst Boys Basketball	Replaces Reis Cope		2024-2025 Sc Yr
	Charles DeWitt	Horse Heaven Hills	Asst Boys Basketball	Emerg Hire – Due to Numbers		2024-2025 Sc Yr
	Justice Manzo Sanchez	Kennewick High	Asst Girls Wrestling	Replaces Sedale Garcia		2024-2025 Sc Yr
	Michael Sandbeck	Kennewick High	Asst Bowling	Replaces Diane Okerman		2024-2025 Sc Yr
						2024-2025 Sc Yr
						2024-2025 Sc Yr
						2024-2025 Sc Yr
						2024-2025 Sc Yr
						2024-2025 Sc Yr
						2024-2025 Sc Yr
						2024-2025 Sc Yr
						2024-2025 Sc Yr
						2024-2025 Sc Yr

LEAVE OF ABSENCE	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>	<i>DATE</i>
	Jaid Lopez	Chinook MS	Asst Boys Basketball	LOA	2024-2025 Sc Yr
RESIGNATIONS	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>	
	Reis Cope	HORSE HEAVEN HILLS	ASST BASKETBALL	RESIGNED	2024-25 Sc Yr
	Marla Martens	Park Middle School	Head Dance	Resigned	2024-25 Sc Yr
					2024-25 Sc Yr
					2024-25 Sc Yr
					2024-25 Sc Yr
					2024-25 Sc Yr
					2024-25 Sc Yr



SCHOOL BOARD MEMORANDUM

Date: October 23, 2024
To: Board of Directors
Cc: Dr. Traci Pierce
From: Alyssa St. Hilaire, Assistant Superintendent of Teaching and Learning
RE: 2024-25 School Improvement Plans

Per [WAC 180-16-220](#), each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors.

The annual approval shall require each school to have a school improvement plan that:

- Is data-driven
- Promotes a positive impact on student learning
- Includes a continuous improvement process with ongoing monitoring
- Includes a self-review of the school's program and goals
- Includes parent, family and community involvement

The school improvement plan shall include active participation and input by building staff, students, families, parents, and community members.

Below are links to the 2024-25 School Improvement Plans and Family Engagement Plans for elementary and secondary schools in the Kennewick School District:

[Elementary School Improvement Plans 24-25](#)

[Middle School Improvement Plans 24-25](#)

[High School Improvement Plans 24-25](#)

Once plans are board approved, links to the school's one-page summary documents will be added to school websites and on the district [School Improvement Plans webpage](#).

Recommendation:

The Board approves the 2024-25 School Improvement Plans as presented.

Amistad Elementary School Improvement Plan 2024-2025



Vision Statement

Amistad Elementary's mission is to provide a safe environment in which every student reaches his or her highest potential and is well prepared for success in secondary school education.

Culture of Equity Statement

Amistad is committed to maintaining a culture of equity and inclusivity which is exemplified through purpose, practice and behavior and is underscored by empathy and trust. All students and staff have the inalienable right to safety, belonging, to being known and valued. Our students have fair and equitable access to opportunities, support and resources.

What Makes Us Proud

Our staff is open-minded and committed to student success. We are actively working toward offering fair access to opportunities and resources. Everyone brings a variety of experiences and expertise to the table. It's about co-constructing our school environment and instructional practices with data in mind, to serve every student, every day.

Goals

Math

- The percentage of all students passing Math at Amistad Elementary will go from 10% in Spring 2024 to at least 20% by Spring 2025.
- The percentage of students showing big improvement in Math will increase from 30% in Spring 2024 to at least 35% by Spring 2025.
- The percentage of ELL (English Language Learner) students passing Math will go from 7.2% in Spring 2024 to at least 10% by Spring 2025.

Reading

- The percentage of students passing reading at Amistad Elementary will go from 14% in Spring 2024 to 20% by Spring 2025.
- The percentage of students improving a lot in ELA (English Language Arts) will go from 21% in Spring 2024 to 26% by Spring 2025.

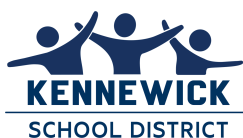
Social Emotional Learning

- The percentage of students who feel safe, included, and welcomed at Amistad Elementary will go from 84% to 90%.
- For 3rd to 5th graders, the percentage who feel safe on the bus will go from 78% in Spring 2024 to 85% by the end of 2025.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Amistad Elementary
123 S. Kent St.
Kennewick, WA 99336
(509) 222-5100

Principal:
Julio Blanco
amistad.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:
Julio Blanco
Natalie Lahti
Garth Lind
Rhonda MacLellan
Ken Holton
Rachel Ostler



Vision:

Amistad Elementary's mission is to provide a safe environment in which every student reaches his or her highest potential and is well prepared for success in secondary school education.

Equity Statement:

Amistad is committed to maintaining a culture of equity and inclusivity, which is exemplified through purpose, practice, and behavior, underscored by empathy and trust. All students and staff have the inalienable right to safety, belonging, to being know and valued. Our students have fair and equitable access to opportunities, support, and resources.

OSPI School Report Card

Report Card



848

Students Enrolled
2023-24 School Year



55.9%

Students Attending 90% or
More of School Days
2022-23 School Year

14.1%

Met ELA*
Standards

8.1%

Met Math
Standards
Spring 2023

17.7%

Met Science
Standard



\$17,616

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



49

Number of Classroom
Teachers
2022-23 School Year



30.5% **21.1%**

High Math
Growth

High ELA*
Growth

2022-23 School Year



10.7

Average Years of Teaching
Experience
2022-23 School Year

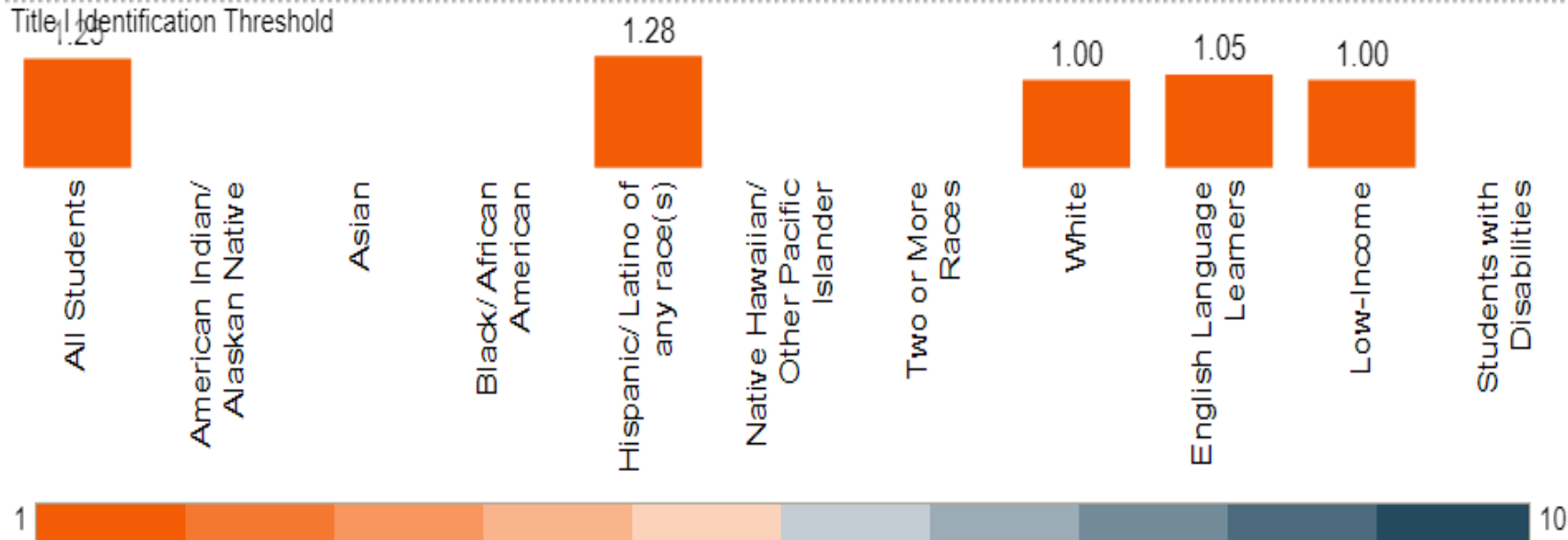
*ELA = English Language Arts

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

WSIF DATA

All Schools Identification Threshold

Title I Identification Threshold



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

We average 115 student absences a day out of a total 675 students. Our daily phone calls have increased verified absences (excused) and helped our chronically tardy students not be absent. 50% of our Language Learners have less than 2 absences per month.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

We have seen an increase in disruptive behavior, physical aggression and verbal aggression.
 2023/24 Referral numbers by race: (referral may be the same students multiple times)
 Hispanic: Male:
 Black/African American: Female:
 White:

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

2023-2024	Safe on school grounds	Safe riding bus	Friendly to me	one teacher or adult	treated with respect	adults respect me	Totals
Amistad Elementary School	88%	78%	84%	87%	80%	89%	84%

The student survey data identified several points of deficiency. Among these points was that only **20%** of students feel that they are **treated with respect at school**. We took a closer look at the survey data and discovered that only **11%** of students reported that they **did not feel respected by adults**. This focused our efforts on student to student interactions. We also noted that only **78%** of our students reported **feeling safe** while riding the bus. Meaning that **22% did not feel safe**.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Our students are in a self contained setting. They join their general education peers for general education academics, as data reflects the appropriate inclusionary placement, they are also at recess, lunch and specialists time. We will continue to increase their LRE by having more students join the general education setting for their academic practices.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

3-5 Grades
10% proficient

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

3-5 Grades
10% proficient

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Amistad Elementary will go from 83% overall to 88% in the 2024-2025 school year. This will reflect a 5% increase in attendance for all of our students who are categorized as low income as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Attendance letters sent home to families to have attendance meetings after 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year.	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.
2	Attendance conferences to meet with family and student to identify barriers for them attending school and go over the importance of regular attendance.	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.
3	Community Engagement Board working with JJC and BJ Wilson. Community engagement board identifies additional barriers and contract goes into place to ensure regular attendance.	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Amistad Elementary will go from _____% and for _____ students from _____% as of the 2022-23 school year to _____% for all students and _____% for _____ students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	MTSS Tier 1- every child receives core instruction which includes SEL Purposeful People, SEL standards, SPLASH Expectations and connecting with families through our ATP committee.	OSPI guidance, SPLASH Behavior Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	parent surveys, student surveys, staff surveys, and MTSS Data Dashboard
2	MTSS- Tier II- roughly 15% of our students receive Tier II services through Check in Check out, and Social Skills groups.	OSPI guidance, SPLASH Behavior Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	parent surveys, student surveys, staff surveys, and MTSS Data Dashboard
3	MTSS- Tier III- roughly 2% of our students receive Tier III services through a Behavior Intervention Plan, KSD Mental Health services, and Social SDI.	OSPI guidance, SPLASH Behavior Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	parent surveys, student surveys, staff surveys, and MTSS Data Dashboard

SAFETY AND BELONGING

Amistad Elementary

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Amistad Elementary School will go from 84% to 90% and for 3rd through 5th grade students will feel safe on the bus and will go from 78% as of Spring of 2024 to at least 85% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

1	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
2	MTSS Tier 1- every child receives core instruction which includes SEL Purposeful People, SEL standards, SPLASH Expectations and connecting with families through our ATP committee.	OSPI guidance, SPLASH Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	parent surveys, student surveys, staff surveys, and MTSS Data Dashboard
3	MTSS- Tier II- roughly 15% of our students receive Tier II services through Check in Check out, and Social Skills groups.	OSPI guidance, SPLASH Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	Student Survey and MTSS Data Dashboard
	MTSS- Tier III- roughly 2% of our students receive Tier III services through a Behavior Intervention Plan, KSD Mental Health services, and Social SDI.	OSPI guidance, SPLASH Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	Student Survey and MTSS Data Dashboard

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Amistad Elementary will go from 68% as of November 2023 to at least 71% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

1	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
2	Special Education Teachers will attend the data meetings so all students are represented with a voice. Having our RTI time as a grade level will help increasing our LRE % in gen ed and will participate in grade level appropriate activities	Inclusion provides students greater exposure to academic and language instruction	2024/25	LRE report	Check % at midterms and adjust accordingly
3	Structured learning will send students to RTI math and reading as academically appropriate and all SL students are placed in a gen ed classroom for inclusion options.	Inclusionary practices increase student sense of belonging	2024/25	SL class list	Check at midterms % of SL students in gen ed RTI
4	Use special education PLC time to allow for vertical PLC's with grade levels	Inclusionary practices within a PLC foster a supportive environment for continuous learning and improvement	2024/25	Wednesday time	PLC meeting notes

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Amistad Elementary will go from 14% as of Spring 2024 to at least 20% for all students by Spring 2025 as reflected on the OSPI report card.
- The % of all students making high growth on state standards in ELA at Amistad Elementary will go from 21% and as of Spring 2024 to at least 26% for all students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	<p>Six week targeted interventions with progress monitoring and expected timeline for mastery of specific skills.</p> <p>Data provided to Core Teachers</p>	<p>SIPPS- systematic and explicit phonics instruction</p> <p>‘Science of Reading’ and English-Learner Advocates Reach Common Ground</p>	Every 6 weeks	<p>Leveled Readers</p> <p>Data collections sheets for SIPPS</p>	STAR CBM database /monthly data meetings/PLC’s
2	Grow clarity of small group work to strengthen ELA skills, including modeling, co-teaching, and provide enrichment when necessary.	Targeted small groups with identified skills and plan for mastery.	6 weeks	<p>Building paras/reading specialists</p> <p>Creating CFA’s</p>	CORE phonics survey/STAR CBM/STAR pm
3	Goal setting and progress monitoring with all students, classrooms and grade levels with STAR data	<p>Students are aware of and invested in their progress.</p> <p>Integrated ELD Strategies.</p> <p>Goals: The Secret Weapon for Getting Students Into the Learning Game</p>	STAR or Early Lit. every 6 weeks	STAR database Certificates, Signing of Data Walls	STAR database Students will conference with teachers and contact parents to celebrate success.

GROWTH AND PROFICIENCY - MATH

Amistad Elementary

DISTRICT INDICATOR-MATH

- **TARGET-** The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The % of all students meeting grade level state standards in Math at Amistad Elementary will go from 10% as of Spring 2024 to at least 20% for all students by Spring 2025 as reflected on the OSPI report card.
- The % of all students making high growth on state standards in Math at Amistad Elementary will go from 30% and as of Spring 2024 to at least 35% for all students by Spring 2025 as reflected on the OSPI report card.
- The % of all ELL students meeting grade level state standards in Math at Amistad Elementary will go from 7.2% as of Spring 2024 to at least 10% for all ELL students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Small group RTI teaching students specific skills (6 week targeted interventions with progress monitoring).	STAR data, teacher CFA's, Clear Math, Vertical Planning https://buildingconfidentlearners.com/2021/11/what-does-response-to-intervention-done-well-look-like-in-action/	Every 6 weeks	PLC's, Clear Math	At PLC meetings; CFA; STAR; Clear Math assessments
2	Monthly meetings to discuss RTI: Grades K-5 will analyze the data to uncover trends in prerequisite skills and uncover any misconceptions Team includes: Grade Level Teachers, Reading Specialist, Resource Specialist, Counselor, Admin	STAR data, teacher CFA's, Clear Math https://allthingsplc.info/growing-and-utilizing-your-guiding-coalition/	STAR test 3x a year as benchmark, progress monitor monthly	Renaissance reports, PLC's, Clear Math	At PLC meetings; CFA; STAR; Clear Math assessments

GROWTH AND PROFICIENCY - MATH (continued)

Amistad Elementary

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The % of all students meeting grade level state standards in Math at Amistad Elementary will go from 10% as of Spring 2024 to at least 20% for all students by Spring 2025 as reflected on the OSPI report card.
- The % of all students making high growth on state standards in Math at Amistad Elementary will go from 30% and as of Spring 2024 to at least 35% for all students by Spring 2025 as reflected on the OSPI report card.
- The % of all ELL students meeting grade level state standards in Math at Amistad Elementary will go from 7.2% as of Spring 2024 to at least 10% for all ELL students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
3	Progress Monitoring: Goal setting with all students in STAR to monitor progress	Students are aware of and invested in their progress. The use of Integrated ELD strategies.	Every STAR test	STAR database certificates, rewards	Students will conference with teachers and contact parents to celebrate success.

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 87.7%, from Spring of 2024 to 90% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 73.6%, from Spring of 2024 to 78% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with Reading Foundation, Ligo, WSU, CBC Boys Soccer Team, Kennewick High School Boys Soccer Team, Ready 4 Kinder, Toddlers to Teens, Positive parenting classes, RCD, Kids at Hope	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool	5 Benefits of Volunteering Kiwanis Community in Schools		Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4th AVE. • KENNEWICK, WA 99336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Amistad Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$5,845,857	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$525,901	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$364,587 \$198,885	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$439,818	Intents/Purposes: To <u>provide</u> s services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assurances</u> , supplement classroom materials, professional development for staff.
Migrant- 53	\$111,428	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$54,779	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable - 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$7,541,255	

Amon Creek Elementary School Improvement Plan 2024-2025



Vision Statement

Amon Creek Elementary is committed to providing a safe, positive, and rigorous learning environment in which academic growth and individual excellence are daily expectations.

Culture of Equity Statement

We honor the uniqueness of each individual and embrace diverse backgrounds, values, and points of view to build a strong, inclusive community to prepare students for lives in a multicultural society.

What Makes Us Proud

We have an above average population of our students who qualify for the Highly Capable program and a high percentage of students that are above the district goal in both English Language Arts and Math according to their Smarter Balanced Assessments and STAR assessment scores.

Goals

Math

- The % of all students meeting grade level state standards in math at Amon Creek will go from 67.5% to 70.5 % and for English Language Learning students, the goal will be to go from 46.7% to at least 60% by spring of 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at Amon Creek will go from 49% to 52% and for ELL students the goal will be to go from 48% as of Spring 2023 to at least 52% by Spring of 2025 as reflected on the OSPI report card.

Reading

- The % of all students meeting grade level state standards in reading at Amon Creek will go from 70.4% to 73.4% and for English Language learning student the goal will be to go from 46.7% as of Spring of 2023 to at least 50.7% by spring of 2025 as reflected on the OSPI report card.
- The % of all students making high growth on state standards in ELA at Amon Creek will go from 59% to 62% and for ELL students the goal will be to go from 59% to 62% by spring of 2025 as reflected on the OSPI report card.

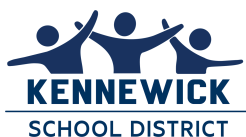
Social Emotional Learning

- The rate of all students reporting they feel safe, included and welcomed at Amon Creek Elementary School will go from 88% to 91% and for 3rd through 5th grade students will feel included and will go from 88% as of Spring of 2024 to at least 91% by the end of the 2025 school year as reflected in the KSD Student Survey.

Family Engagement

- Our PTO, Site Council, Guiding Coalition and MTSS leadership teams focus on three main goals: Academic, Social-Emotional Learning and Community partnerships.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Amon Creek Elementary
18 Center Parkway
Richland, WA 99352
(509) 222-7600

Principal:
Brian Massey

amoncreek.ksd.org



2024-2025

School Improvement Plan

SIP Team Members:

Nicole Hagner-Kindergarten Teacher
Janelle Phillips-1st Grade Teacher
Gena Strobe-2nd Grade Teacher
Juliette Piepenbring -3rd Grade Teacher
Joan Marble-4th Grade Teacher
Jason Martin-5th Grade Teacher
Keri O'Brien-Counselor
Bethany Riojas- SPED Teacher
Tracey Henao-Specialist/Librarian
Jennifer Gonzalez-Reading Specialist
Tammy Hutchison-Assistant Principal
Brian Massey-Principal

Vision:

Amon Creek Elementary is committed to providing a safe, positive, and rigorous learning environment in which academic growth and individual excellence are daily expectations.

Mission:

Working collaboratively to do what is best for kids each and every day.

Goals:

- *Each Child shows growth on the STAR, CBM, and STAR assessments.*
- *To improve student achievement in language arts in each grade level as measured by performance on local, district, state, and national assessments.*
- *To improve student achievement in math in each grade level as measured by performance on local, district, state, and national assessments.*



Values (Collaborative Commitments)

We will identify and prioritize Essential Standards. (boulders)

We will develop and implement common formative assessments to monitor each student's learning progress.

We will use data to guide instruction.

We will collaborate around rigorous and differentiated instruction.

We will support each other in a climate of respect, reflection, and continuous learning.

We will hold expectations high for students and ourselves.

We will create a respectful environment where each teacher can share their opinion and ideas. Each member should feel valued and acknowledged.

We will maintain a culture of open communication and collaboration between teachers.

Everyone is supportive and willing to share ideas.



Amon Creek Elementary

Enrollment

Enrollment
2023-24 School Year
727

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year
4.3%

Finance

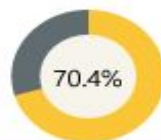
Per Pupil Expenditure
2022-23 School Year



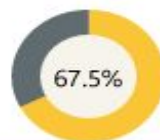
\$15,492

Assessment

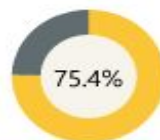
ELA
2022-23 School Year



Math
2022-23 School Year



Science
2022-23 School Year



Growth & Attendance



Have High ELA Growth
2022-23 School Year
41.2%



Have High Math Growth
2022-23 School Year
36.2%



Regular Attendance
2022-23 School Year
87.3%

Educators

Average Class Size
2022-23 School Year



19.2

Teacher Count
2022-23 School Year



46

Percent Teachers with Master's Degree or Higher
2022-23 School Year



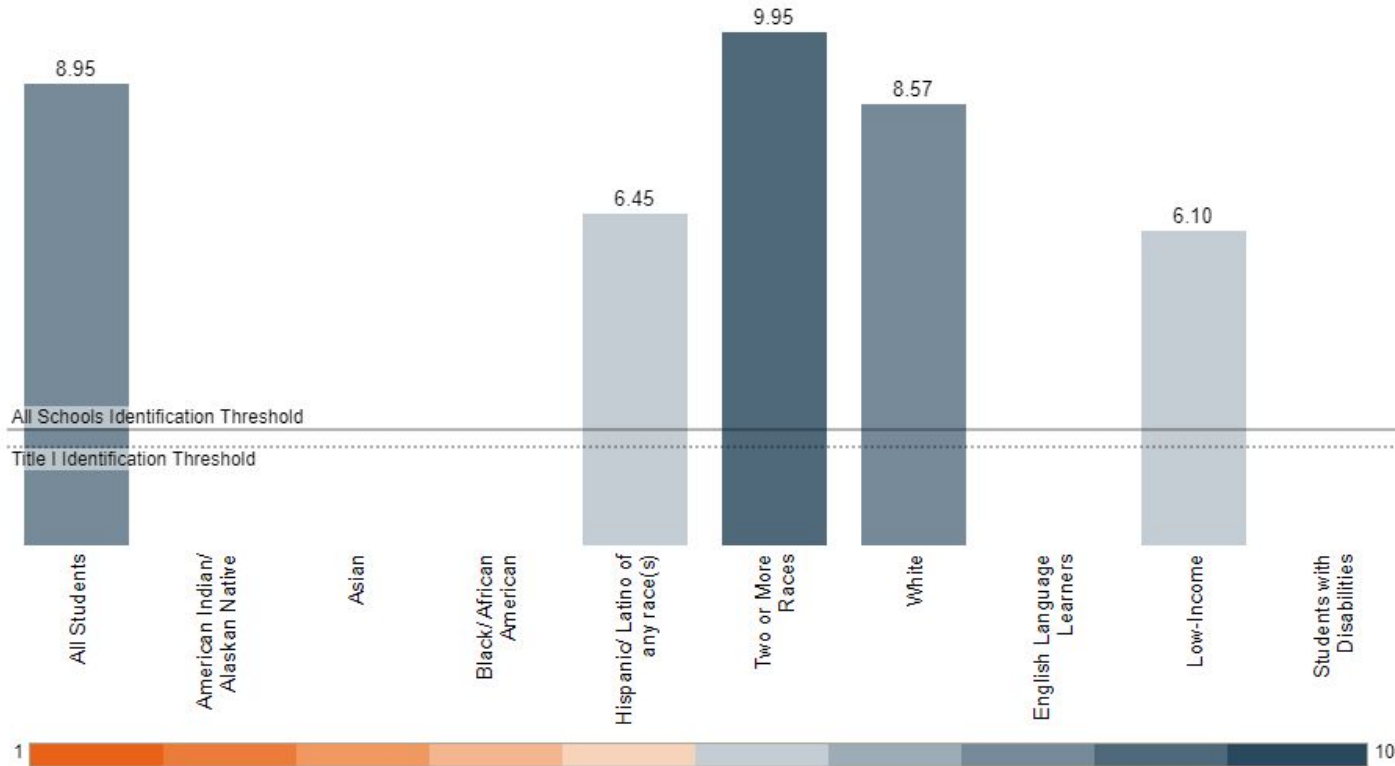
82.6%

Teacher Experience
2022-23 School Year



13.9

Amon Creek Elementary 2023 Run Overall Framework Score by Student Group



Amon Creek Elementary 2023 Run Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low-Income	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	78.9%				42.1%	60.2%	59.1%	48.5%	82.2%	81.0%
Math Proficiency Rate	70.3%				36.8%	45.3%	51.6%	50.0%	71.2%	73.6%
ELA Median SGP	61					69	52		63.5	60
Math Median SGP	51					41	46		68	50
Graduation Rate										
EL Progress Rate*	76.0%									
Regular Attendance Rate	86.5%				84.1%	82.0%	79.3%	82.0%	86.4%	87.1%
Ninth Grade On Track Rate										
Dual Credit Rate										



*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group..

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

In May of the 23-24 school year, Amon Creek Elementary attendance data indicated that out of 749 students 48 students have low attendance rates. Out of the 48 students 27 were white, 13 hispanic, 7 multi-racial and 1 Hawaiian or Pacific Islander. Our data shows that attendance is lower for ELL and low income subpopulations. Amon Creek administrators analyze all subpopulations to take a comprehensive approach to understand the factors influencing attendance and to identify appropriate interventions.

Here are the areas we focus on to help us identify our student's attendance needs:

1. Data Collection
2. Analysis of Attendance Patterns
3. Stakeholder Engagement
4. Identify Resources and Support Services
5. Development of Interventions
6. Documenting of Reporting
7. Monthly Positive Attendance Awards

It's always crucial to consider factors that may influence attendance, such as cultural norms, language barriers, transportation issues, or family circumstances. Understanding these factors can help in developing strategies to improve attendance rates.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

Our behavior data shows that our students with 504 plans are having more exclusion than our general education students. We need to add supports into the 504 plans for behavior and implement more Tier 2 interventions for our 504 students. Our goal is to have our 504 students go from 13% behavior exclusions to less than 10% by the end of the 2024-2025 school year. We will implement an MTSS Tiered approach to support all students based upon collected data, along with Counselor led Character Strong lessons and teacher classroom based SEL activities.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

Our student survey at Amon Creek Elementary told us that 88% of our students feel Safe, Known and Valued. Out of the six main components, four of them were in the 90% category and above. The two components that we will focus highly on will be that our students feel safe on the bus and students feel they are treated with respect; both were at 80%. Our administrators, staff, and paras will work with transportation on building those relationships with trust and we will have Otter bus expectations communicated to our students periodically throughout the school year. To ensure our students feel that they are treated with respect, all students will learn what respect means and how you give it and accept it. We will communicate this through our weekly class community circles and our Character Strong lessons that are being taught to our students by our counselor(s) and teachers.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Our LRE data is very good. Resource Room students and Tier II AU students are both being served as much as possible in the general education setting. To continue this trend we will continue to monitor our data. Our goal is to increase our Resource Room and Tier II students general education minutes.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Our growth and proficiency in Math was very high on the STAR Assessment. As a building this year our goals will be around the implementation of Clear Math curriculum and implement grade level pre assessments to see what math skills students have mastered before teaching the standard.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Our growth and proficiency in ELA was also very high this year on the STAR assessment. Our data shows that our reading and math students in every grade level are making significant growth. As a building our goals this year will be to fully implement the PLC cycle in ELA three times during the year, once per trimester. PLT's will enhance question 4, what will we do with students who already have it, to provide extra support in their growth. Each grade level will choose an essential standard during this focus. Reading fluency and comprehension will also continue to be a focus K-5.

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Amon Creek will go from 87.3% and for Low Income students having fewer than 2 days absence per month, will go from 78.2% as of the 2022-2023 school year to at least 89.3% for all students and 80.2% for Low Income students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Attendance letters sent home to families to have attendance meetings after 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year.	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.
2	Attendance conferences to meet with family and student to identify barriers for them attending school and go over the importance of regular attendance.	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.
3	Community Engagement Board working with JJC and BJ Wilson. Community engagement board identifies additional barriers and contract goes into place to ensure regular attendance.	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Amon Creek will go from 0.9% and for 504 students from less than 13 % as of the 2022-23 school year to less than 0.7 for all students and less than 12% for SPED students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	MTSS Tier 1- every child receives core instruction which includes SEL Purposeful People, SEL standards, SPLASH Expectations and connecting with families through our ATP committee.	OSPI guidance, SPLASH Behavior Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	parent surveys, student surveys, staff surveys, and MTSS Data Dashboard
2	MTSS- Tier II- roughly 15% of our students receive Tier II services through Check in Check out, and Social Skills groups.	OSPI guidance, SPLASH Behavior Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	parent surveys, student surveys, staff surveys, and MTSS Data Dashboard
3	MTSS- Tier III- roughly 2% of our students receive Tier III services through a Behavior Intervention Plan, KSD Mental Health services, and Social SDI.	OSPI guidance, SPLASH Behavior Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	parent surveys, student surveys, staff surveys, and MTSS Data Dashboard

SAFETY AND BELONGING

Amon Creek Elementary

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Amon Creek Elementary School will go from 88% to 91% and for 3rd through 5th grade students will feel included and will go from 88% as of Spring of 2024 to at least 91% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	MTSS Tier 1- every child receives core instruction which includes SEL Purposeful People, SEL standards, SPLASH Expectations and connecting with families through our ATP committee.	OSPI guidance, SPLASH Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	parent surveys, student surveys, staff surveys, and MTSS Data Dashboard
2	MTSS- Tier II- roughly 15% of our students receive Tier II services through Check in Check out, and Social Skills groups.	OSPI guidance, SPLASH Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	Student Survey and MTSS Data Dashboard
3	MTSS- Tier III- roughly 2% of our students receive Tier III services through a Behavior Intervention Plan, KSD Mental Health services, and Social SDI.	OSPI guidance, SPLASH Expectations, Character Strong lessons	24/25 school year	OSPI, MTSS data dashboard	Student Survey and MTSS Data Dashboard

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Amon Creek will go from 65.4% as of November 2023 to at least 68.4% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Special education staff educates general education staff on strategies for inclusionary practices.	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data PLC process and data conversations
2	Special education director educates special education teachers and administration on LRE.	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data PLC process and data conversations
3	Administrative meetings and special education meetings including monthly meetings and 1:1 meetings with special education administrator.	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data PLC process and data conversations

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Amon Creek will go from 70.4% to 73.4% and for English Language learning students the goal will be to go from 46.7% as of Spring of 2023 to at least 50.7% by spring of 2025 as reflected on the OSPI report card.
- The % of all students making high growth on state standards in ELA at Amon Creek will go from 59% to 62% and for ELL students the goal will be to go from 59% to 62% by spring of 2025 as reflected on the OSPI report card.

ACTION PLAN- ELA (next slide)

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	<p>Tier I- Research based and aligned to grade-level standards, Journeys and STAR assessment which include STAR Reading, STAR Early Literacy, STAR CBM, and classroom assessments</p> <p>PLC cycle process of the 4 critical questions with interventions and spiraling through out the trimester with the essential standards.</p>	<p>Culturally and linguistically responsive Differentiated to meet their unique needs</p>	24/25 school year	<p>CCSS, STAR and Journeys PLC formative and summative assessments. SBA Interims. GLAD Strategies</p>	<p>Regular progress monitoring, parent communication, STAR reports for all students</p> <p>PLC monitoring and data assessment.</p>
2	<p>Tier II- Targeted intervention programs that include clear entrance and exit criteria</p>	<p>explicit instruction with increased opportunities to practice and receive specific, frequent feedback</p> <p>gradual release of control and support when students master skills</p>	24/25 school year	<p>CCSS, STAR and Journeys PLC formative and summative assessments. SBA Interims. GLAD Strategies</p>	<p>regular progress monitoring to assess response to intervention for all students.</p> <p>Increased communication with families to ensure consistency of support in school and at home for all students.</p> <p>PLC monitoring and data assessment.</p>
3	<p>Tier III- SDI in Reading and or Writing</p>	<p>OSPI framework</p>	24/25 school year	<p>CCSS, STAR and Journeys</p>	<p>regular progress monitoring to assess response to intervention</p> <p>Increased communication with families to ensure consistency of support in school and at home</p> <p>PLC monitoring and data assessment.</p>

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The % of all students meeting grade level state standards in math at Amon Creek will go from 67.5% to 70.5 % and for English Language Learning students, the goal will be to go from 46.7% to at least 50% by spring of 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Amon Creek will go from 59% to 62% and for ELL students the goal will be to go from 59% to 62% by spring of 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH (next slide)

ACTION PLAN-MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	<p>Tier I- Research based and aligned to grade-level standards, Clear Math, STAR Math and classroom assessments</p> <p>PLC cycle process of the 4 critical questions with interventions and spiraling through out the trimester with the essential standards.</p>	<p>CCSS Math Standards, OSPI Achieve the Core document that identifies essential standards, SBA Summative Assessment Blueprints and Targets for Grades 3-5</p>	<p>24/25 school year</p>	<p>CCSS, STAR and Clear Math</p> <p>Essential standards and SBA Interims.</p>	<p>Regular progress monitoring, parent communication, STAR reports</p> <p>Learning targets/SC, feedback. PLC common formative and summative assessments with data conversations and appropriate interventions for student needs.</p>
2	<p>Tier II- Targeted intervention programs that include clear entrance and exit criteria</p>	<p>Explicit instruction with increased opportunities to practice and receive specific, frequent feedback</p> <p>Gradual release of control and support when students master skills</p>	<p>24/25 school year</p>	<p>CCSS, STAR and Clear Math</p>	<p>regular progress monitoring to assess response to intervention</p> <p>Increased communication with families to ensure consistency of support in school and at home</p> <p>PLC monitoring and data assessment.</p>
3	<p>Tier III- SDI in Math</p>	<p>OSPI Framework</p>	<p>24/25 school year</p>	<p>CCSS, STAR and Clear Math</p>	<p>regular progress monitoring to assess response to intervention</p> <p>Increased communication with families to ensure consistency of support in school and at home</p> <p>PLC monitoring and data assessment.</p>

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 86.4%, from Spring of 2024 to 90% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 78.3%, from Spring of 2024 to 85% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
2	Partner with:YMCA, Mustang Signs, Red Rover, Mid Columbia Library	Joyce Epstein's framework of 6 types of involvement Karen Mapp Dual Capacity Framework for Family and Community Engagement	2024-2025 School Year	Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4th AVE. • KENNEWICK, WA 98336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Amon Creek Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$6,604,177	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$0	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$168,187	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior supports. Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$0	Intents/Purposes: To <u>provide</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u>
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for <u>staffing to teach advanced lessons and/or programs and after school activities</u> .
Total	\$6,772,364	

Canyon View Elementary School Improvement Plan 2024-2025



Vision Statement

We believe it takes a village to prepare our students for success throughout their educational careers and their personal lives. Our staff and families work together to create an inclusive school culture where ALL students can feel safe to learn at high levels and be ready for life.

Culture of Equity Statement

Canyon View Elementary is committed to supporting and sustaining an educational community that is inclusive, diverse and equitable. The values of diversity, inclusion and equity are linked to our mission that all students can learn, and we embrace these values as being critical to development, learning, and success. To fully realize our mission it is imperative we recognize the institutional barriers that contribute to disparate educational outcomes within our school system.

What Makes Us Proud

Canyon View fosters a culture of love, kindness, and respect, helping individuals feel supported in their learning journey, and simultaneously developing essential qualities that contribute to their growth as compassionate and empathetic human beings.

Goals

Math

- By Spring 2025, math proficiency at Canyon View will rise from 31.9% to 34.9% for all students, and from 11.4% to 14.4% for ML students.
- By Spring 2024, high growth in math will increase from 24.1% to 27.1% for all students, and progress toward proficiency for ML students will go up from 47.93% to 50.93%.

Reading

- By Spring 2024, reading proficiency at Canyon View will increase from 43% to 46% for all students and from 20% to 23% for ML students.
- In ELA, high growth will go up from 28.4% to 31.4% for all students, and progress toward proficiency for ML students will rise from 47.93% to 50.93%.

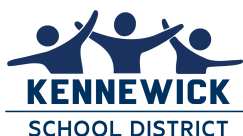
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of all students and SPED students at Canyon View will feel safe and welcomed, up from 86% and 82% respectively.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Canyon View Elementary
1229 W. 22nd Pl.
Kenewick, WA 99337
(509) 222-5200

Principal:
Cathy Guajardo

canyonview.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:
Cathy Guajardo, Principal
Kara Del Mar, Assistant Principal
Jessica Zahler, K-1 Rep
Chelsea Krohn, 2-3 Rep
Dylan Mount, 4-5 Rep
Courtney Riley, Specialist Rep
Britney Gough, SPED Rep



CANYON VIEW ELEMENTARY



VISION

We believe it takes a village to prepare our students for success throughout their educational careers and their personal lives. Our staff and families work together to create an inclusive school culture where ALL students can feel safe to learn at high levels and be ready for life.

MISSION

Canyon View exists to provide a safe, nurturing, and positive atmosphere where students are empowered to achieve high academic and behavioral success. We ensure learning for all through collaboration, collective responsibility, and a results-oriented culture.

COLLECTIVE COMMITMENTS

To achieve the shared vision of our school, Canyon View staff has made the following collective commitments.

- I will be a positive, contributing member of my collaborative team.
- I will implement research-based and standards-driven instruction.
- I will increase the percentage of students engaged in rigorous curriculum.
- I will use data to frequently monitor student's progress.
- I will actively engage with family members to create a sense of community.
- I will regard all students as our students.
- I will communicate and model the behavior I expect of students.
- I will participate in the change process and accept collective change knowing it is best for the school community.
- I will engage in meaningful, job-embedded staff development to enhance our professional skills.
- I will commit to improving my culturally responsive pedagogy.

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Canyon View Elementary School

Address and Phone

1229 WEST 22ND PLACE
KENNEWICK, WASHINGTON 99337
509.222.5200

Enrollment

Enrollment
2023-24 School Year
373

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year
15.8%

Finance

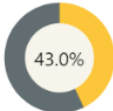
Per Pupil Expenditure
2022-23 School Year



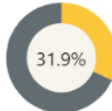
\$17,262

Assessment

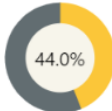
ELA
2022-23 School Year



Math
2022-23 School Year



Science
2022-23 School Year



Growth & Attendance



Have High ELA Growth
2022-23 School Year

28.4%



Have High Math Growth
2022-23 School Year

24.1%



Regular Attendance
2022-23 School Year

72.9%

Educators

Average Class Size
2022-23 School Year



14.3



Teacher Count
2022-23 School Year

32



Percent Teachers with Master's Degree or Higher
2022-23 School Year

53.1%



Teacher Experience
2022-23 School Year

7.1

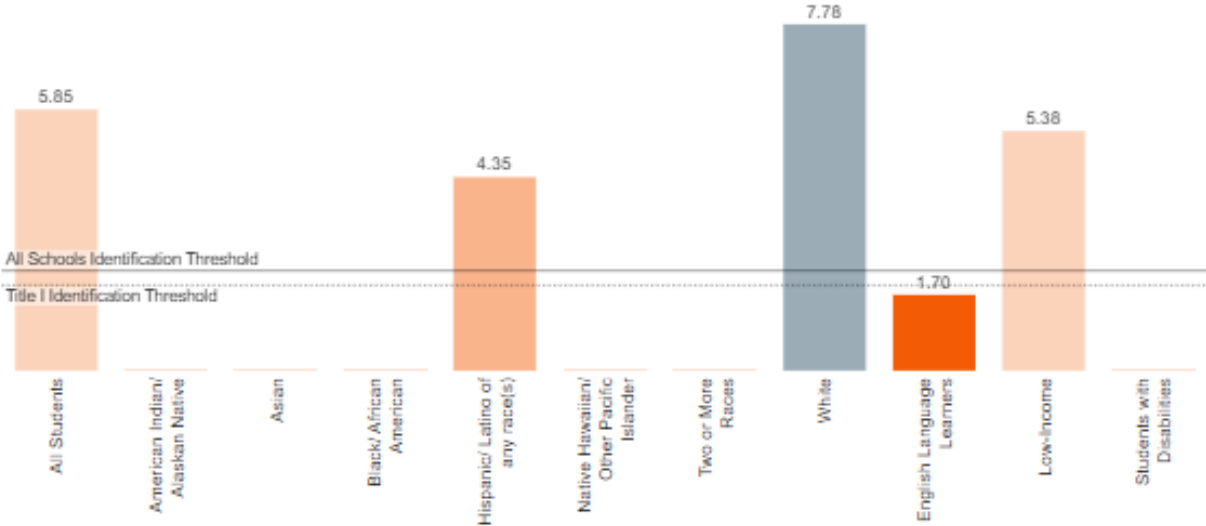
Some data is not disclosed to protect student privacy and will be represented by N<10. Blank fields indicate no data was submitted to OSPI for this district or school. Due to reporting cycles, the most recent data for each measure may be from different school years. If a measure is blank, there is no data for that organization in the currently reported year.

To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/>
If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

WSIF DATA

How did each student group perform on the Washington School Improvement Framework?

Canyon View Elementary School
2023 Run
Overall Framework Score by Student Group



WSIF DATA

How did each student group perform on the Washington School Improvement Framework?

Canyon View Elementary School
2023 Run
Measures by Student Group

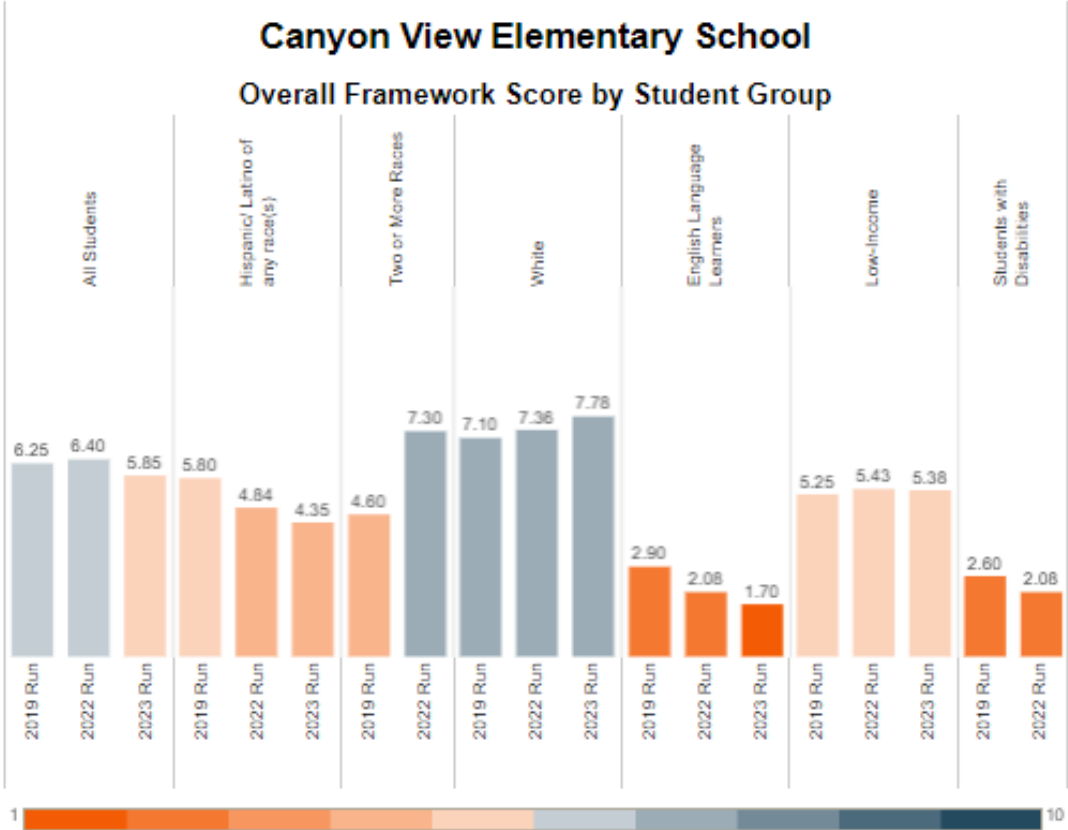
	All Students	American Indian/Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	60.5%			45.0%	17.7%	42.2%	45.6%		25.0%	43.5%	58.0%
Math Proficiency Rate	39.2%			30.0%	8.3%	31.3%	34.9%		28.1%	43.5%	45.3%
ELA Median SGP	52				34.5	43	51				60
Math Median SGP	53				43	55	53				55
Graduation Rate											
EL Progress Rate*	48.9%										
Regular Attendance Rate	74.4%			72.2%	71.6%	71.4%	71.1%		64.2%	76.1%	77.5%
Ninth Grade On Track Rate											
Dual Credit Rate											



*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group..

WSIF DATA

How did each student group perform on the Washington School Improvement Framework, over time?



WSIF DATA

How did each student group perform on the Washington School Improvement Framework, over time?

Canyon View Elementary School

Decile Changes from 2022 to 2023 WSIF Runs

	All Students	American Indian/ Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
Final Score	-0.6				-0.4	-0.5	0.0				0.4
ELA Proficiency Rate	0				0	0	0		0	-1	0
Math Proficiency Rate	0				0	1	0		1	-2	0
ELA Median SGP	-4				-2	-7	-4				-1
Math Median SGP	-3				-2	-2	-3				-1
AL ELA Average**											
AL Math Average**											
Graduation Rate											
EL Progress Rate*	0										
Regular Attendance Rate	-1			0	-2	0	-1		0	0	0
Ninth Grade On Track Rate											
Dual Credit Rate											



*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Canyon View has 72% of their student population attending regularly (up from [61%](#) in 2022) and 28% who are chronically absent, missing 10% or more of the 2023-24 school year which impacts learning loss. This rate of chronic absenteeism increases with our subpopulation of the 66 students receiving SPED support, 31 whom are Chronically absent (41%).

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

As we look at our PBIS SWIS data, our PBIS Tiered Fidelity inventory and the KSD Student Safety Report, we can identify our strengths and areas needing improvement. Our SWIS data shows we have fewer behavior referrals than last year. Our Tiered Fidelity report shows that 93% of students interviewed knew the behavior expectations, 100% of the staff interviewed taught those expectations this year and 100% of the students interviewed have been acknowledged for their behavior in the previous two weeks. 100% could name a trusted adult, 93% felt safe at school and 100% liked being a student at Canyon View.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

As mentioned above, students shared in our PBIS Tiered Fidelity Report that 100% can name a trusted adult at Canyon View, 93% feel safe and 100% enjoy coming to Canyon View. Our 2024 KSD Student Safety Report shows us that overall, 86% of students indicated they feel safe, known and valued, an increase of 4% from the prior year. When looking at our Hispanic population, our Student Safety Survey shows 88% of our Hispanic population feels included, 87% are happy to be at CV and 92% have a trusted adult.

Needs Assessment Summary: What is your LRE data telling you for all of your subpopulations?

Our **Fall LRE 1 Data showed that 45% (31/69)** of our students receiving Special Education services were accessing the general education classroom 80-100% of their day. After collaborating with our Resource Room teacher in **October, our LRE 1 increased to 52.7% in November.** We will have a new Resource Room teacher for the 24-25 school year. Our priority will be to increase the LRE 1 for students who can benefit from additional time in their general education classroom. Admin will meet monthly with Resource Room, Behavior Teacher and Life Skills teachers to discuss ways to increase inclusion rates in gen ed.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Our **K-5 students scored 44% at/above proficiency in Star Math in Fall and improved to 62% at/above proficiency in April (18%+).** Students made double digit improvement in proficiency. **Student Growth average was 64% in K-5 in Math.** The **SBA results for grades 3-5 did not reflect the improvement seen in STAR Math. 3-5th average of earning a level 3 or 4 was 31% (23-24)** which decreased from 33% (22-23). **3rd grade** decreased from 34% (22-23) to 22% (23-24). **4th and 5th** increased 4% and 3% respectively. The cohort of students from 3rd (22-23) to 4th (23-24) decreased by 3%. However, the cohort from 4th (22-23) to 5th (23-24) increased by 8% which is promising. We will continue to analyze data to determine ways our K-3 teachers can teach and support standards and help prepare our students for success on the SBA. This includes learning from 5th grade teachers who have helped students make marked improvement from 4th grade. Our focus this year is for Collaborative Teams to identify 3-5 Essential Standards and design Common Formative Assessments for each. Teams will also be expected to integrate SBA Interims into their regular instruction so students have adequate time to engage with the format and receive timely feedback. We will focus on disaggregating data to determine why our minority, ML's and SPED populations are not performing as well as white students.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Our **K-1 students scored 26% at/above proficiency in Fall on the Early Lit assessment, and increased to 48% at/or above proficiency in April (22% increase)** . Our **2-5 students scored 43% at/above proficiency in Fall on the Star Reading and increased to 55% at/above proficiency in April (12% increase).** The **CBM scores went from 29% in Fall to 45% in April (16% increase).** The **average K-5 proficiency rate in Reading in Fall was 35% and increased to 55% in April (20% increase).** **Students made double digit improvement in proficiency. Student Growth average in Reading was 55% K-5. 1st grade average growth was 24% while all other grades was 53% or higher.** We will need to dive into 1st grade data to determine why scores in proficiency and growth were lower than the building averages. The **SBA results for grades 3-5 also reflected improvement in ELA. 3-5th average of earning a level 3 or 4 was 48% (23-24) compared to 43% (22-23).** The **cohort of students from 3rd (22-23) to 4th (23-24) increased by 10%. The cohort from 4th (22-23) to 5th (23-24) increased by 20%** which is incredible growth. We will continue to analyze data to determine ways our K-2 teachers can teach and support prerequisite standards to help prepare our students for success on the SBA. This includes learning from 5th grade teachers who have helped students make marked improvement from 4th grade. Our focus this year is for Collaborative Teams to identify 3-5 Essential Standards and design Common Formative Assessments for each. Teams will also be expected to integrate SBA Interims into their regular instruction so students have adequate time to engage with the format and receive timely feedback. We will focus on disaggregating data to determine why our minority, ML's and SPED populations are not performing as well as white students.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for **all students at Canyon View will go from 8.1%** and for **Male students from 10.7 %** as of the 2022-23 school year to **7.9% for all students** and **10.5% for Male students** by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier 1: Core instruction in Character Strong, Monthly Character Traits, Bark Big 3 Schoolwide Expectations, MTSS Flowchart, Positive Acknowledgement and Rewards	Purposeful People PBIS Tier 1 Interventions	24-25	Character Strong SWIS PBIS Rewards T1 Intervention Menu	PBIS team (T1) Monthly Meetings Calibration and Data Collection of Majors/Minors STAFF Data Share (at least 4 times/year)
2	Tier 2: In addition to Tier 1 supports, identified students would receive support matched to their needs (CICO, Breaks are Better, Social Groups)	Tier 2 Interventions	24-25	SWIS PBIS Rewards T2 Intervention Menu	MTSS Referral for Behavior Behavior Support Team (T2) Analyze Majors/Minors for T2 students Monitor supports/effectiveness for T2 students
3	Tier 3: In addition to Tier 1 & 2 supports, identified students will receive support matched to their needs (BIP, Mental Health, Behavior SDI)	Tier 3 Interventions	24-25	SWIS PBIS Rewards T3 Intervention Menu	MTSS Referral for SPED or additional T3 support Collaborate with T2 Behavior teacher for support

ATTENDANCE

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL
(<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for **all students at Canyon View** will go from **72.9 %** and for **Hispanic/Latino students** will go from **68.9%** as of the 2022-2023 school year to at least **75.9% for all students** and **71.9% for Hispanic/Latino** students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	<p>Tier 1: Educate and engage students/families, set and monitor attendance goals, establish positive and engaging school climate, recognize good and improved attendance. Attendance team will meet monthly to identify Tier 2 and Tier 3 interventions that are needed.</p>	<p>Attendance Awareness</p>	24-25	KSD attendance policy JJC	Attendance spreadsheet tracking Attendance letters Attendance goals Daily/Weekly attendance posted
2	<p>Tier 2: Provide early outreach</p> <ul style="list-style-type: none"> ● Attendance letters sent home to families to have attendance meetings after 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year. ● Meet to develop tailored action plan ● Conferences with families to identify barriers to consistent attendance ● Meet with families of students who missed 20+ days in previous year, during the fall and discuss the importance of regular attendance. 	<p>Best Practices for Improving Attendance</p>	24-25	KSD attendance policy JJC	Attendance spreadsheet tracking Attendance letters Phone calls Meetings w/families
3	<p>Tier 3: Community Engagement Board: Identify barriers and contract to ensure regular attendance,</p>	<p>Community Engagement Board</p>	24-25	KSD attendance policy JJC	Same as above

SAFETY AND BELONGING

Canyon View Elementary

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of **all students** reporting they feel safe, included and welcomed at Canyon View School **will go from 86%** and for **SPED students will go from 82%** as of Spring of 2024 **to at least 90%** by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier 1: Core instruction in Purposeful People, Monthly Character Traits, Bark Big 3 Schoolwide Expectations, MTSS Flowchart, Positive Acknowledgement and Rewards	Purposeful People PBIS Tier 1 Interventions	24-25	Counselor MTSS Facilitator PBIS team	SRSS-IE screener 5/year Student Safety Practice Survey 3/year PBIS Rewards Check-ins
2	Tier 2: In addition to Tier 1 supports, identified students will receive support matched to their needs (CICO, Breaks are Better, Social Groups)	Tier 2 Interventions	24-25	Counselor MTSS Facilitator PBIS team	SRSS-IE screener 5/year Student Safety Practice Survey 3/year
3	Tier 3: In addition to Tier 1 & 2 supports, identified students will receive support matched to their needs (FBA, BIP, IEP, outside services)	Tier 3 Interventions	24-25	Counselor MTSS Facilitator PBIS team	SRSS-IE screener 5/year Student Safety Practice Survey 3/year

ENGAGED LEARNERS

Canyon View Elementary

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPs

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPs

- The **inclusion rate for special education** students at Canyon View **will go from 52.7%** as of November 2023 **to at least 55.7 %** by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Teach staff on effective inclusionary practices and encourage staff to attend building and district PD (UDL and Inclusionary Practices Cohort). Utilize Building Experts to communicate and demonstrate ways to accommodate, modify, and scaffold instruction as well as remove barriers to learning.	UDL Guidelines Encourage staff to participate in KSD's Inclusionary Practices Cohort (those who participate will share ideas with staff)	24-25	KSD SPED Admin, School Psych, SPED teachers, MTSS Facilitator, ML Facilitator	Collaborative Teams, IEPs, MDTs, LRE platform data, CFAs
2	Collaboration and Communication with all Stakeholders (monthly KSD SPED Admin meetings, monthly SPED Teacher/Admin meetings, monthly SPED meetings w/Collaborative Teams)	Teacher Collective Efficacy Regular communication regarding shared SPED students and effective strategies to meet their needs	24-25	KSD SPED Admin, School Psych, SPED teachers, MTSS Facilitator	Collaborative Teams, IEPs, MDTs, LRE platform data, CFAs
3	Focus on understanding and following IEPs and ensuring accommodations and modifications are being followed. Utilize Building Experts to communicate and demonstrate ways to accommodate, modify, and scaffold instruction as well as remove barriers to learning.	Effective LRE Practices Regular communication between SPED and GenEd teachers regarding IEP's/504's	24-25	KSD SPED Admin, School Psych	Collaborative Teams, IEPs, MDTs, LRE platform data, CFAs

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of **all students meeting grade level state standards** in reading at Canyon View **will go from 43%** and for **ML students** from **20%** as of Spring 2023 **to at least 46% for all students and 23% for ML students** by Spring 2024 as reflected on to the OSPI report card.
- The % of **all students making high growth on state standards** in ELA at Canyon View **will go from 28.4%** and for **ML students making progress towards proficiency from 47.93%** as of Spring 2023 **to at least 31.4% for all students and for ML students making progress towards proficiency to 50.93%** by Spring 2024 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier 1: Collaborative teams will use 4 critical Q's to guide instruction and assessment (essential standards, differentiation, common assessments, data analysis) and will Focus on Teacher Clarity. They will identify 2-3 Essential Standards and create Common Formative Assessments. Teams will use SBA Interim Question Stems within their CFA's or concurrently. Teams will work with ML, MTSS Facilitator, and SPED teachers to implement effective strategies to make learning accessible for ALL students.	MTSS Essential Tier 1 Features Intensifying Tier 1 Hattie's Effect Sizes UDL	24-25	-ML & MTSS Facilitator -SPED teachers -ELlevation data -State Standards -Star -SBA Interims	K-5 will Progress monitor every 6 weeks using Star Reading, CBM, Freckle data to adjust/monitor/assign lessons. 3-5 will integrate SBA Interims into regular practice (Daily practice and CFAs). Regular Data meetings with Admin/MTSS Facilitator/Collaborative Teams.
2	Tier 2: In addition to Tier 1 Supports, Collaborative Teams will differentiate instruction to target individual student needs (Freckle Lessons/Small Group instruction) for those not meeting standards and for those exceeding. Book Club Intervention will be based on specific skill need with the goal of fluidity between groups.	Essential Tier 2 Features Hattie's Effect Sizes UDL	24-25	-ML/MTSS Facilitator -SPED teachers -ELlevation data -CCS -Star -SBA Interims	Collaborative Teams will analyze STAR/CBM data, Common Formative Assessments (CFA), and SBA Interims to adjust Book Club skill groups and student placement.
3	Tier 3: In addition to Tier 2 Supports, Collaborative Teams will work with Reading and SPED teachers to adjust/modify instruction and lessons for identified students.	Essential Tier 3 Features Hattie's Effect Sizes UDL	24-25	Same as above	Gen Ed, SPED teachers will collaborate using data from STAR, CFA, and SPED IEP Goals/IXL.

GROWTH AND PROFICIENCY - MATH

DISTRICT INDICATOR-MATH

- **TARGET-** The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of **all students meeting grade level state standards** in math at Canyon View **will go from 31.9%** and **for ML students** will go from **11.4%** as of Spring 2023 to **at least 34.9% for all students** and **14.4% for ML students** by Spring 2025 according to the OSPI report card.
- The % of **all students making high growth on state standards** in Math at Canyon View will **go from 24.1%** and **for ML students making progress towards proficiency from 47.93%** as of Spring 2023 to **at least 27.1% for all students** and **for ML students making progress towards proficiency to 50.93%** by Spring 2024 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier 1: Collaborative teams will use 4 critical Q's to guide instruction and assessment (essential standards, differentiation, common assessments, data analysis) and will Focus on Teacher Clarity. They will identify 3-5 Essential Math Standards and create Common Formative Assessments. Teams will use SBA Interim Question Stems within their CFA's or concurrently. Teams will work with ML, MTSS Facilitator, and SPED teachers to implement effective strategies to make learning accessible for ALL students.	MTSS Essential Tier 1 Features Intensifying Tier 1 Hattie's Effect Sizes UDL	24-25	-ML & MTSS Facilitator -SPED teachers -ELlevation data -State Standards -Clearmath curriculum Star -SBA Interims	K-5 will Progress monitor every 6 weeks using Star Math and Freckle data to adjust/monitor/assign lessons. 3-5 will integrate SBA Interims into regular practice (Daily practice and CFAs). Regular Data meetings with Admin/MTSS Facilitator/Collaborative Teams.
2	Tier 2: In addition to Tier 1 Supports, Collaborative Teams will differentiate instruction to target individual student needs (Freckle Lessons/Small Group instruction) for those not meeting standards and for those exceeding. Math Club Intervention will be based on specific skill need with the goal of fluidity between groups.	Essential Tier 2 Features Hattie's Effect Sizes UDL	24-25	-ML/MTSS Facilitator -SPED teachers -ELlevation data -CCS -Clearmath interventions -Star -SBA Interims	Collaborative Teams will analyze STAR Math data, Common Formative Assessments (CFA), and SBA Interims to adjust Math Club skill groups and student placement.
3	Tier 3: In addition to Tier 2 Supports, Collaborative Teams will work with SPED teachers and MTSS Facilitator to adjust/modify instruction and lessons for identified students.	Essential Tier 3 Features Hattie's Effect Sizes UDL	24-25	Same as above	Gen Ed & SPED teachers will collaborate using data from STAR, CFA, and SPED IEP Goals/IXL.

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 92.5%, from Spring of 2024 to 95.5% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 85%, from Spring of 2024 to 88% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with Reading Foundation	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support Team	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Canyon View Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$3,502,486	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$135,251	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$322,083 \$113,486	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$218,854	Intents/Purposes: To <u>provide</u> s services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u>
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that <u>accelerate learning</u> for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for <u>staffing to teach advanced lessons and/or programs and after school activities</u> .
Total	\$4,292,160	

Cascade Elementary School Improvement Plan 2024-2025



Vision Statement

At Cascade Elementary, we strive to create a safe and inclusive environment where every student is empowered to thrive. We are dedicated to fostering a culture of respect, acceptance, and diversity, where each child is valued for who they are. Through positive learning experiences and research-based practices, we nurture curiosity, resilience, and personal growth. We believe in open, honest communication and are committed to helping students develop the skills they need to become confident, compassionate, and capable learners who are prepared to face the future with courage and creativity.

What Makes Us Proud

Cascade has a strong tradition of student success and there is a substantial pursuit to recognize the successes, talents, and contribution of each student.

Culture of Equity Statement

Cascade Elementary believes that all students can learn and achieve at high levels. Student attendance, discipline, and achievement data is analyzed to uncover any existing achievement gap between measures and performance of groups of students, especially groups defined by gender, race, language, disability, socio-economic status, and program participation.

Goals

Math

- By June 12, 2025, > 70% of Cascade students in grades K-5 will be proficient in math as measured on the STAR Math assessment from fall to spring.

Reading

- By June 12, 2025, > 70% of Cascade students in grades K-5 will be proficient in reading as measured on the STAR Reading assessment from fall to spring.

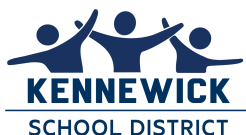
Social Emotional Learning

- By June 12, 2025, over 90% of Cascade 3-5 students will feel safe and valued.

Family Engagement

- Action Team Partnership Committee (ATP) will analyze the results of family engagement survey and develop action items to increase family engagement;

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Cascade Elementary
505 S. Highland Dr.
Kennewick, WA 99337
(509) 222-5300

Principal:
Dr. Julie Nelson

cascade.ksd.org



2024-2025

School Improvement Plan

~Cascade Elementary Staff



Mission Statement:

Our mission is to ensure that ALL students at Cascade are safe, known, valued, and achieve at high levels!

Vision Statement:

At Cascade Elementary, we strive to create a safe and inclusive environment where every student is empowered to thrive. We are dedicated to fostering a culture of respect, acceptance, and diversity, where each child is valued for who they are. Through positive learning experiences and research-based practices, we nurture curiosity, resilience, and personal growth. We believe in open, honest communication and are committed to helping students develop the skills they need to become confident, compassionate, and capable learners who are prepared to face the future with courage and creativity.

Equity Statement:

Cascade Elementary believes that all students can learn and achieve at high levels. Student attendance, discipline, and achievement data is analyzed to uncover any existing achievement gap between measures and performance of groups of students, especially groups defined by gender, race, language, disability, socioeconomic status, and program participation.

OSPI School Report Card



530

Students Enrolled
2023-24 School Year

43.1%

Met ELA*
Standards

35.3%

Met Math
Standards
Spring 2023

41.0%

Met Science
Standard



Graduated in 4 Years
2022-23 School Year



16.6% **34.6%**

High Math
Growth

High ELA*
Growth

2022-23 School Year



72.6%

Students Attending 90% or
More of School Days
2022-23 School Year



\$14,584

Per-pupil Expenditure
2022-23 School Year



31

Number of Classroom
Teachers
2022-23 School Year



9.3

Average Years of Teaching
Experience
2022-23 School Year

*ELA = English Language Arts

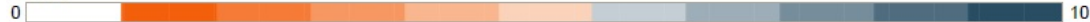
Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

Washington School Improvement Framework Data

Cascade Elementary School
2023 WSIF Run Measures by Student Group

	All Students	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	50.3%			13.4%	39.5%	35.8%		17.9%	43.6%	58.3%
Math Proficiency Rate	40.5%			5.9%	27.5%	31.3%		16.4%	33.3%	49.9%
ELA Median SGP	45			34	46	40			50.5	45
Math Median SGP	35			28	35	33			32.5	36
Graduation Rate										
EL Progress Rate*	61.4%									
Regular Attendance Rate	74.6%		80.0%	69.3%	65.7%	70.4%		66.7%	76.1%	80.4%
Ninth Grade On Track Rate										
Dual Credit Rate										

Deciles



*The EL Progress measure only applies to students who are English Learners..

Note: if no data is displayed, please select a school on the Summary/School Selection page.

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Approximately three-quarters of Cascade students attend school regularly. Hence, one-quarter or approximately 25% of our students are absent from school more than two days each month which can result in learning loss. The absence rate intensifies in our English Learner and Special Education subgroups. This would indicate that our students who are already experiencing learning challenges due to language or ability may continue to experience challenges due to lack of regular attendance and therefore their achievement is impacted negatively.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

There were multiple forms of data considered when determining areas of strength, opportunity for growth, and student patterns and/or trends. Teams of Cascade staff analyzed SWIS Office Discipline Referral data, the annual PBIS Tiered Fidelity Inventory, KSD student safety survey results, and Student and Staff Perceptions of Behavior and Discipline survey data. Strengths to celebrate include: students enjoy coming to school and being a Cascade Cougar, students and staff are very familiar with the schoolwide expectations and procedures and routines are regularly taught and reinforced throughout the school year, students enjoy receiving Cougar Paws, and staff feel like PBIS is an important part of our school. Opportunities for growth include: continuing to ensure that all students feel safe, known, and valued at school and have a trusted adult, clarifying for students what fair and consistent discipline looks like in their classrooms, on the playground, in the cafeteria, and other settings at Cascade, communicating with families regarding SEL/Behavioral supports being provided at school and available in the community.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

The overall percentage of students indicating they feel safe, known, and valued at Cascade on the 2024 Student Safety Survey was 82%. The overall percentage dropped slightly from the previous year's survey data. Additional data gathered on the Tiered Fidelity Inventory (TFI) showed that 100% of the students surveyed during the TFI process enjoy coming to school. The majority of students interviewed (98%) feel safe at school and nearly all of them could identify a trusted adult (93%).

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

In the fall of 2023, data show 57% of students receiving Special Education support were accessing the general education classroom 80-100% of their school day or LRE 1. By the spring of the same school year, the percentage of students accessing general education instruction at a LRE 1 rate increased to approximately 72% which would indicate that more Special Education students are being instructed in the general education setting, receiving accommodations in the classroom, and learning alongside their peers. [Data](#) would also indicate students who are accessing general education intervention support are growing as evidenced by their STAR assessments Student Growth Profile.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Our end-of-year (April) rate as measured on the STAR math assessment showed 32.7% (State Benchmark) of our students in grades 1 through 5 scored at or above the proficiency benchmark. 69.7% of the same group of students showed expected growth progress measure from the beginning-of-the year assessment to the April, 2024 administration on the STAR math assessment. [Smarter Balanced Assessment](#) results show approximately 34% of our 3rd, 4th, and 5th grade students scored at a level 3 or 4 during the spring 2024 administration, a slight decrease from the previous spring administration during the 2023 school year of 37% of our students in grades 3, 4, and 5 scoring at a level 3 or 4. Further analysis is needed during the fall of 2024 to identify student's growth from one year to the next on the Smarter Balanced Assessment in grades 4 and 5 and plan specific instruction and intervention to support student growth. Students in the following subgroups performed below the average on both reading and math on both [STAR and SBA](#), multilingual students, migrant students, and special education students.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Our end-of-year (April) rate as measured on the STAR reading assessment showed 44.9% (State Benchmark) of our students in grades Kindergarten through 5th grade scored at or above the proficiency benchmark. 69.7% of the same group of students showed expected growth progress measure from the beginning-of-the year assessment to the April 2024 administration on the STAR reading assessment. [Smarter Balanced Assessment](#) results show approximately 43% of our 3rd, 4th, and 5th grade students scored at a level 3 or 4 during the spring 2024 administration. This is the same percentage of students in grades 3, 4, and 5 who scored level 3 or 4 during the 2023 school year. Cohort groups of students, 3rd (2023) to 4th grade (2024) students increased their level of proficiency from 42% to 52% proficient and 4th (2023) to 5th (2024) students grade increased their level of proficiency from 37% to 43% proficient. Further analysis is needed during the fall of 2024 to identify student's growth from one year to the next on the Smarter Balanced Assessment in grades 4 and 5 and plan specific instruction and intervention to support student growth. This would include our subpopulations. Our WIDA year-end results demonstrated the majority of our bilingual students showed growth in acquiring English language proficiency from the beginning of the year to the end of the year. 13 of the 76 students assessed demonstrated significant mastery and no longer show the explicit need for language intervention and support, a tremendous accomplishment for these students and the staff. Students in the following subgroups performed below the average on both reading and math on both [STAR and SBA](#), multilingual students, migrant students, and special education students.

Attendance

KSD Attendance Indicator- % of students regularly attending school; (<2 excused or unexcused absences on average per month)

- ❖ Attendance Target: % is increasing by >2% each year over the next four years

Cascade Goals

- ❖ By June 12, 2025, 80% of students at Cascade will attend school regularly (<2 unexcused absences/month) as measured by campus developed data dashboard. Students in the Chronic Absenteeism category will increase average monthly attendance.

Systemic Goal 1: Use data to implement and monitor systems of support that meet the achievement, attendance, and behavior/SEL needs of students at Cascade.

Actions/Activities/Strategies	Timeline/Progress Monitoring and Communication	Resources/Who's Responsible?
Use of a data dashboard to monitor and analyze student attendance Reference: OSPI Behavior Menu of Best Practices	Dashboard will be monitored weekly over the course of the school year, reviewed/analyzed bi-weekly, and shared with staff three times a year.	Data dashboard/West

Systemic Goal 2: Develop a collaborative culture by focusing on curriculum, instruction, and assessment practices to improve teaching and learning.

Strengthen Tier 1 supports for students, families, and teachers; increase positive awareness, recognition, and communication acknowledging attendance rate. Reference: OSPI Behavior Menu of Best Practices	Weekly attendance awards for classrooms, perfect attendance for individual students month, monthly parent communication	Parent communication tools, positive acknowledgement tools (certificates, awards, prizes) for students/K-5 teachers and West
Strengthen Tier 2 and 3 supports for students with poor attendance rate, including increased communication and resources for families. Reference: OSPI Behavior Menu of Best Practices	Bi-weekly parent phone calls, regular attendance committee meetings as needed, trimester check with school staff to monitor progress	Medical, mental health, behavioral, and housing assistance resources as needed; attendance letters/West, Donley, Senske, Michel

Behavior, Safety and Belonging

KSD Behavior Indicator- % of students receiving out of school exclusionary discipline.

KSD Safety and Belonging Indicator: % of students reporting they feel safe, included, and welcomed at school.

- ❖ Behavior Target: decreasing 2% every year over the next four years.
- ❖ Safety and Belonging Target: \geq 90% each year.

Cascade Goals

- ❖ Behavior Goals: By June 12, 2025, > 70% of Cascade students in grades K-5 will report they feel students are disciplined fairly as measured on the [Student Perceptions of Behavior and Discipline](#).
- ❖ Safety and Belonging Goal: By June 12, 2025, > 90% of Cascade students in grades 3-5 will report they feel safe, known, and valued as evidenced in the [KSD Student Safety Survey](#).

Systemic Goal 1: Use data to implement and monitor systems of support that meet the achievement, attendance, and behavior/SEL needs of students at Cascade.

Actions/Activities/Strategies	Timeline/Progress Monitoring and Communication	Resources/Who's Responsible?
Use of a data dashboard to monitor and analyze student behavior and social-emotional wellness. Reference: OSPI Behavior Menu of Best Practices	Dashboard will be monitored weekly over the course of the school year, reviewed/analyzed bi-weekly, and shared with staff three times a year.	Data dashboard, SAEBERS, SWIS/Michel

Systemic Goal 2: Develop a collaborative culture by focusing on curriculum, instruction, and assessment practice to improve teaching and learning.

Strengthen Tier 1 supports for students, families, and teachers; increase recognition for positive behavior (positive referrals), use of Social, Academic, and Behavior Risk Screener (SABERS), strengthening and enhancing classroom management structures, tools, and procedures that are culturally and socially relevant. Reference: OSPI Behavior Menu of Best Practices	Monthly Behavior Committee meetings, communication with staff regarding specific topics, parent communication at bi-annual parent-teacher conferences (November and March), three times a year communication with staff re. strengths, trends, growth opportunities with SEL support.	Tier 1 Behavior Coaching, regular monthly committee meetings, additional resources as recommended by committee throughout the year/Michel, Senske, Swoboda, Behavior Team
Strengthen Tier 2 and 3 supports for students with increased behaviors (more and varied T2 and T3 supports), investigate community resources/partners to provide behavioral, mental health support to families and students, implementing trauma-informed instructional and discipline strategies, collaborating with special education, use of SABERS. Reference: OSPI Behavior Menu of Best Practices	Weekly T2 and T3 Behavior support meetings, three times a year small group SEL/Behavior groups including identification, communication with families, staff, and students, progress monitoring and review, regular updates regarding success of supports at weekly meetings, share with staff at monthly T1 meeting.	Professional development for teachers and paras (trauma informed discipline, T2 and T3 supports, form and function of behavior, and documentation)./Senske, Michel, Nelson

Academic Achievement and Engaged Learners

Cascade Elementary School

KSD Academic Achievement Indicator: % of students making annual growth and meeting grade level standards.

KSD Engaged Learners Indicator- % inclusion rate for students with IEP's.

- ❖ Academic Achievement Target: decreasing 2% every year over the next four years.
- ❖ Engaged Learner Target: \geq 90% each year.

Cascade Goals

- ❖ Reading Goal: By June 12, 2025, > 70% of Cascade students in grades K-5 will be proficient in reading as measured on the STAR Reading assessment from fall to spring.
-The percentage of students demonstrating growth in subgroups (ML, Migrant, and SpEd) will increase \leq 5% by June 12, 2025 on both SBA and STAR.
- ❖ Math Goal: By June 12, 2025, > 70% of Cascade students in grades K-5 will be proficient in math as measured on the STAR Math assessment from fall to spring.
-The percentage of students demonstrating growth in subgroups (ML, Migrant, and SpEd) will increase \leq 5% by June 12, 2025 on both SBA and STAR.
- ❖ Engaged Learners: By June 12, 2025, 100% of Cascade students who receive specially designed instruction will have their educational plan evaluated by their educational team to determine appropriate least restrictive environment (LRE).

Systemic Goal 1: Use data to implement and monitor systems of support that meet the achievement, attendance, and behavior/SEL needs of students at Cascade.

Actions/Activities/Strategies	Timeline/Progress Monitoring and Communication	Resources/Who's Responsible?
Use of a data dashboard to monitor and analyze student achievement in reading, math, and least restrictive environment (LRE). Reference: OSPI English Language Arts Menu of Best Practices OSPI Mathematics Menu of Best Practices	Dashboard will be monitored every six weeks over the course of the school year, reviewed/analyzed and shared with staff; LRE will be evaluated monthly over the course of the school year.	Data dashboard/Nelson, Crowther, Ickes, K-5 teachers

Systemic Goal 2: Develop a collaborative culture by focusing on curriculum, instruction, and assessment practices to improve teaching and learning.

Strengthen Tier 1 instruction through continued development of Professional Learning Communities with a focus on Collaborative Teaming, identification of essential standards in all grades in reading, writing, math, and science , unit planning with an intentional focus on vocabulary instruction and making thinking visible (Thinking Maps), systematic and coordinated phonological and phonemic awareness instruction (UFLI), regular data analysis, instructional planning and delivery, and students as assessment partners/student goal setting, and computer science (CS). Reference: OSPI English Language Arts Menu of Best Practices OSPI Mathematics Menu of Best Practices	Staff will work in Collaborative Teams during the summer and fall to identify essential standards, attend PD on Highly Capable, Clear Math, Thinking Maps, and Updated TPEP Student Growth Goals. Staff will also participate in unit planning and other agreed upon instructional strategies monthly. Progress monitoring will be conducted regularly throughout the school year and shared with students and families. Review of CS impact will be conducted mid and end of year to determine steps forward in subsequent years.	Thinking Maps Professional Development, additional planning time for teachers, Jeanine Butler Educational Consulting services, Clear Math Professional Development, PLC Guiding Coalition PD, Ellipsis Curriculum, UFLI Materials/Nelson, Crowther, Ickes, K-5 teachers/paraeducators
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(Continued) Academic Achievement and Engaged Learners

Cascade Elementary School

Cascade Goals

- ❖ Reading Goal: By June 12, 2025, > 70% of Cascade students in grades K-5 will be proficient in reading as measured on the STAR Reading assessment from fall to spring.
- ❖ Math Goal: By June 12, 2025, > 70% of Cascade students in grades K-5 will be proficient in math as measured on the STAR Math assessment from fall to spring.
- ❖ Engaged Learners: By June 12, 2025, 100% of Cascade students who receive specially designed instruction will have their educational plan evaluated by their educational team to determine appropriate least restrictive environment (LRE).

Systemic Goal 2: Develop a collaborative culture by focusing on curriculum, instruction, and assessment practices to improve teaching and learning.

Actions/Activities/Strategies

Strengthen Tier 2 and 3 instruction through continued development of Professional Learning Communities with a focus on Collaborative Teaming (specifically questions #3 and #4) in reading (using UFLI materials) and math, extending math instructional time to provide small group intervention support, regular data analysis to monitor at-risk student progress, grade level specific job-embedded professional development on Universal Design for Learning (UDL) and Inclusionary Practices (IP) focusing on special education and bilingual learners, reviewing service matrices to adequate and appropriate educational support.

Reference: [OSPI English Language Arts Menu of Best Practices](#)
[OSPI Mathematics Menu of Best Practices](#)

Timeline/Progress Monitoring and Communication

Staff will work in Collaborative Teams during the summer and fall to evaluate multiple forms of student achievement data; [progress monitoring](#) will be conducted regularly during the school year and data will be used to revise support and intervention groups in both reading and math. Staff will participate in job-embedded PD four times throughout the year.

Resources/Who's Responsible?

PD provided by ESD 123 on Universal Design for Learning and Inclusionary Practices, UFLI Instructional Materials/Nelson, Crowther, Ickes, K-5 teachers and paraeducators

Family and Community Engagement Plan

Cascade Elementary School

KSD Family and Community Engagement Goals:

- ❖ 90% of parents report having opportunities to learn about and provide input on district and school programs.

Cascade Goals

- ❖ By June 12, 2025, the rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 76% to 90% as reflected on the 2024-2025 KSD Family Survey question #9

Systemic Goal 3: Connect students and teachers to the school and community that create a sense of belonging through extended learning opportunities within and outside the school day.

Actions/Activities/Strategies	Timeline/Progress Monitoring and Communication	Resources/Who's Responsible
Action Team Partnership Committee (ATP) will analyze the results of family engagement survey and develop action items to increase family engagement; Reference: OSPI Whole Child Initiative	The team will review data points from the spring 2024 family engagement survey over the course of the school year at monthly meetings; action items will be developed by November and implemented in January 2025 as reflected in the one-year plan .	Family engagement survey/ATP, teachers, administrators

Systemic Goal 4: Engage our local and school community in building relationships that promote the success of each student and help them envision their future.

5th Grade Learner Profile Projects		
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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Cascade Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,522,688	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>
Title 1 Part A - 51	\$116,252	<p>Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards.</p> <p>Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.</p>
LAP-55 LAP High Poverty 5504	\$40,289 \$164,872	<p>Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u>, <u>skill</u> development or behavior <u>supports</u>.</p> <p>Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.</p>
Bilingual- 65	\$178,087	<p>Intents/Purposes: To <u>provides</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening.</p> <p>Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u>, supplement classroom materials, professional development for staff.</p>
Migrant- 53	\$0	<p>Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards.</p> <p>Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.</p>
OSSI- 5120	\$35,000	<p>Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes.</p> <p>Use of funds to support intents/purposes: Professional development, supplement classroom materials</p>
Highly Capable – 74	\$0	<p>Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable.</p> <p>Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.</p>
Total	\$5,057,188	

Cottonwood Elementary School Improvement Plan 2024-2025



Vision Statement

Cottonwood's high expectations, safe environment, and authentic learning experiences inspire and challenge all students to Dream, Discover & Achieve.

Culture of Equity Statement

At Cottonwood Elementary we honor the uniqueness of each individual and embrace all backgrounds, values, and points of view; we strive to build a strong community where all feel safe, valued, connected, and able to achieve their greatest potential.

What Makes Us Proud

Our Quality instruction, student engagement, and high parent and community involvement have resulted in our students achieving high growth in math and ELA.

Goals

Math

- By Spring 2025, math proficiency at Cottonwood will rise to 77% for all students and 65.5% for ELL students. Math proficiency will reach 76% for all students and 59% for low-income students.
- By Spring 2025, math proficiency at Cottonwood will increase to 76% for all students and 59% for low-income students, up from 72.7% and 56.7%, respectively.

Reading

- By Spring 2024, reading proficiency at Cottonwood will increase to 77% for all students and 65% for ELL students, up from 73.8% and 62.5%, respectively.
- By Spring 2025, ELA proficiency will rise to 81% for all students and 74% for low-income students, up from 78.1% and 70.9%.

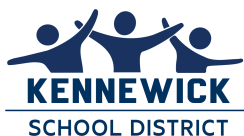
Social Emotional Learning

- By Spring 2025, 90% of students at Cottonwood Elementary will feel safe and welcomed, up from 89%. Students feeling safe on the bus will increase from 81% to 84%.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Cottonwood Elementary
16734 Cottonwood Creek Blvd.
Kennewick, WA 99338
(509) 222-6400

Principal:
Jacki Moore
cottonwood.ksd.org




2024-2025 School Improvement Plan

SIP Team Members:

Jacki Moore, Principal
Alyce Budzeck, Assistant Principal

Leadership Members:

Janelle Klages, Reading Specialist
Sue Phillips, Second Grade Teacher
Leslie Joseph, Kindergarten Teacher
Tamara Barcus, Third Grade Teacher
Rhonda Gallagher, First Grade Teacher



Vision: Cottonwood's high expectations, safe environment, and authentic learning experiences inspire and challenge all students to Dream, Discover & Achieve.

Equity Statement: At Cottonwood Elementary we honor the uniqueness of each individual and embrace all backgrounds, values, and points of view; we strive to build a strong community where all feel safe, valued, connected, and able to achieve their greatest potential.

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Cottonwood Elementary

Address and Phone
16734 S. COTTONWOOD CREEK BLVD
KENNEWICK, WASHINGTON 99338
509.222.6404

Enrollment

Enrollment
2023-24 School Year
450

Low-Income
2023-24 School Year
21.6%

English Language Learners
2023-24 School Year
5.6%

Finance



Per Pupil Expenditure
2022-23 School Year
\$17,075

Attendance



Students Attending 90% or
More of School Days in the
2022-2023 School Year
87.1%

Assessment

Foundational Grade-level Knowledge (and above)

Consistent Grade-level Knowledge (and above)

ELA
2023-24 School Year

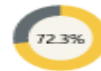
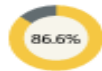
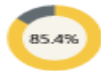
Math
2023-24 School Year

Science
2023-24 School Year

ELA
2023-24 School Year

Math
2023-24 School Year

Science
2023-24 School Year



Educators

Average Class Size
2022-23 School Year



14.7



Teacher Count
2022-23 School Year

30

Percent Teachers with Master's Degree or Higher
2022-23 School Year



76.7%



Teacher Experience
2022-23 School Year

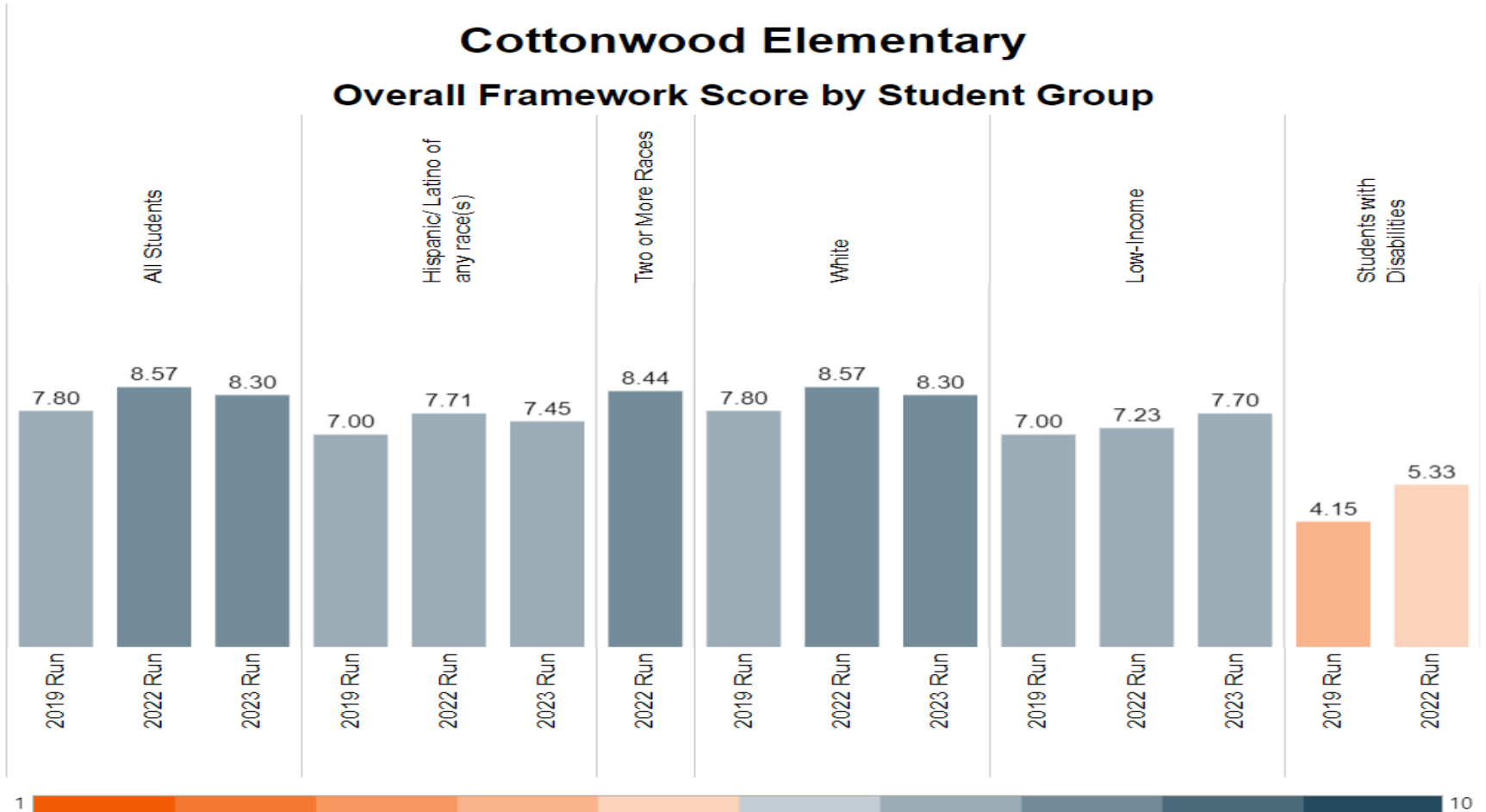
17.3

Some data is not disclosed to protect student privacy and will be represented by a blank for student related measures. Due to reporting cycles, the most recent data for each measure is from different school years. If a Finance or Educator measure is blank, there is no data for that organization in the currently reported year.

To see more, visit <https://reportcard.ospi.k12.wa.us/>

WSIF DATA

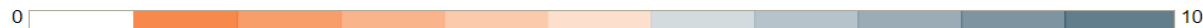
Cottonwood Elementary Overall Framework Score by Student Group



WSIF DATA

Cottonwood Elementary 2023 Run Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	78.1%					62.5%	70.9%		57.6%	77.5%	79.9%
Math Proficiency Rate	72.7%					62.5%	56.7%		53.0%	57.5%	75.2%
ELA Median SGP	51					48	48				52
Math Median SGP	57					81	62.5				57
Graduation Rate											
EL Progress Rate*											
Regular Attendance Rate	93.5%				79.1%	83.9%	86.4%		93.3%	92.0%	94.8%
Ninth Grade On Track Rate											
Dual Credit Rate											



*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group.

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Our data shows that attendance is lower for our ELL, Hispanic, and Low Income subpopulations. It's crucial to consider factors that may influence attendance, such as cultural norms, language barriers, transportation issues, or family circumstances. Understanding these factors can help in developing strategies to improve attendance rates.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

Our behavior data shows that our students with 504 plans are having more exclusion than our general education students. We need to add supports into the 504 plans for behavior and implement more Tier 2 interventions for our 504 students.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

Our student survey data indicates that our students do not feel safe on the bus. Our third grade students indicated that only 76% of them felt safe on the bus. Our Admin will work with the transportation department to build relationships and trust with the drivers and students. We will have an assembly about bus expectations.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Our LRE data is very good. Resource Room students and Life Skills students are both being served as much as possible in the general education setting. To continue this trend we will continue to monitor our data. Our goal is to increase our primary Life Skills students general education minutes.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Our growth and proficiency in Math was very high on the STAR Assessment. As a building this year our goals will be around the implementation of Clear Math curriculum and implement a Tier 2 model for meeting all students abilities for intervention and enrichment. We also want to implement grade level pre assessments to see what math skills students have mastered before teaching the standard.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Our growth and proficiency in ELA was also very high this year on the STAR assessment. Our data showed that we were able to move our intensive reading students in every grade level. As a building our goals this year will be to learn more about the science of reading and implementing those strategies in our classrooms. Reading fluency will be our main focus for K-5.

ATTENDANCE

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The overall attendance rate for all students at Cottonwood will go from 87.1% from the 2022-2023 school year, to 89% and for ELL students the rate go from 61.9% to 65% by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Attendance letters sent home to families to have attendance meetings after 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year. We will continue to support of ELL families and assist them in overcoming barriers to attending school.	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it. We will continue to print reports monthly to monitor attendance issues.
2	Attendance conferences to meet with family and student to identify barriers for them attending school and go over the importance of regular attendance. We will review any barriers for attendance with our ELL families.	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.
3	Community Engagement Board working with JJC and BJ Wilson. Community engagement board identifies additional barriers and contract goes into place to ensure regular attendance.	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The overall out of school discipline rate for all students at Cottonwood will go from 1.1% from the 2022-2023 school year, to 0.8% and for 504 students from 9.4% to 8.0% for 504 students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Our Tier 2 team will analyze our behavioral data trends regularly. We will work with our 504 coordinator to address the behavioral issues that our 504 students are having.	SWISS Data and OSPI guidance	24/25 school year	SWISS, OSPI < PBIS	SWISS, 504 meetings and plans
2	MTSS Tier 1- every child receives core instruction which includes SEL Purposeful People, SEL standards, PBIS, and connecting with families through our ATP committee.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, parent surveys, student surveys, and staff surveys
3	MTSS- Tier II- roughly 14% of our students receive Tier II services through Check in Check out, Breaks R Better, and Social Skills groups.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, SRSS survey, CICO and BRB data tracker with Home-School communication

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Cottonwood Elementary School will go from 89%, from Spring of 2024 to 90% and students feeling safe on the bus will go from 81% to 84% by the Spring of 2025 as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	MTSS Tier 1- every child receives core instruction which includes SEL Purposeful People, SEL standards, PBIS, and connecting with families through our ATP committee.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, parent surveys, student surveys, and staff surveys
2	MTSS- Tier II- roughly 14% of our students receive Tier II services through Check in Check out, Breaks R Better, and Social Skills groups.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, SRSS survey, CICO and BRB data tracker with Home-School communication
3					

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPs

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPs

- The inclusion rate for special education students at Cottonwood will go from 68.3% as of November 2023 to at least 73.3% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Principal and Assistant Principal will meet monthly with our Resource Room Teacher and Life Skills teachers to review current LRE.	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data
2	Principal and Assistant Principal will analyze data for opportunities to increase students LRE when appropriate and the IEP team agrees.	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data
3	Special education staff educates general education staff on strategies for inclusionary practices.	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data
4	Special education director educates special education teachers and administration on LRE.	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The overall percentage of all students meeting grade level state standards in reading at Cottonwood will go from 73.8% from Spring 2023, to 77% and for ELL students from 62.5% to 65% by Spring 2025 as reflected on to the OSPI report card.
- The overall percentage of all students achieving proficiency on state standards in ELA at Cottonwood will go from 78.1% from Spring 2023, to 81% and for low income students will go from 70.9% to 74% by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Book Study for Science of Reading	PLCs with support staff, tiered supports through WTR	Sept-June	STAR, STAR CBM	Principal, Asst. Principal
2	Intervention teachers, paras and sped staff work with classroom teachers to focus on explicit instruction of Reading Fluency.	Reviewing data by skill and monitoring impact	Sept-June	Calendar of meetings	Principal, Asst. Principal
3	Staff focuses on the identified essential standards and the STAR Focus standards, following their plan on the Standards Map.	Reviewing data by standard	Sept-June	Essential Standards list	Principal, Asst. Principal

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Cottonwood will go from 73.8% from Spring 2023, to 77% and for ELL students will go from 62.5% to 65.5% by Spring 2025 according to the OSPI report card.
- The percentage of all students achieving proficiency on state standards in Math at Cottonwood will go from 72.7% from Spring 2023, to 76% and for low income students will go from 56.7% to 59% by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	All grade levels will implement the new Clear Math curriculum. "Walk to Math" time will be discussed and implemented as grade level teams are ready based on student data.	PLCs with support staff, tiered supports through WTM	Sept-June	STAR, STAR CBM	Principal, Asst. Principal
2	Classroom teachers will plan grade level pre assessments during PLC time and review data, create groups and plan lessons.	Reviewing data by skill and monitoring impact	Sept-June	Calendar of meetings	Principal, Asst. Principal
3	Staff focuses on the identified essential standards and the STAR Focus standards, following their plan on the Standards Map.	Tracking student success by standard	Sept-June	Standards Maps, Essential Standards	Principal, Asst. Principal

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 96%, from Spring of 2024 to 98% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 96%, from Spring of 2024 to 98% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: Art Club and Mid Columbia Library, Boy Scouts, Girl Scouts, Red Rover	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Essential Standard work from each grade level	Each PLT	End of session feedback
3	Increase opportunities for volunteering at schools	5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool (if applicable)			Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



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 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Cottonwood Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,412,742	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$0	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$143,347 \$0	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$22,443	Intents/Purposes: To <u>provide</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u>
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u>
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$4,578,532	

Eastgate Elementary School Improvement Plan 2024-2025



Vision Statement

Each student will be empowered to reach their highest academic and social potential in a safe and nurturing environment.

Culture of Equity Statement

Eastgate Elementary believes that all students can learn and achieve at high levels. We use a variety of student assessment data to determine any existing achievement and opportunity gaps so that we can meet the needs of all of our students.

What Makes Us Proud

We take pride in our dual language program's success in fostering bilingualism, biliteracy and providing an environment that challenges and empowers students in their learning.

Goals

Math

- Eastgate Elementary will increase the percentage of students meeting grade level standards in Math. Our Hispanic students will increase at least at least 10% from 14% to 24%. All of our students will increase at least 10% from 17.6% to 27.6% as measured by Spring 2025 Math SBA.
- Eastgate Elementary will increase the percentage of students making high growth on grade level standards in Math. Our Hispanic students will increase at least at least 10% from 30.5% to 40.5%. All of our students will increase at least 10% from 17.2% to 27.2% as reflected on the OSPI report card.

Reading

- Eastgate Elementary will increase the percentage of students meeting grade level standards in ELA. Our Hispanic students will increase at least at least 10% from 44% to 54%. All of our students will increase at least 10% from 26.5% to 36.5% as measured by Spring 2025 ELA SBA.
- Eastgate Elementary will increase the percentage of students making high growth on grade level standards in ELA. Our Hispanic students will increase at least at least 10% from 30.5% to 40.5%. All of our students will increase at least 10% from 17.2% to 27.2% as reflected on the OSPI report card.

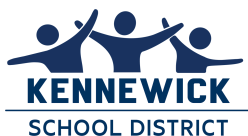
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of students at Eastgate Elementary will feel safe, included, and welcomed, up from 83% in Spring 2024.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Eastgate Elementary
910 E. 10th Ave.
Kennewick, WA 99336
(509) 222-5400

Principal:
Inés Capetillo
eastgate.ksd.org



2024-2025

School Improvement Plan

SIP Team Members:

Inés Capetillo - Building Principal
Michele Larrabee - Assistant Principal
Marcelina Carrillo - Kindergarten
Diana Valdovinos - 1st Grade
Melissa Wolfe - 2nd Grade
Melisa Hernandez - 3rd Grade
Koren Burling - 4th Grade
Jackie Cone - 5th Grade
Gabriela Epperson - Intervention
Nikki Wood - Specialists
Kathy Chumney - Dual Language
Gerardo Camargo - Professional Development



Vision:

Each student will be empowered to reach their highest academic and social potential in a safe and nurturing environment.

Equity Statement:

Eastgate Elementary believes that all students can learn and achieve at high levels. We use a variety of student assessment data to determine any existing achievement and opportunity gaps so that we can meet the needs of all of our students.

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Eastgate Elementary School

Address and Phone
910 EAST 10TH AVENUE
KENNEWICK, WASHINGTON 99336
509.585.3360

Enrollment

Enrollment
2023-24 School Year
483

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year
47.4%

Finance

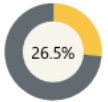
Per Pupil Expenditure
2022-23 School Year



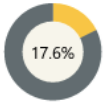
\$15,910

Assessment

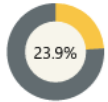
ELA
2022-23 School Year



Math
2022-23 School Year



Science
2022-23 School Year



Growth & Attendance



Have High ELA Growth
2022-23 School Year
20.8%



Have High Math Growth
2022-23 School Year
17.2%



Regular Attendance
2022-23 School Year
64.3%

Educators

Average Class Size
2022-23 School Year



11.4



Teacher Count
2022-23 School Year

35



Percent Teachers with Master's Degree or Higher
2022-23 School Year

62.9%



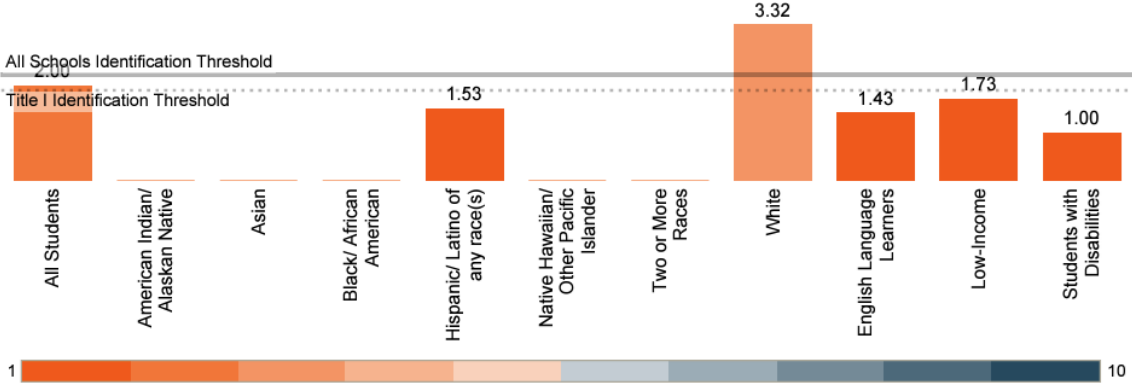
Teacher Experience
2022-23 School Year

11.1

Some data is not disclosed to protect student privacy and will be represented by N<10. Blank fields indicate no data was submitted to OSPI for this district or school. Due to reporting cycles, the most recent data for each measure may be from different school years. If a measure is blank, there is no data for that organization in the currently reported year. To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/>. If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

WSIF DATA

Eastgate Elementary School 2023 Run Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

The attendance data for the 2022-23 school year at Eastgate Elementary indicates that student attendance varies among subpopulations. Among Hispanic/Latino students, 64.0% had fewer than 2 absences per month. For students of two or more races, 60.0% had fewer than 2 absences per month. English Language Learners showed the highest attendance, with 68.4% having fewer than 2 absences per month. This suggests that while the majority of students across these subpopulations maintain good attendance, there are variations that may need targeted interventions to improve overall attendance rates.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

The data on student behavior at Eastgate reveals varying rates of short-term suspensions across different subpopulations. Specifically, 6 white students, accounting for 5.71% of the 105 enrolled, received suspensions for disciplinary incidents. Among students identified as being of two or more races, less than 18.8% experienced short-term suspensions, though the exact number of affected students isn't specified. For the Hispanic/Latino population, 14 students, representing 3.47% of the 404 enrolled, faced short-term suspensions. These figures suggest that while disciplinary issues leading to suspensions occur across all groups, the rates differ, with Hispanic/Latino students having the lowest percentage and students of two or more races potentially facing the highest, depending on the exact count.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

The student survey reveals that a majority of students across all subpopulations feel safe, known, and valued within the school community. Specifically, 88% of students overall feel safe on school grounds, with percentages ranging from 82% among white students to 93% among Multilingual Learners (ML). Friendliness is also highly rated, with 83% overall, including 91% among Special Education (SpEd) students. Furthermore, 87% of students feel included, with ML and Hispanic students feeling the most included at 89% and 88% respectively. Acceptance is notably high, with 93% of students overall feeling accepted, including 87% of SpEd students and 93% of Hispanic and ML students. These findings suggest a positive and inclusive school environment where most students feel secure, respected, and integrated.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

We are currently surpassing both the state and district averages for LRE. Our LRE improved from 83.0% in October 2022 to 88.2% in January 2023. We will continue to monitor this progress and diligently identify how to place students in their least restrictive environments on a case-by-case basis.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

The 2022-23 math proficiency data for Eastgate Elementary shows all subpopulations underperforming compared to district averages. Only 14.0% of Hispanic/Latino students met the standard, versus 20.2% district-wide. Among white students, 27.8% met the standard at Eastgate, compared to 44.2% district-wide. For English Language Learners, 7.5% met the standard, below the district’s 9.1%. Less than 11% of students with disabilities met the standard, compared to 12.7% district-wide. This underscores the need for targeted interventions to boost math proficiency for all subpopulations at Eastgate.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

The 2022-23 school year data shows significant performance disparities at Eastgate Elementary compared to district averages on the ELA state Smarter Balanced Assessments. Only 37.0% of white students at Eastgate met the ELA standard, versus 59.4% district-wide. Hispanic/Latino students at Eastgate had 22.2% meeting the ELA standard, compared to 32.7% district-wide. For English Language Learners (ELLs), 8.5% met the ELA standard, slightly below the 11.2% district average. Students with disabilities at Eastgate had less than 11% meeting the ELA standard, compared to 15.3% district-wide. These gaps highlight a need for targeted interventions at Eastgate Elementary.

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Eastgate will go from 64.3% and for Hispanic students will go from 64% as of the 2022-2023 school year to at least 68% for all students and 68% for Hispanic students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How and by whom will progress be monitored and communicated?
1	Attendance letters sent home to families detailing absences and tardies. Request for parent meetings after 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year.	Attendance timelines from KSD	24/25 school year	Letter template, attendance data from PS	All attendance will be monitored by secretary and CIS. Letters will be sent by AP
2	Whole school incentive program - each class will be working toward their own goal and will be earning prizes based on the number of days with perfect attendance.	AttendanceWorks.org	24/25 school year	Monitoring tool, prizes	All attendance will be monitored by secretary and CIS. CIS will give prizes.
3	Individual incentive program - students earn a prize for perfect attendance each month.	AttendanceWorks.org	24/25 school year	Monitoring tool, prizes	All attendance will be monitored by secretary and CIS. CIS will give prizes.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Eastgate will go from 4.1% and 4.6% of females as of the 2022-23 school year to 3.7% for all students and 4.2% of females by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	MTSS Tier I - every child K-5 receives SEL instruction from Second Steps weekly, SEL embedded into grade-level content standards, and Tier I PBIS incentives	OSPI Guidance and PBIS	24/25 school year	OSPI, PBIS, SWIS	SWIS
2	MTSS Tier II - 15-20% of students will receive tier II intervention through CICO, Breaks and Better, and/or social skills groups with the school counselor.	OSPI Guidance and PBIS	24/25 school year	OSPI, PBIS, SWIS, 2nd Steps	SWIS, Monitoring tool for social skills group, CICO tracker, Home-school communication form

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Eastgate Elementary School will go from 83% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier I PBIS incentives (paw cards) to support positive behavior at school and on the bus.	PBIS	24/25 school year	Paw cards	SWIS office referrals for major and minor behaviors
2	MTSS Tier I - every child K-5 receives SEL instruction from Second Steps weekly, SEL embedded into grade-level content standards, and Tier I PBIS incentives	OSPI Guidance and PBIS	24/25 school year	OSPI, PBIS, SWIS	SWIS
3	MTSS Tier II - 15-20% of students will receive tier II intervention through CICO, Breaks and Better, and/or social skills groups with the school counselor.	OSPI Guidance and PBIS	24/25 school year	OSPI, PBIS, SWIS, 2nd Steps	SWIS, Monitoring tool for social skills group, CICO tracker, Home-school communication form

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Eastgate will go from 85.5% as of November 2023 to at least 88.5% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Professional development on inclusionary practices.	Special Education Universal Design for Learning	24/25 school year	SPED teachers, PD	LRE percentages
2	Monitor placements in IEP meetings	Special Education	24/25 school year	SPED teachers, admin, gen ed teachers, families	LRE percentages

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- Eastgate Elementary will increase the percentage of students meeting grade level standards in ELA. Our Hispanic students will increase at least at least 10% from 44% to 54%. All of our students will increase at least 10% from 26.5% to 36.5% as measured by Spring 2025 ELA SBA.
- Eastgate Elementary will increase the percentage of students making high growth on grade level standards in ELA. Our Hispanic students will increase at least at least 10% from 30.5% to 40.5%. All of our students will increase at least 10% from 17.2% to 27.2% as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier I focus on essential standards and mastery of essential standards.	Professional Learning Communities Identify Essential Standards	24/25 school year	CCSS, STAR Benchmark & eBUFs	Regular progress monitoring, STAR reports
2	Tier II - targeted intervention on missing foundational skills. Reading teachers pull out and paras push-in to provide intentional standards based instruction for students who need additional support.	Explicit instruction	24/25 school year	CCSS, STAR, Benchmark, & BUFs	Regular progress monitoring, STAR reports

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 10% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- Eastgate Elementary will increase the percentage of students meeting grade level standards in Math. Our Hispanic students will increase at least at least 10% from 14% to 24%. All of our students will increase at least 10% from 17.6% to 27.6% as measured by Spring 2025 Math SBA.
- Eastgate Elementary will increase the percentage of students making high growth on grade level standards in Math. Our Hispanic students will increase at least at least 10% from 30.5% to 40.5%. All of our students will increase at least 10% from 17.2% to 27.2% as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier I focus on essential standards and mastery of essential standards.	Professional Learning Communities Identify Essential standards	24/25 school year	CCSS, STAR, ClearMath	Regular progress monitoring, STAR reports
2	Tier II - targeted intervention on missing foundational skills. Paras push-in to provide intentional standards based instruction for students who need additional support.	Explicit instruction	24/25 school year	CCSS, STAR, ClearMath	Regular progress monitoring, STAR reports

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 98%, from Spring of 2024 to 100% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 84%, from Spring of 2024 to 100% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: CIS, Hillspring Church (Jean Blok)	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool	5 Benefits of Volunteering		Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



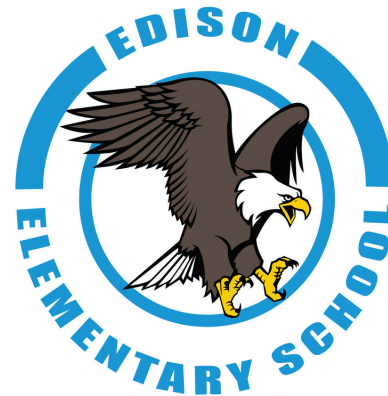
Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4TH AVE. • KENNEWICK, WA 99336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Eastgate Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,258,599	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$311,430	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$339,854 \$148,308	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness , skill development or behavior supports. Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$219386	Intents/Purposes: To provide services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator assistances , supplement classroom materials, professional development for staff.
Migrant- 53	\$69,454	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$48,722	Intents/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable - 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$5,395,753	

Edison Elementary School Improvement Plan 2024-2025



Vision Statement

Collaboratively working together to ensure every student receives the highest quality education

Culture of Equity Statement

Edison Elementary engages in a process of assessment, reflection and continual improvement to ensure all children receive the highest quality education.

What Makes Us Proud

- Edison aims to provide excellent customer service to all stakeholders
- Edison reviews student data frequently to best meet student needs.
- Edison students receive small group instruction in Reading and Math
- Edison is a professional learning community working together to support students.
- Edison utilizes Positive Behavior Interventions and Supports

Goals

Math

- By Spring 2025, math proficiency at Edison will increase to at least 55% for all students and 55% for IEP students, up from 45% each.
- High growth in math will rise to at least 30% for all students, up from 22%.

Reading

- By Spring 2024, reading proficiency at Edison will increase to at least 46% for all students, up from 36%. For ML students, it will rise to at least 35%, up from 28%.
- High growth in ELA will increase to at least 30% for all students, up from 22%.

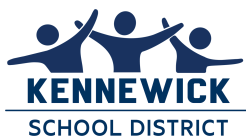
Social Emotional Learning

- The rate of all students reporting they feel safe, included and welcomed at Edison Elementary School will go from 77% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.




Edison Elementary
201 S. Dawes St.
Kennewick, WA 99336
(509) 222-5500

Principal:
Mia Shindehite
edison.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:
Mia Shindehite
Judy Vo
Brenden Plourd
Laura Staley
Shelley Zielke
Raini Bisson
Catherine Hurst
Rachelle Brown
Mark Chandler
Ronda Miller



Vision: Collaboratively working together to ensure every student receives the highest quality education

Equity Statement: Edison Elementary engages in a process of assessment, reflection and continual improvement to ensure all children receive the highest quality education.

OSPI School Report Card



335

Students Enrolled
2023-24 School Year

18.1%

Met ELA*
Standards

12.9%

Met Math
Standards

16.7%

Met Science
Standard

Spring 2023



Graduated in 4 Years
2022-23 School Year



23.1% **21.9%**

High Math
Growth

High ELA*
Growth

2022-23 School Year

*ELA = English Language Arts



54.2%

Students Attending 90% or
More of School Days
2022-23 School Year



\$20,466

Per-pupil Expenditure
2022-23 School Year



30

Number of Classroom
Teachers
2022-23 School Year



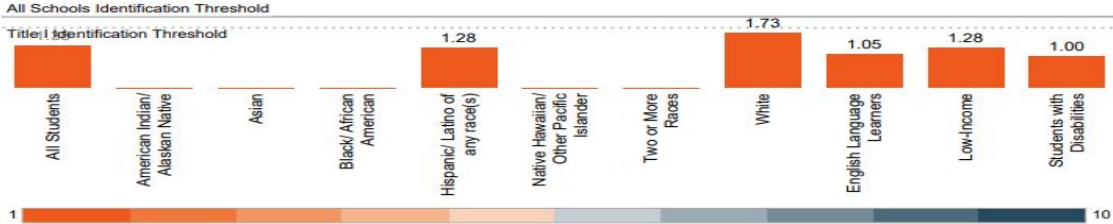
9.4

Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

WSIF DATA

Edison Elementary School
2023 Run
Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

We average 30-40 student absences a day out of a total 336 students. Our daily phone calls have increased verified absences (excused) and helped our chronically tardy students not be absent. 50.4% of our Language Learners have less than 2 absences per month.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

We have seen an increase in disruptive behavior, physical aggression and verbal aggression.

2023/24 Referral numbers by race: (referral may be the same students multiple times)

Hispanic: 1539

Male: 1908

Black/African American 137

Female: 484

White: 934

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

The student survey data identified several points of deficiency.

Among these points was that only 29% of students feel that they are treated with respect at school. We took a closer look at the survey data and discovered that only 14% of students reported that they did not feel respected by adults. This focused our efforts on student to student interactions. We also noted that only 66% of our students reported feeling safe while riding the bus. Meaning that 34% did not feel safe.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Our structured learning students are in a self contained setting. They join their general education peers for recess, lunch and specialists time. We can increase their LRE by having more students join the general education setting for their academics. We will place all our students in a general education classroom for inclusion when appropriate.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Growth Data: On an average, 70% of the students for each grade level made their annual growth according to STAR 40th rank chart.
K = 64%; 1= 79%; 2=84%; 3= 50%; 4= 64%; 5= 70%
Proficiency: These are percentages of students at each grade level who are at/or above grade level (Green only).
Fall: K= (17/58) 31%; 1= (19/45) 46%; 2= (14/53) 30%; 3= (7/49) 15%; 4= (17/47) 38%; 5= (12/60) 21%
Spring: K= (21/58) 40%; 1= (34/45) 77%; 2= (24/53) 47%; 3= (13/49) 27%; 4= (21/47) 45%; 5= (19/60) 32%

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Growth data/STAR Assessment Fall to Spring Percentages of students at each grade level who met the 50 point SGP are: 5th - 47% (29/62), 4th - 48% (26/54), 3rd - 43% (25/58), 2nd - 38% (23/60), 1st - 46% (21/45- Early Literacy test). K - 50% (28/56 - Early Lit Test Winter to Spring only). Schoolwide = 39% (129/335).

ATTENDANCE

Edison Elementary

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Edison will go from 67.4% and for male students will go from 53.3% as of the 2022-2023 school year to at least 72.4% for all students and 56% for male students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Nudge letters sent home to help make parents aware of student absences before the absences become chronic. .	OSPI website Tier 2 evidence based strategy.	2024-2025 school year	Nudge letter template	Letters will be sent home and attendance will be monitored.
2	Whole class reward for whole class perfect attendance.	AttendanceWorks.org	2024-2025 school year	Monitoring tool, prizes	Classroom teachers will monitor attendance and communicate
3	Inter-class competition	AttendanceWorks.org	2024-2025 school year	Monitoring tool, prizes	Classroom teachers will monitor attendance and

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Edison will go from 6.4% and for male students from 11% as of the 2022-23 school year to 4% for all students and 6% for male students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Bring Rick Griffin back for Day 2 of trauma informed practices, this is open to all staff.	Trauma Informed Practices, Resiliency	August	Community Resilience Initiative	Introduced in August, utilized throughout the year.
2	Playworks , Structured Recess Support	playworks.org	on-going	4500\$	on-going
3	Student Success Plans for Tier 2 and Tier 3 students	Best practices	On going	Shared with staff as needed	on-going

SAFETY AND BELONGING

Edison Elementary

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Edison Elementary School will go from 77% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	We will make use of the existing positive behavior supports (eagle bucks) to support positive behavior on our school busses.	<p>“Positive Behavioral Interventions and Supports (PBIS) an Evidence-Based Practice?” Center on PBIS, University of Oregon.</p> <p>This article describes PBIS as a highly effective management strategy.</p>	Sept-Jun	<p>Supplying eagle bucks to bus drivers and staff who supervise the bus area.</p> <p>Incentive items for students to earn for positive bus behavior.</p>	Behavior referrals for students riding the bus will decrease month to month, and as compared to previous years.
2	29% of students did not report that they are “treated with respect”, we plan to address this by continuing to offer “second step” lessons dealing with appropriate peer interactions and offering professional development around mediating student conflicts including a book study and presenter.	<p>Second Step’s research includes this statement (Trentacosta & Izard, 2007; Valiente et al., 2012, 2014). Greater emotion knowledge improves social competence and decreases internalizing problems</p>	<p>Sept-Jun (second step lessons)</p> <p>Staff PD during a wednesday session by April 2025</p>	<p>-Continued site license for “Second Step”</p> <p>-Staff and material funds for various SEL book studies</p> <p>-P. development funds for presenter (Bella Bikowsky)</p>	Second Step lesson completion over time is managed by classrooms teachers.

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Edison will go from 46% as of November 2023 to at least 56% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Special Education Teachers will attend the Wednesday data meetings so all students are represented with a voice. As a result, resource room will not serve student's on Wednesday thus increasing our LRE % in gen ed and will participate in grade level appropriate activities	Inclusion provides students greater exposure to academic and language instruction	2024/25	LRE report	Check % at midterms and adjust accordingly
2	Structured learning will send students to RTI math and reading as academically appropriate and all SL students are placed in a gen ed classroom for inclusion options.	Inclusionary practices increase student sense of belonging	2024/25	SL class list	Check at midterms % of SL students in gen ed RTI
3	Increase special education PLC time to allow for	Inclusionary practices within	2024/25	Wednesday	PLC meeting notes

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Edison will go from 36 % as of Spring 2023 to at least 46% for all students by Spring 2024 as reflected on the OSPI report card.
- and for ML students the percent of students will go from 28% as of Spring 2023 to at least 35% for those students by Spring 2024 as reflected on the OSPI report card.
- The % of all students making high growth on state standards in ELA at Edison will go from 22% as of Spring 2023 to at least 30%

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	6 week targeted interventions with progress monitoring.	Science of Reading - systematic and explicit phonics instruction	Every 6 weeks	Anita Archer 95% group AVID reading notebooks	STAR CBM database /monthly data meetings/PLC's
2	Boost small group work to strengthen ELA skills	Targeted small groups are very effective.	6 weeks	Building paras/reading specialists	CORE phonics survey/STAR CBM/STAR pm
3	Goal setting with all students in STAR to monitor progress	Students are aware of and invested in their progress. AVID strategies.	Every STAR CAT test/ bi-weekly	STAR database Certificates, rewards, AVID	STAR database Students will conference with teachers and contact

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Edison will go from 45% and for IEP students will go from 45 % as of Spring 2023 to at least 55% for all students and at least 55 % for IEP students by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at Edison will go from 22% as of Spring 2023 to at least 30% for all students.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Small group RTI teaching students specific skills (6 week targeted interventions with progress monitoring.)	STAR data, teacher CFA's, Clear Math	Every 6 weeks	Renaissance reports, PLC's, Clear Math	At PLC meetings; CFA; STAR; Clear Math assessments
2	Monthly meetings to discuss RTI: Grades K-5 will analyze the data to uncover trends in prerequisite skills and uncover any misconceptions	STAR data, teacher CFA's, Clear Math	STAR test 3x a year as benchmark , progress	Renaissance reports, PLC's, Clear Math	At PLC meetings; CFA; STAR; Clear Math assessments

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel respected and welcome at their children’s school will go from _____, from Spring of 2024 to _____ as reflected on the 2024-2025 KSD Family Survey.
- The rate of parents reporting they have opportunities to engage with schools will go from _____, from Spring of 2024 to _____ as reflected on the 2024-2025 KSD Family Survey

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with....	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool (if applicable)			Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4th AVE. • KENNEWICK, WA 99336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Edison Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$3,714,339	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$197,659	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$242,438 \$105,952	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$140,996	Intents/Purposes: To <u>provide</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u> , supplement classroom materials, professional development for staff.
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$53,689	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$4,455,073	

Fuerza Elementary School Improvement Plan 2024-2025



Vision Statement

Fuerza Elementary strives to create a safe and caring environment where our students will achieve high academic success in English and Spanish and celebrate multiculturalism.

What Makes Us Proud

We are a community of all multilingual learners that celebrates and embraces multiculturalism.

Culture of Equity Statement

At Fuerza Elementary, we are committed to fostering a diverse and inclusive community where every student, family, and staff member feels valued, respected, and supported. We celebrate the uniqueness of each individual and embrace the richness that diversity brings to our learning environment. While we strive to support all students at Fuerza, we also recognize that some students need additional attention and support to ensure their success compared to their peers. Through careful analysis of the district and state testing results, we will focus additional efforts and resources to provide those students with the support they need.

Goals

Math

- The percentage of all students passing Math at Fuerza will go from 33.8% to at least 37.8%, and for multilingual students, it will go from 13% to at least 16% by Spring 2025.
- The percentage of students showing big improvement in Math at Fuerza will go from 40% to at least 43%, and for multilingual students, it will go from 39.5% to at least 42.5% by Spring 2025.

Reading

- The percentage of students passing reading at Fuerza will go from 39% to 42%, and for ELL students, it will go from 16% to 19% by Spring 2025.
- The percentage of students improving a lot in ELA at Fuerza Elementary will go from 50% to 53%, and for ELL students, it will go from 36% to 39% by Spring 2025.

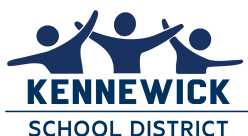
Social Emotional Learning

- The inclusion rate for special education students at Fuerza will go from 86% as of November 2023 to at least % by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Fuerza Elementary
6011 W. 10th Pl.
Kennewick, WA 99336
(509) 222-7700

Principal:
Dora Johns
fuerza.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

Dora Johns, Principal
Carrie Enriquez, Kindergarten Rep
Chantal Mejia, 1st grade Rep
Lizbeth Chavez, 2nd grade Rep
Vanessa Greene, 3rd grade Rep
Elida Alvarez, 4th grade Rep
Jose Aparicio, 5th grade Rep
Suhail Nunez, Interventionist Rep
Sharron Herring, Specialists Rep
Amanda Brown, Administrative Intern
Xiomara McEachen, MTSS Facilitator
Gabriela O'Neill, Learning Facilitator



Vision Statement

Fuerza Elementary strives to create a safe and caring environment where our students will achieve high academic success in English and Spanish and celebrate multiculturalism.

Fuerza Elementary se esfuerza en crear un ambiente seguro y afectuoso donde nuestros estudiantes lograrán un alto éxito académico en inglés y español y celebrarán el multiculturalismo.

Mission Statement

Our Fuerza community will work collaboratively to foster our students' learning by making data driven decisions that challenge students to grow in English and Spanish and promote opportunities for students to engage in multicultural experiences.

Nuestra comunidad de Fuerza trabajará en colaboración para fomentar el aprendizaje de nuestros estudiantes tomando decisiones basadas en datos que desafíen a los estudiantes a crecer en inglés y español y promuevan oportunidades para que los estudiantes participen en experiencias multiculturales.

Equity Statement:

At Fuerza Elementary, we are committed to fostering a diverse and inclusive community where every student, family, and staff member feels valued, respected, and supported. We celebrate the uniqueness of each individual and embrace the richness that diversity brings to our learning environment. While we strive to support all students at Fuerza, we also recognize that some students need additional attention and support to ensure their success compared to their peers. Through careful analysis of the district and state testing results, we will focus additional efforts and resources to provide those students with the support they need.

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Fuerza Elementary

Address and Phone
6011 W 10TH PL
KENNEWICK, WASHINGTON 99338
5092227700

Enrollment

Enrollment
2023-24 School Year
586

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year

53.2%

Finance

Per Pupil Expenditure
2022-23 School Year

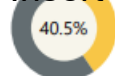


\$14,672

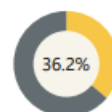
Assessment

ELA
2022-23 School Year

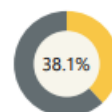
School will Insert Here



Math
2022-23 School Year



Science
2022-23 School Year



Growth & Attendance



Have High ELA Growth
2022-23 School Year

30.2%



Have High Math Growth
2022-23 School Year

34.6%



Regular Attendance
2022-23 School Year

81.8%

Educators

Average Class Size
2022-23 School Year



14.0



Teacher Count
2022-23 School Year

37



Percent Teachers with Master's Degree or Higher
2022-23 School Year

56.8%



Teacher Experience
2022-23 School Year

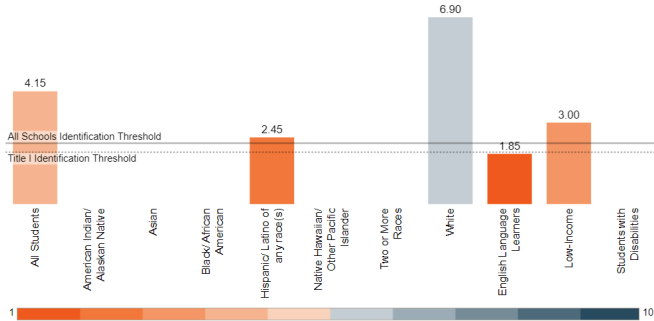
7.1

Some data is not disclosed to protect student privacy and will be represented by N<10. Blank fields indicate no data was submitted to OSPI for this district or school. Due to reporting cycles, the most recent data for each measure may be from different school years. If a measure is blank, there is no data for that organization in the currently reported year.

To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/>

If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

Fuerza Elementary
2023 Run
Overall Framework Score by Student Group



How did each student group perform on the Washington School Improvement Framework, over time?

Fuerza Elementary
Overall Framework Score by Student Group



WSIF DATA

How did each student group perform on the Washington School Improvement Framework?

Fuerza Elementary
2023 Run
Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low-income	Native Hawaiian/Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	41.9%				9.2%	31.1%	31.4%		9.7%		57.4%
Math Proficiency Rate	36.4%				11.2%	27.5%	26.2%		9.7%		47.9%
ELA Median SGP	42				37.5	39	39				51
Math Median SGP	49				43	45	49				56
Graduation Rate											
EL Progress Rate*	64.8%										
Regular Attendance Rate	83.2%				81.1%	81.7%	81.7%		86.5%	88.8%	87.2%
Ninth Grade On Track Rate											
Dual Credit Rate											

Fuerza Elementary

Decile Changes from 2022 to 2023 WSIF Runs

	All Students	American Indian/Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low-income	Native Hawaiian/Other Pacific Islander	Students with Disabilities	Two or More Races	White
Final Score	0.4				0.4	-0.1	0.8				2.3
ELA Proficiency Rate	0				0	0	1		0		1
Math Proficiency Rate	1				0	0	1		0		1
ELA Median SGP	1				0	0	0				5
Math Median SGP	2				1	0	2				7
AL ELA Average**											
AL Math Average**											
Graduation Rate											
EL Progress Rate*	-1										
Regular Attendance Rate	0				0	0	-1		2	-3	0
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group
**Achievement Level (AL) Averages only applied to the 2022 WSIF run

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Fuerza has 81.8% regular attendance, which is higher than the Washington State average of 69.7%. The percentage of regular attendance within our two major subgroups (Latino and White) are comparable with Latino regular attendance of 80.6% and White attendance of 86.6%. We will continue to work with families to encourage an increase in regular attendance (see attendance action plan on slide 7).

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

We have implemented the use of SWIS to collect our behavior data for minor behavior issues. We will continue to work on increasing the usage of SWIS data reporting until we reach 100% usage by staff. We have seen an increase in major behaviors occurring during recess especially during soccer. To that end, we have implemented a Soccer Academy which is a training that students can take during their recess time that teaches the rules and good sportsmanship. Only students who have attended Soccer Academy can play soccer during recess. We will be implementing PlayWorks which will provide instruction and guidance by staff members for students to know how to play effectively and safely.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

89% of students at Fuerza feel Safe, Known & Valued. The KSD elementary school average is 85%. We will continue to work with our students to make sure that they have a trusted adult on staff. Currently 88% of our students feel they have a trusted adult. We would like to increase this to 95% for the 2024-2025 school year.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

We are currently exceeding the state and district average for LRE. Our LRE for 2023 was 86%. As of June 2024 our LRE is 91% We continue to monitor LRE monthly to evaluate how our students are accessing general education.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Our ELL students have MATH SBA proficiency of 11.2%, while their non-ELL counterparts have a proficiency of 47.4%. However, our ELL Progress Rate is at 54.8%.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Our ELL students have ELA SBA proficiency of 9.2%, while their non-ELL counterparts have a proficiency of 57.4%. However, our ELL Progress Rate is at 54.8%.

ATTENDANCE

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at FUERZA will go from 81.8% and for Latino students will go from 80.6 % as of the 2022-2023 school year to at least 83.8% for all students and 82.6 % for Latino students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	<ul style="list-style-type: none"> ● 3 absences office call ● Attendance letters sent home to families after 5 or more absences ● Certificate recognition for students with good attendance every month per classroom (0-1 absence) 	Attendance timelines sent out by KSD	2024-2025 school year	OSPI, Juvenile Justice, admin HUB	Weekly attendance checks, mail letter, log into PowerSchool, copy of letter cumulative file
2	<ul style="list-style-type: none"> ● Conference with family -Attendance conferences to meet with families after 10 absences to identify barriers for them attending school and go over the importance of regular attendance. ● After 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year, student will be referred to re-engagement board 	Attendance timelines sent out by KSD	2024-2025 school year	OSPI, Juvenile Justice, admin HUB	Weekly attendance checks, phone call to set up meeting, log into PowerSchool

ATTENDANCE (Continued)

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at FUERZA will go from 81.8% and for Latino students will go from 80.6 % as of the 2022-2023 school year to at least 83.8% for all students and 82.6 % for Latino students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
3	<ul style="list-style-type: none"> • At 20 absences (or 30 if 504/SIT) referral to JJC for home visit. 	Attendance timelines sent out by KSD	2024-2025 school year	OSPI, Juvenile Justice, admin HUB	Weekly attendance check, fill out request email JJC, log into PowerSchool
4	<ul style="list-style-type: none"> • 15 unexcused absences -Community Engagement Board working with JJC and BJ Wilson. Community engagement board identifies additional barriers and contract goes into place to ensure regular attendance. 	Attendance timelines sent out by KSD	2024-2025 school year	OSPI, Juvenile Justice, admin HUB	Weekly attendance check, fill out request email BJ, log into PowerSchool

BEHAVIOR

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Fuerza will go from 1.6 % and for male students from 2.5 % as of the 2022-23 school year to 1.4% for all students and 2.3 % for male students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Fuerza PRIDE continues to be used and practiced by students and staff. Fuerza PRIDE is the foundation for our MTSS structure. P=positive, R=responsible, I=integrity, D=dedicated, E=bE safe.	MTSS/PBIS	ongoing	PRIDE Quest, classroom teacher teach-to's, MTSS/PBIS	Weekly tier 2 meetings, email, meetings with staff, data on SWIS, behavior committee
2	Social groups, lunch bunch, Newcomer groups, Newcomer lunch bunch, self regulation group, counseling, play groups, PRIDE QUEST (reteach expectations), LOBO bucks/cart/experiences, individual 2X daily check-in/check-out, breaks are better, <i>Playworks</i> recess approach	MTSS/PBIS	ongoing	Counselors, CIS, MTSS facilitator, Admin	Weekly tier 2 meetings, email, meetings with staff, data on SWIS, behavior committee

SAFETY AND BELONGING

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Fuerza Elementary School will go from 89% and for students will go from _____% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Counselor lessons around Character Strong, weekly drawings from LOBO buck tower, student recognition events, lunch with admin., <i>Playworks</i> recess approach	Learning and being recognized leads to better self worth and characters strengths.	2024-2025 school year	Second Step/Character Strong, Playworks	Student check-ins begin/end of school year, monthly lessons
2	Lobo Buck Tower celebrations, Fuerza Pride student of the month for each grade level, monthly "Good News" postcards home to students sent by teacher and other staff	MTSS/PBIS	2024-2025 school year	MTSS/PBIS	MTSS survey

ENGAGED LEARNERS

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by ≥3% each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Fuerza will go from 86% as of November 2023 to at least % by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Monitor placements during IEP meetings	SPED	ongoing	All IEP team members	LRE data derived from Powerschool
2	Professional development for Resource Room teacher. Fuerza has 1 teacher leader that is part of the KSd's Inclusionary Practice cohort	SPED	As needed	SPED teacher & PD	LRE data derived from Powerschool

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Fuerza will go from 39% and for ELL students from 16% as of Spring 2024 to at least 42% for all students and 19% for ELL students by Spring 2025 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Fuerza Elementary will go from 33.1% as of Spring 2024 to at least 36.1% for all students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	<p>Professional Learning Teams will monitor progress and conduct data analysis collaboratively.</p> <ol style="list-style-type: none"> 1.What do we want all students to know and be able to do? 2.How will we know they have learned it? 3.What do we do when they don't? 4.What do we do when they have? 	<p>PLC Institute - Solution Tree Collective efficacy effect size 1.57 Hattie -Common formative assessments effect size .90 Hattie</p>	<p>Tests will be given 3 times a year to measure growth. Students will be reassessed every 6 weeks.</p>	<p>PLC Institute - Solution Tree PD</p>	<p>STAR reading in Spanish and English assessments.</p>

GROWTH AND PROFICIENCY - ENGLISH LANGUAGE ARTS (Continued)

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Fuerza will go from 39% and for ELL students from 16% as of Spring 2024 to at least 42% for all students and 19% for ELL students by Spring 2025 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Fuerza Elementary will go from 33.1% as of Spring 2024 to at least 36.1% for all students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
2	<p>PLT will created formative and summative assessments to monitor specific reading skills and design data based instruction to meet the needs of all learners.</p> <p>Professional Learning Teams will monitor progress using common formative assessments (CFAs) and conduct data analysis collaboratively weekly. They will specifically focus on reading for information and literary text standards 1, 2, and 4.</p>	<p>Teaching for Biliteracy Collective efficacy effect size 1.57 Hattie -Common formative assessments effect size .90 Hattie</p>	<p>Weekly during PLT meetings with Admin to review CFAs based on standards covered during that timeline</p>	<p>STAR and CFAs created by PLT based in the Essential standards being taught</p>	<p>Focused SBA Interim assessments to measure proficiency levels and plan future instruction and Targeted Reading intervention</p>
3	<p>Fuerza’s Leadership Team will meet to monitor building progress in order to plan with vertical alignment and support timely intervention.</p>	<p>PLC Institute - Solution Tree</p>	<p>monthly</p>	<p>STAR and CFAs created by PLT based in the Essential standards being taught PLC Institute - Solution Tree PD</p>	<p>PLT will review and monitor SBA and STAR data as well as common and formative assessments.</p>

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2024 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2024 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at FUERZA will go from 33.8% and for multi-lingual students will go from 13% as of Spring 2024 to at least 37.8% for all students and at least 16% for multi-lingual students by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at FUERZA will go from 40% and for multilingual students will go from 22.7% as of Spring 2024 to at least 25.7% for all students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	<p>Professional Learning Teams will monitor progress and conduct data analysis collaboratively using the four questions.</p> <ol style="list-style-type: none"> 1.What do we want all students to know and be able to do? 2.How will we know they have learned it? 3.What do we do when they don't? 4.What do we do when they have? 	<p>PLC Institute - Solution Tree -Collective efficacy effect size 1.57 Hattie -Common formative assessments effect size .90 Hattie</p>	<p>Tests will be given 3 times a year to measure growth. Students will be reassessed every 6 weeks</p>	<p>PLC Institute - Solution Tree PD</p>	<p>STAR reading in Spanish and English assessments.</p>

GROWTH AND PROFICIENCY - MATH (Continued)

Fuerza Elementary School

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2024 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2024 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at FUERZA will go from 33.8% and for multi-lingual students will go from 13% as of Spring 2024 to at least 37.8% for all students and at least 16% for multi-lingual students by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at FUERZA will go from 40% and for multilingual students will go from 22.7% as of Spring 2024 to at least 25.7% for all students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
2	PLT will create formative and summative assessments to monitor specific math skills and design data based instruction to meet the needs of all learners.	-PLC Institute - Solution Tree -Collective efficacy effect size 1.57 Hattie -Common formative assessments effect size .90 Hattie	Weekly during PLT meetings with Admin to review CFAs based on standards covered during that timeline	STAR and CFAs created by PLT based in the Essential standards being taught	Focused SBA Interim assessments to measure proficiency levels and plan future instruction.
3	Fuerza's Leadership Team will meet to monitor building progress in order to plan with vertical alignment and support timely intervention.	PLC Institute - Solution Tree	monthly	STAR and CFAs created by PLT based in the Essential standards being taught PLC Institute - Solution Tree PD	PLT will review and monitor SBA and STAR data as well as common and formative assessments (i.e. spiral math assessments and targeted math intervention).

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 78%, from Spring of 2024 to 80% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 57%, from Spring of 2024 to 67% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	Whom and how will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Identify a key partner	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support Team, ATP, Communications	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool	5 Benefits of Volunteering		Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025
 Fuerza Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,745,735	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$273,805	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$129,543 \$187,067	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$352,641	Intents/Purposes: To <u>provides</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$138,400	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$26,045	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u>
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for <u>staffing to teach advanced lessons and/or programs and after school activities</u> .
Total	\$5,853,236	

Hawthorne Elementary School Improvement Plan 2024-2025



Vision Statement

Hawthorne is committed to fostering a community of learners where every student reaches their highest potential through meaningful relationships, ensuring academic rigor, and continuously analyzing results to drive improvement.

Culture of Equity Statement

Hawthorne is dedicated to creating an inclusive and equitable environment and prioritizes a culture of high expectations, engaging and culturally responsive teaching, and strong relationships that inspire a love of learning for each individual child, highlighting their diverse backgrounds and cultures as assets to our learning community.

What Makes Us Proud

Hawthorne Elementary is a community of diverse learners and cultures. Our students are successful because of our intentional focus on building social intelligence and rigorous academic standards.

Goals

Math

- By Spring 2025, math proficiency at Hawthorne will increase to at least 48.2% for all students and 25.2% for students with disabilities, up from 45.2% and 22.2%, respectively.
- High growth in math will rise to at least 52 SGP for all students and 43 SGP for Multilingual students, up from 49 SGP and 40 SGP

Reading

- The % of all students meeting grade level state By Spring 2025, reading proficiency at Hawthorne will increase to at least 56% for all students and 33% for Multilingual students, up from 50% and 27%, respectively.
- High growth in ELA will rise to at least 58 SGP for all students and 57 SGP for low-income students, up from 52 SGP and 51 SGP.

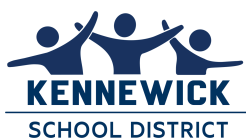
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of students at Hawthorne School will feel safe, included, and welcomed, up from 86% and 78% for all students and low-income students, respectively, in Spring 2024.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Hawthorne Elementary
3520 W. John Day Ave.
Kennewick, WA 99338
(509) 222-5600

Principal:
Angela González
Hablo Español
hawthorne.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

Chair - Jeff Pieros
Kindergarten - Norma Aguilar
1st grade - Becca Parks
2nd grade - Selena Thiel
3rd grade - Amye Kay
4th grade - Kathryn Cornell
5th grade - Jason Gradwohl
Specialists - Carisa Simpson
SpEd - Faith Isley
Interventionists - Hailey Johnson
Classified/Secretary - Dawn Trumbull and Pam Nielsen
ATP Rep - Jessica Bydalek
Admin - Angela Gonzalez and Joshua Alexander



Vision:

Hawthorne is committed to fostering a community of learners where every student reaches their highest potential through meaningful relationships, ensuring academic rigor, and continuously analyzing results to drive improvement.

Equity Statement:

Hawthorne is dedicated to creating an inclusive and equitable environment and prioritizes a culture of high expectations, engaging and culturally responsive teaching, and strong relationships that inspire a love of learning for each individual child, highlighting their diverse backgrounds and cultures as assets to our learning community.

OSPI School Report Card



459

Students Enrolled
2023-24 School Year



59.1%

Students Attending 90% or
More of School Days
2022-23 School Year

47.6%

Met ELA*
Standards

43.6%

Met Math
Standards
Spring 2023

32.9%

Met Science
Standard



\$17,017

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



35

Number of Classroom
Teachers
2022-23 School Year



26.4%

High Math
Growth

32.7%

High ELA*
Growth

2022-23 School Year



10.1

Average Years of Teaching
Experience
2022-23 School Year

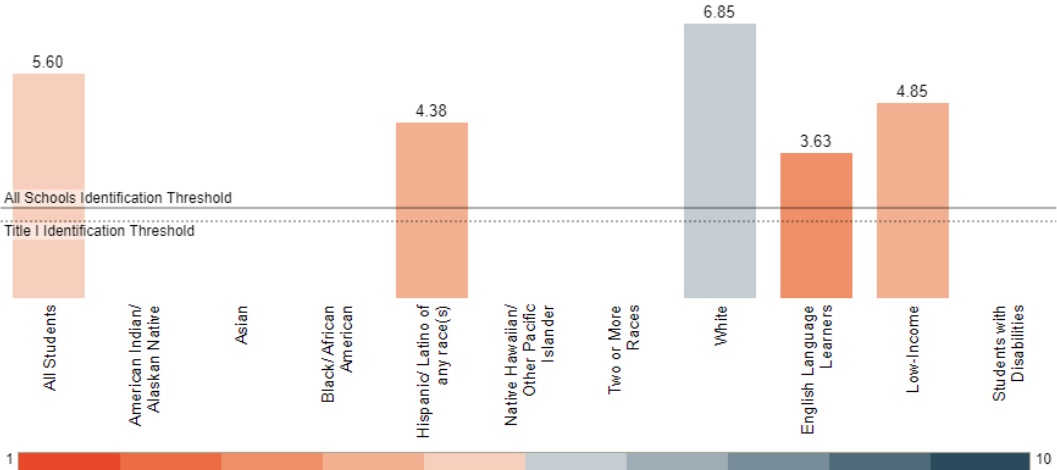
Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

*ELA = English Language Arts

WSIF DATA

How did each student group perform on the Washington School Improvement Framework?

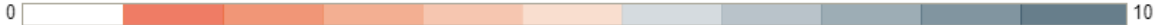
Hawthorne Elementary School
2023 Run
Overall Framework Score by Student Group



WSIF DATA

Hawthorne Elementary School 2023 Run Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	50.0%				27.0%	45.3%	47.6%		24.4%	63.6%	57.7%
Math Proficiency Rate	45.2%				31.5%	38.3%	42.9%		22.2%	54.5%	54.9%
ELA Median SGP	52				54	52	51				50.5
Math Median SGP	49				40	42	47				57.5
Graduation Rate											
EL Progress Rate*	46.2%										
Regular Attendance Rate	65.2%			71.8%	68.4%	62.7%	62.4%		60.0%	59.7%	69.0%
Ninth Grade On Track Rate											
Dual Credit Rate											



*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group..

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Percentage of students that had fewer than two absences per month, on average: All Students 59.1%, Male 59.1%, Female 59.1%, Black/African American 75%, Hispanic/Latino 55.8%, Two or more races 50%, White 64%, English Language Learners 65.3%, Homeless 20%, Low income 56%, Migrant 59.5%. (WSIF shows N<10 for students with disabilities. This is not the case and some of these students are chronically absent. This is an area that we are addressing.)

This data is telling us the subpopulations Hispanic/Latino ,Two or more races, Homeless, and low income are are disproportionately affected by attendance barriers. We are addressing attendance concerns through strategies aimed at students, families and the community as a whole. Our primary tier I strategy is to create a welcoming and inclusive environment where students feel valued and excited to come to school. We will continue to encourage school spirit through events, assemblies, and celebrations that promote a sense of belonging. We will continue to educate parents and students on the correlation between attendance and academic success and clearly outline attendance expectations in a way that is accessible to all families. We are continuing to improve our attendance monitoring and communication systems in an effort to build relationships with families and enroll those families as team members in promoting high attendance rates. In our tier II response to absences, we will continue to offer all available support and services to reduce barriers for families.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

Percentage of students excluded in response to a behavioral violation. All students 4%, Male 7.2 %, Female 1.2%, Black/ African American 18.8%, Hispanic/Latino 2.1%, Two or more races 11.1%, White 7%, English Language Learners 2.91%, Homeless 12.5%, Low income 3.5%, Migrant 6.3%. This data is showing a discrepancy in outcomes male students in comparison to female students. This data also shows over representation of exclusion for Black/African American students. We had 13 students registered as Black/African American and 18.8% percent of that population is 2.44 students. Homeless and Two or More Race students are also over represented in exclusion. To promote prosocial behavior and address behavior concerns we will continue to use MTSS 3-tiered systems of support and RCA strategies. The RCA system of high expectations and high engagement is our primary tier I system. Our tier II system is designed around the best practices of data analysis and a menu of supports. We use data to identify the supports a student will need to be successful and continue to analyze/improve the supports provided. Our tier 3 system is again designed around data analysis with the intention of creating an individualized plan to meet a students needs and provide the most opportunities to be successful.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

In responding to “I feel safe on school grounds, fields, and playgrounds before, during and after school” All students 86%, Asian 100%, Black 100%, Hispanic 88%, Multiracial 88%, Native Hawaiian or Pacific Islander 100%, White 81%, Migrant 88%, English Language Learners 86%, Special Education 78%, Low Income 78%.

Our goal for all students to feel safe, known and valued is for every student to have a strong, trusting relationship with at least one adult in the building. We use data from our Student Connections program to analyze which students are at risk of limited connections and then staff intentionally seek out these students to interact with them. According to our student safety survey, the primary reason for students not feeling safe on campus is other students inappropriate behavior. In an effort to give all students added purpose and meaning in attending school, we will increase academic rigor in classrooms. This strategy should support both behavior and safety on campus.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Our LRE data shows that 69% of our students are at an LRE 1, 77% excluding our Life Skills program. Our data demonstrates the need to review our students inclusion rates to potentially amend IEPs to increase time in the general education setting as students have made/make progress. Some student’s LRE percentages reflect >95% in the classroom and/or passing levels on our STAR and/or SBA assessments. We want to guarantee that our students are being served appropriately in our SpEd program and if they could be better served through our MTSS-A system. We also see a 14% difference in our ELA proficiency rate amongst students with disabilities and students without whereas our math proficiency rate is much narrower at 5%. This demonstrates a need to review the instructional strategies and supports students that are served in either reading or writing receive. This work will be done through a monthly PLC with our SpEd team with the priorities being to review IEPs, monitor support strategies for our new SpEd staff, and provide opportunities for professional development for general education teachers.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Proficiency: ML: 31.5% (2.7% increase), Hispanic: 38.3% (1.2% decrease), Low income: 42.9% (4% decrease), SpEd: 22.2% (4.9% decrease), Two or more races: 54.5% (7.6% decrease), White: 54.9% (8.2% decrease)

Growth: ML: 40 (9 point decrease), Hispanic: 42 (9 point decrease), Low income: 47 (16 point decrease), SpEd: no data, Two or more races: no data, White: 57.5 (10 point decrease)

The large discrepancy in proficiency rates amongst our subpopulations demonstrates the continued need for clarity for students. We will continue building upon our work with essential standards and student-driven data charts to increase student learning and participation. Hattie’s work has informed our decisions to implement instructional practices that increase student self-assessment. We will also increase the communication amongst Tier I and Tier II level supports through the work of the PLC and the focus on questions 1-4 by additionally meeting monthly with interventionists and intentionally using the data to inform our next steps at both levels.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Proficiency: ML: 27% (5.6% increase), Hispanic: 45.3% (1% decrease), Low income: 47.6% (1% decrease), SpEd: 24.4% (4.1% increase), Two or more races: 63.6% (12.3% decrease), White: 57.7% (4.6% decrease)

Growth: ML: 54 (1 point increase), Hispanic: 52 (7.5 point increase), Low income: 51 (4 point increase), SpEd: no data, Two or more races: no data, White: 50.5 (3.5 point decrease)

We had an emphasis on oracy, supporting our ML students through generating complete sentences through oral responses, which showed a significant increase in ML proficiency. We saw a great increase in proficiency amongst our SpEd population as we incorporated more strategies to increase inclusion. All reported subpopulations remained above the 50 SGP goal, which demonstrates a need to maintain our focus on “teaching to the high” and maintaining high expectations through rigorous teaching methods that include all students. However, our proficiency rates remain below 50% in all but two or more races and white, therefore, we will emphasize clarity in our instruction through brain-based teaching strategies that build vocabulary, SBA interims, and short responses to support the foundational skills needed for writing requiring a higher level of stamina.

ATTENDANCE

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Hawthorne will go from 65.2% and for “Two or more races” students will go from 59.7% as of the 2022-2023 school year to at least 67.2% for all students and 61.7% for “Two more races” students by the end of the 2026-2027 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Maintaining a strong Tier I system through the RCA Dens at Hawthorne	MTSS Best Practices	Ongoing	RCA, PBIS	Monthly MTSS Tier I mtgs., minutes
2	Attendance Conferences to address barriers with family and teaching staff involved and partnership with Kennewick truancy officer	Research on Interventions	24-25 SY	Attendance Works	Weekly attendance mtg. with attendance secretary, attendance dashboard
3	Monitor data using Student Connections to inform our next steps	Hattie Effect Size	August, October, February	Student Connections, RCA	Triannually, staff wide

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Hawthorne will go from 4% and for homeless students from <12.5% as of the 2022-23 school year to 3.8% for all students and <12.3% for homeless students by the end of the 2026-2027 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Maintaining a strong Tier I system that ensures all students feel safe, known and valued through the RCA Dens at Hawthorne	MTSS Best Practices	Ongoing	RCA, PBIS	Monthly MTSS Tier I mtgs., minutes,
2	Tier 2 menu of interventions, use data collected from these interventions to inform decisions	MTSS Best Practices	Ongoing	RCA, PBIS	Weekly MTSS Tier II mtgs., minutes, follow up emails
3	Inclusionary Practices Teacher Cohort	AESD Inclusionary Practices	Ongoing	District Led PD	Monthly mtgs., communicated at staff mtgs.,

SAFETY AND BELONGING

Hawthorne Elementary School

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Hawthorne School will go from 86% and for low income students will go from 78% as of Spring of 2024 to at least 90% and for low income students will go 82% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Maintaining a strong Tier I system through the RCA Dens at Hawthorne	MTSS Best Practices	Ongoing	RCA, PBIS	Monthly MTSS Tier I mtgs., minutes,
2	Student Connections	Hattie Effect Size	August, October, February	Student Connections, RCA	Triannually, staff wide
3	Family and Community Engagement	School, Family and Community Partnerships Handbook	Ongoing	School, Family and Community Partnerships Handbook	Monthly ATP/PTA meetings. Minutes. Newsletter. Social media.

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Hawthorne will go from 65.4% as of June 2024 to at least 72% by June 2027 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	SpEd PLC	OSPI Inclusionary Practices Handbook	Monthly	Solution Tree	SpEd Newsletter, Monthly SpEd PLC meeting, MInutes, Monthly SpEd Newsletter
2	Attendance	Research on Interventions	24-25 SY	Attendance Works	Monthly SpEd PLC
3	Specific Collaboration on Accommodations and Modifications	Universal Design for Learning	24-25 SY	Student IEP's	HA LRE percentage

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Hawthorne will go from 50% and for Multilingual students from 27% as of Spring 2023 to at least 56% for all students and 33% for Multilingual students by Spring 2025 as reflected on the OSPI report card.
- The % of all students making high growth on state standards in ELA at Hawthorne will go from 52 SGP and for Low-income students from 51 SGP as of Spring 2023 to at least 58 SGP for all students and 58 SGP for low-income students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	GLAD strategies to support language acquisition: process grid, input, output charts focusing on the output and oracy development	GLAD	Ongoing	BeGlad	Weekly PLC meetings monitoring STAR progress monitoring data
2	Short responses in writing	Visible Learning Aug. PD	Ongoing	Rutgers CEEDAR Center	Weekly PLC meetings monitoring STAR progress monitoring data
3	Focus on essential standards and use CFAs, ELA interims through SBA (3-5) and EdCite (k-2) to progress and/or discrepancies	Visible Learning Solution Tree	PLC Cycles (4-6 weeks)	Solution Tree	Weekly PLC meetings and monthly PLC meetings with interventionists, agendas/minutes

DISTRICT INDICATOR-MATH

- **TARGET-** The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Hawthorne will go from 45.2% and for students with disabilities will go from 22.2% as of Spring 2023 to at least 48.2% for all students and at least 25.2% for students with disabilities by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at Hawthorne will go from 49 SGP and for Multilingual students will go from 40 SGP as of Spring 2023 to at least 52 SGP for all students and at least 50 SGP for Multilingual students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Essential standards work with math standards, review trimester 1, 2, and 3 standards, align vertically, create/review scope and sequence	PLC at work	Ongoing	Essential Standards	Weekly PLC meetings and monthly data meetings
2	Data dashboards informed by essential standards that align across grade levels	Visible Learning	Ongoing	PLC at work Visible Learning	Weekly PLC meetings and monthly data meetings
3	PLC Work Questions 1-4	PLC at work	Ongoing	All Things PLC	Weekly PLC meetings and monthly data meetings

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 87.4%, from Spring of 2024 to 90% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 72.9%, from Spring of 2024 to 75% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with Hawthorne Court	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4TH AVE. • KENNEWICK, WA 98336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Hawthorne Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,131,552	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$255,478	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$239,039 \$140,495	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness , skill development or behavior supports . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$159,881	Intents/Purposes: To provide services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator assistancess , supplement classroom materials, professional development for staff.
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$4,926,445	



2024-2025 School Improvement Plan

SIP Team Members:

Kelley Rutherford
Lisa Brittain
April Burnham
Jaimi Ramos
Ben Vossenkemper
Marianne Foeppel
Tyson Childs
Jessica D'Aquila
Barbara Thomasson



KEEWAYDIN

DISCOVERY CENTER

Vision: Keewaydin Discovery Center fosters our students' love for learning, empowers them to communicate, encourages them to try new things, and gives them a solid foundation to build on.

Equity Statement: All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society.

OSPI School Report Card

Report Card



168

Students Enrolled
2023-24 School Year



Students Attending 90% or
More of School Days
2022-23 School Year

Met ELA*
Standards

Met Math
Standards
Spring 2023

Met Science
Standard



\$15,126

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



10

Number of Classroom
Teachers
2022-23 School Year



High Math
Growth

High ELA*
Growth

2022-23 School Year



6.7

Average Years of Teaching
Experience
2022-23 School Year

*ELA = English Language Arts

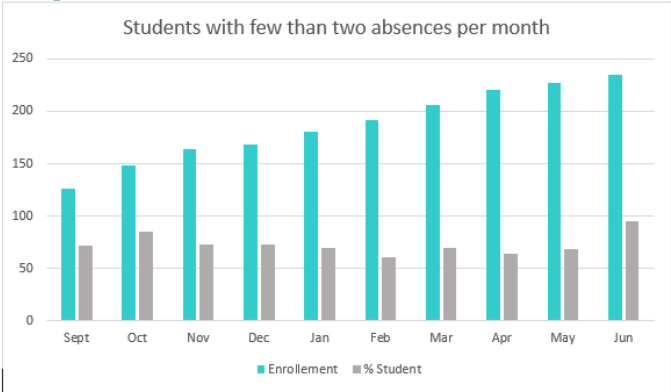
Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

Enrollment and Attendance Data



Attendance 2023-2024

- What percent of students had fewer than two absences per month, on average?



	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Attendance	72%	85%	73%	73%	69%	61%	70%	64%	68%	95%
Enrollment	126	148	164	168	180	192	206	220	227	235

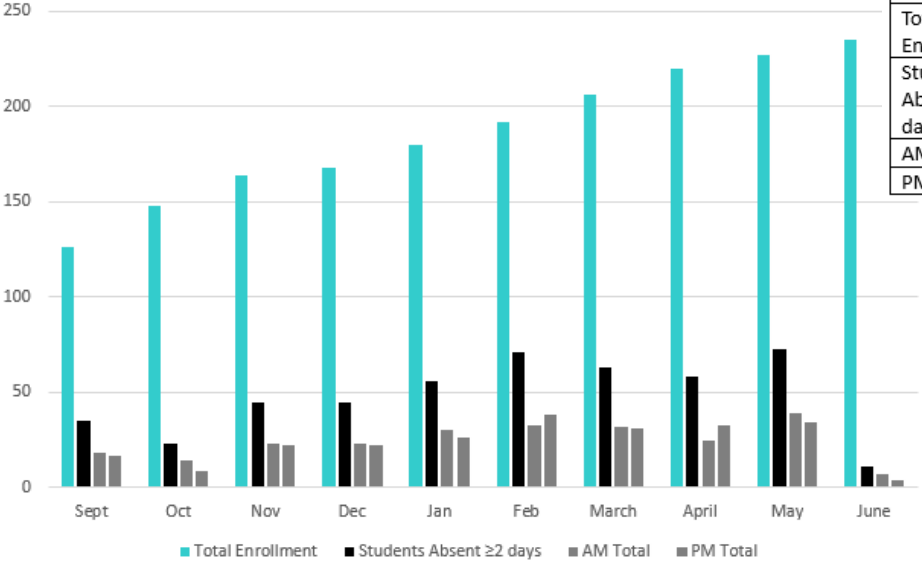
Steps to address attendance:

- Daily attendance taken within 10 minutes of class starting
- Following Attendance and Truancy Legal requirements for elementary student
- Speaking with families about notifying office when stu35/126dent will be absent

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Overall attendance decreased after winter break. When we segregate the data into afternoon (kids transitioning to kindergarten in fall), and morning (students who will be returning to KDC next year) we do not see significant differences in attendance numbers. Focus was placed this year on office staff and teachers calling or messaging families when their student is absent and making sure they are contacting the school.

Student absences AM/PM Breakdown



	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Total Enrollment	126	148	164	168	180	192	206	220	227	235
Students Absent ≥ 2 days	35	23	45	45	56	71	63	58	73	11
AM Total	18	14	23	23	30	33	32	25	39	7
PM Total	17	9	22	22	26	38	31	33	34	4

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

KDC only experienced one out of school discipline day. The student was not identified as being part of a minority group.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

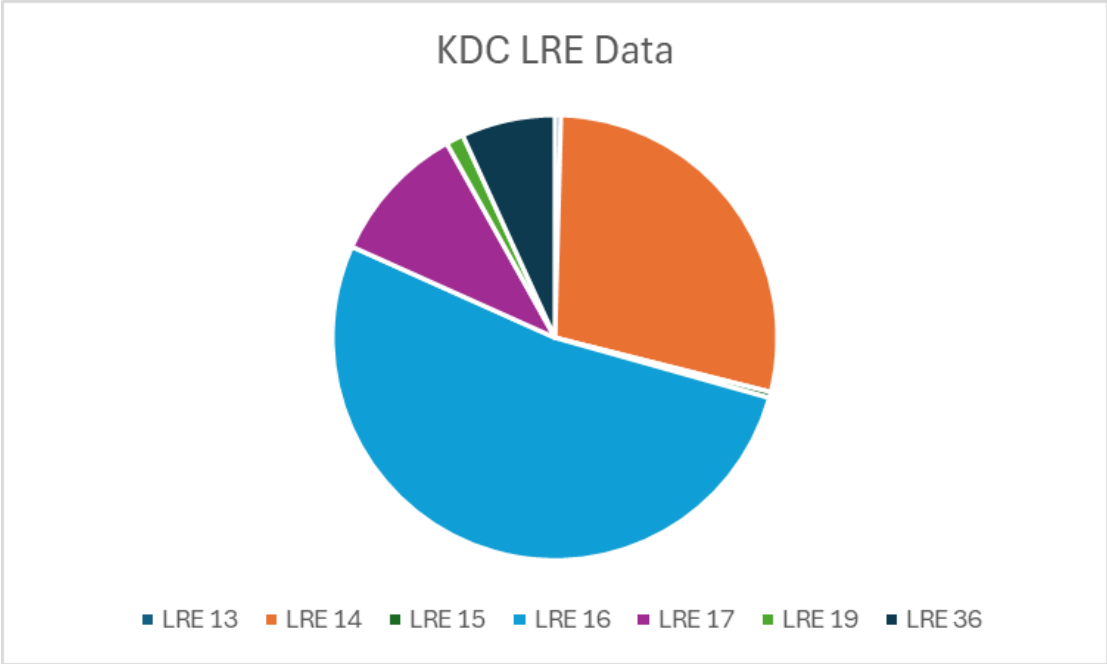
KDC students are unable to participate in student survey.

Needs Assessment Summary: What is your data telling you about **STAFF SURVEY** for all of your subpopulations?

Staff Survey Results	
2022-2023	2023-2024
Q1 I feel like I am a part of my building/ department.	
33.3% Strongly agree	50% Strongly agree • Goal set was 50%
Q2 I feel connected to my co-workers.	
36.67% Strongly agree	33.33% Strongly agree
Q3 I know what my supervisor expect of me.	
46.67% Strongly agree	62.50%
Q4 I feel safe at work	
50% Strongly agree	45.83% Strongly agree
Q5 I have opportunities to connect with colleagues	
40% Strongly agree	37.50% Strongly agree
Q6 I am provided opportunities to learn and grow in my job.	
30% Strongly agree	29.17% Strongly agree
Q7 I feel a sense of belonging at work	
36.67% Strongly agree	41.67% Strongly agree
Q8 My supervisors value my feedback	
43.33% Strongly agree	66.67% Strongly agree
Q9 My supervisors are invested in the success of the team	
36.67% Strongly agree	70.83% Strongly agree
Q10 My co-workers and I are held to high standards of professionalism and performance	
43.33% Strongly agree	50% Strongly agree
Q11 I am happy at work	
33.33% Strongly agree	54.17% Strongly agree
Q12 I am included in the activities of my building/department	
30% Strongly agree	41.67% Strongly agree
Q13 I find my work meaningful	
63.33% Strongly agree	70.83% Strongly agree
Q14 I am treated with respect in my job	
40% Strongly agree	45.83% Strongly agree
Q15 My job utilizes my skills and abilities	
53.33% Strongly agree	50% Strongly agree
Q16 I feel like we have a positive culture in my building/department	
30% Strongly agree	41.67% Strongly agree

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

KDC LRE data really highlights the lack of inclusion opportunity for our students. Only 10 percent of preschoolers in the Kennewick School District are attending a regular early childhood program, while 52% are attending an early childhood separate school.



Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

We currently do not have data in the area of Math. Would like to explore options of how to get more information on preparedness of KDC students for Math.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

No data for KDC in the area of ELA. Would like to explore options of how to get more information on preparedness of KDC students for ELA.

ATTENDANCE

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The annual average attendance rate for all students at Keewaydin Discovery Center will go from 73.2% as of the 2023-2024 school year to at least 75% for all students by the end of the 2024-2025 school year as reflected on the OSPI report card or as calculated via Power School Data by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Send out attendance expectations in summer letter to families		2024/2025		Add to PLC form for staff to report on
2	Contact families whose students miss 2 days of school.		2024/2025		Continue monitoring monthly attendance reports from PS
3	Attendance letters sent home to families to have attendance meetings after 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year.	KSD Attendance Guidelines	2024/2025	HUB, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at KDC will go from 1 day out of school suspension for one student as of the 2023-24 school year to 0 students, 0 days out of school by the end of the 2024-2025 school year as reflected by PowerSchool by implementing the actions/activities/strategies outlined below.
- KDC will go from transitioning 1.8% of students to a Tier II behavior classroom in 2023-2024 to transitioning 0% to a Tier II behavior classroom in 2024-2025

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	MTSS tier 1- every child receives core instruction which includes SEL Second Step, PBIS, and connecting with families through family engagement and IEP team meetings.		2024-2025	OSPI, PBIS	Classroom observations, PLC forms
2	MTSS tier II- focus on number of students who are receiving Tier II support services via- check in check out, breaks, visuals for transitions, and emotional regulation.		2024-2025	OSPI, PBSI	EP meetings, data tracking for student requiring additional support, Tier II behavior data tracking
3	MTSS Tier III- continue assisting and encouraging staff to create Behavior Intervention Plans, conduct FBAs when needed, and regularly meeting with school psychologist regarding behavior.		2024-2025	OSPI, PBIS	IEP meetings, data tracking for student requiring additional support, Tier II behavior data tracking

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The number of KDC students transitioning to tier 1 (resource room) placements for elementary school of kindergarten will go from 52% for the 2023-2024 school year to 60% for the 2024-2025 school year.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Utilize KSD kinder assessment to monitor students who will be transitioning to Kinder	KSD assessment	2024-2025	WAKIDS	Progress notes
2	Write three goals for students transition to kinder who qualify in Cognitive one focusing on each math, reading, writing	OSPI, WA kinder standards	2024-2025	WAKIDS, OSPI	IEP meetings
3	Focus efforts on lunchroom skills- carrying tray, transition behavior- walking in line, and provide activities to build kinder behavior skills (sitting on carpet, transitions, writing name, etc)		2024-2025	KSD Elem. Admin	Classroom observation, Student info sheets

Family & Community Engagement Plan

Date	Event
Thursday, August 29th	Open House
Wednesday, Oct 30th	Indoor Trunk or Treat
Tuesday, Nov 19th ?	AAC Night
Thursday, Dec 19th?	Winter Games- Learning Through Functional Play
Tuesday, March 25th?	AAC Night

Lincoln Elementary School Improvement Plan 2024-2025



Vision Statement

In partnership with Lincoln staff and parents, we strive to foster a safe and caring learning environment for each child. We focus on high expectations with a priority for students' ownership in their academic, social, and emotional growth that guides them into becoming productive members of our global community.

Culture of Equity Statement

Lincoln Elementary is an environment where people feel personally appreciated, validated, accepted and are treated fairly.

What Makes Us Proud

- Positive School culture
- Support for students and staff
- Love of students and staff like family
- Commitment to student learning
- Inclusion of all students

Goals

Math

- By Spring 2025, math proficiency at Lincoln will increase to at least 47.2% for all students, up from 44.2%.
- For 4th/5th grade students who were within 30 points of the benchmark on the SBA, the percentage meeting grade level standards will rise from 0% (0 students) in Spring 2024 to at least 81.25% (13 out of 16 students) by Spring 2025.

Reading

- By Spring 2025, reading proficiency at Lincoln will increase to at least 59% for all students, up from 56%.
- For 5th grade students, proficiency will rise to at least 65% by Spring 2024, up from 61% as of Spring 2023.

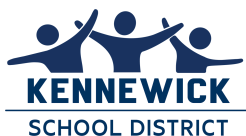
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of students at Lincoln School will feel safe, included, and welcomed, up from 77% overall and 71% for 3rd graders moving into 4th grade, as of Spring 2024.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Lincoln Elementary
4901 W. 20th Ave.
Kennewick, WA 99338
(509) 222-5700

Principal:
Wayne Thomasson
lincoln.ksd.org



2024-2025

School Improvement Plan

SIP Team Members:

Wayne Thomasson, Principal
Kim Farias, Assistant Principal
Tara Hamner, ELD Facilitator
Jen Throolin, Math Facilitator
Bianca Lord, Reading Teacher
Michael Coleman, Resource Room Teacher
Teri Thompson, Behavior Specialist
Emma Rosenau, Counselor

Vision

Provide a learning environment in which students will be able to reach their fullest potential by:



Developing team spirit among staff, parents, students, and the community.



Promoting positive participation in society.



Meeting individual academic needs with high expectations for achievement.



Developing a positive self-concept.



Creating lifelong learning skills.

Equity Statement:

Lincoln Elementary is an environment where people feel personally appreciated, validated, accepted and are treated fairly.

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Lincoln Elementary School

Address and Phone
4901 WEST 21ST AVENUE
KENNEWICK, WASHINGTON 99338
509.222.5700

Enrollment

Enrollment
2023-24 School Year
385

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year
17.9%

Finance

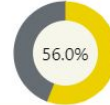
Per Pupil Expenditure
2022-23 School Year



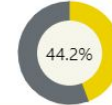
\$17,985

Assessment

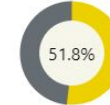
ELA
2022-23 School Year



Math
2022-23 School Year



Science
2022-23 School Year



Growth & Attendance



Have High ELA Growth
2022-23 School Year
24.8%



Have High Math Growth
2022-23 School Year
21.9%



Regular Attendance
2022-23 School Year
77.3%

Educators

Average Class Size
2022-23 School Year



15.8



Teacher Count
2022-23 School Year

33

Percent Teachers with Master's Degree or Higher
2022-23 School Year



78.8%



Teacher Experience
2022-23 School Year

12.3

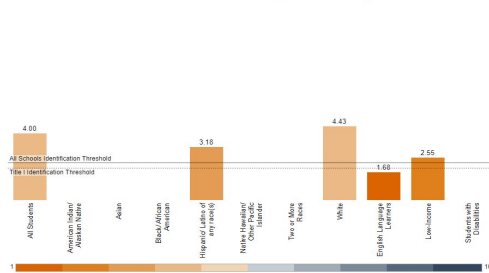
Some data is not disclosed to protect student privacy and will be represented by N<10. Blank fields indicate no data was submitted to OSPI for this district or school. Due to reporting cycles, the most recent data for each measure may be from different school years. If a measure is blank, there is no data for that organization in the currently reported year.

To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/>.
If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

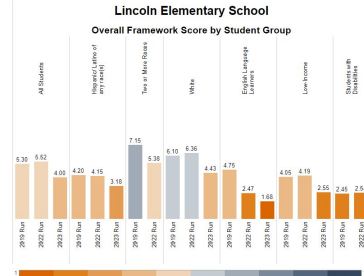
WSIF DATA

How did each student group perform on the Washington School Improvement Framework?

Lincoln Elementary School
2023 Run
Overall Framework Score by Student Group



How did each student group perform on the Washington School Improvement Framework, over time?



The Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines multiple indicators of students' educational experiences, such as graduation rates, attendance, and proficiency on state tests in math and English language arts, into an overall 1-10 score for each school. A threshold is set that indicates the lowest 5% of scores among all schools, with an additional threshold indicating the lowest 5% of scores among Title I funded schools. A school's score relative to the thresholds, along with graduation rate (if applicable) and English Learner progress rate, are used to determine the level of school improvement funding and supports a school receives from the state. More information can be found at the Resources link below.

Which schools are receiving additional support based on the Washington School Improvement Framework?

Lincoln Elementary School

Support Status: **Support Tier 1: Targeted 1-2**

School Supports:

Tier 3 Plus Supports: Schools identified as Tier 3 for two or more consecutive WSIF identification cycles.

Tier 3 Supports:

Schools with the "All Students" student group below the Title I Threshold (20% of Title I schools) with the lowest WSIF Combined Score profile or below the All Schools Threshold (20% of all schools) with the lowest WSIF Combined Score profile OR schools whose 6-year cohort graduation rate was below 66.7% OR Previous Tier 2 or Tier 1 schools that had one or more student group score under the Title I Threshold.

Tier 2 Supports:

Schools with three or more student groups with a WSIF Combined Score below the Title I Threshold or the All Schools Threshold OR schools where the percentage of multilingual students attaining the English language proficiency (ELP) benchmark is in the lowest 5% of all schools with an ELP rate.

Tier 1 Supports:

Schools with one or two student groups with a WSIF Combined Score below the Title I Threshold or the All Schools Threshold.

Foundational Supports:

Schools that are not identified for Tier 3 Plus, Tier 2, Tier 1.

More on School Supports

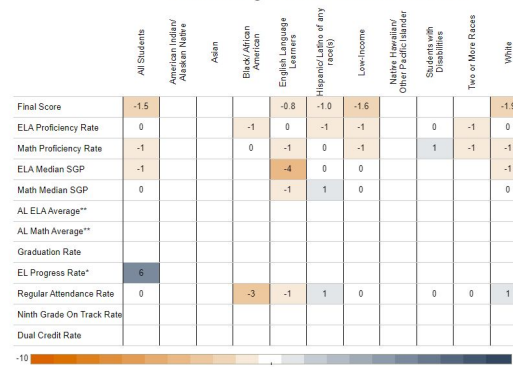
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How did each student group perform on the Washington School Improvement Framework, over time?

Lincoln Elementary School

Decile Changes from 2022 to 2023 WSIF Runs



*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group
**Achievement Level (AL) Averages only applied to the 2022 WSIF run

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How did each student group perform on the Washington School Improvement Framework?

Lincoln Elementary School
2023 Run
Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race/ethnicity	Low Income	Native Hawaiian/Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	58.5%			77.3%	21.0%	42.2%	46.7%		58.5%	52.8%	66.7%
Math Proficiency Rate	50.0%			54.5%	19.0%	37.4%	38.1%		38.1%	48.9%	58.5%
ELA Median SGP	38				17	27	37				42
Math Median SGP	37.5				41	45.5	33.5				36
Graduation Rate											
EL Progress Rate*	49.1%										
Regular Attendance Rate	78.5%			73.7%	73.4%	70.1%	71.2%		60.4%	65.1%	82.3%
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group.

The Washington School Improvement Framework identifies how schools can improve the education of all students. The Framework combines multiple indicators of students' educational experiences, such as graduation rates, attendance, and proficiency on state tests in math and English language arts, into an overall 1-10 score for each school. A threshold is set that indicates the lowest 5% of scores among all schools, with an additional threshold indicating the lowest 5% of scores among Title I funded schools. A school's score relative to the thresholds, along with graduation rate (if applicable) and English Learner progress rate, are used to determine the level of school improvement funding and supports a school receives from the state. More information can be found at the Resources link below.

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

OSPI 2022-2023 data K-2 (68.3%,66.7%,71% avg 68.7%) has lower percentage of fewer than 2 absences a month than older grades 3-5 (81.9%, 88.1% 86.5% avg 85.5%).
Grades K-2 spent 16.8% less time school than grades than 3-5
ML spent 8.8% less time at school than non-ML non-ML 77% attendance and ML 69%
Power School Year to date 93.9% Chronic 16.33%

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

Swis data on referrals from 23-24 school year. Males had 1066 referrals that were from 124 male students compared to girls 250 referrals that were from 59 female students. 97 boys on tier II and tier III interventions with success rate of 69%.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

It's important that students feel safe and respected all at school. On the student survey there was one question that we scored lower than the others. The question was in regards to students feeling like they are treated with respect as other students. Overall we scored at 77% feel this way. Within that question we noticed the current third graders going to fourth grade 24-25 school year scored even lower with 71%.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Year	Grade Level	LRE Summary		
		80% - 100% Regular Class	40% - 79% Regular Class	0% - 39% Regular Class
2022-23	K	66.7%	16.7%	16.7%
2022-23	1	70.0%	0.0%	30.0%
2022-23	2	64.3%	0.0%	35.7%
2022-23	3	55.6%	0.0%	44.4%
2022-23	4	42.9%	28.6%	28.6%
2022-23	5	40.0%	10.0%	50.0%
2022-23 Total		57.1%	7.1%	35.7%

57.1% at LRE level 2

16 of our 20 R.R. room students are at Level 2 currently

We need to work with our resource room teacher and look at our students that are being served and how close their LRE is to 80% and which we could increase more inclusion and get them to level 2.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

33 (15%) students in 3,4,5 did not meet benchmark for math Star but were within 10 points of meeting benchmark. Looking at these specific students data one foundational area they all scored below benchmark in addition and subtraction within 1000. This is a crucial foundational skill they need to master in order to be able to improve their skill level within addition and subtraction skills and application but also apply in other skills areas. (such as multiplication, division, fractions). All third grade students selected were red for this skill with scores 54-58, fourth grade was in yellow with scores 62-67, and fifth grade was mostly in yellow and one barely green with scores 77-80. 16 students 4/5th grade were within 30 points of passing SBA math. 16/131 = 12%

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

We noticed a gap in students Star reading scores and SBA reading scores. Star projected that we would have 78% (3rd), 73% (4th), 76% (5th) meeting benchmark on the reading SBA for grades 3-5 but we ended up having 54% (3rd), 61% (4th), and 66% (5th). We feel like that one factor that played a role in these lower scores was vocabulary and test question formatting.

ATTENDANCE

Lincoln Elementary

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL
(<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Lincoln Elementary will go from 77.3% and for ML students students will go from 69.9% as of the 2022-2023 school year to at least 79.3% for all students and 71.9 % for ML students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	3 absences office call Attendance letters sent home to families to have after 5 or more absences	Attendance timelines sent out by KSD	2024-2025 school year	OSPI, Juvenile Justice, admin HUB	Weekly attendance checks,mail letter,log PS, copy letter cum file
2	Conference with family -Attendance conferences to meet with families after 10 absences to identify barriers for them attending school and go over the importance of regular attendance. after 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year. Any meetings with ML students we will invite Tara Hamner (EDL Facilitator and translator)	Attendance timelines sent out by KSD	2024-2025 school year	OSPI, Juvenile Justice, admin HUB	Weekly attendance checks, phone call to setup meeting, log in PS

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Lincoln Elementary will go from 77.3% and for ML students students will go from 69.9% as of the 2022-2023 school year to at least 79.3% for all students and 71.9 % for ML students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
3	At 20 absences (30 504/SIT) referral to JJC for home visit.	Attendance timelines sent out by KSD	2024-2025 school year	OSPI, Juvenile Justice, admin HUB	Weekly attendance check, fill out request email JC, log PS
4	15 unexcused absences -Community Engagement Board working with JJC and BJ Wilson. Community engagement board identifies additional barriers and contract goes into place to ensure regular attendance.	Attendance timelines sent out by KSD	2024-2025 school year	OSPI, Juvenile Justice, admin HUB	Weekly attendance check, fill out request email BJ, log PS

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Lincoln will go from 3.7% and for males 57% as of the 2022-23 school year to 3.5% for all students and 55% students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

124 male who received referrals out 214 boys in school. 57% of boys received a referral and we want it to go down to 55% (goal instead of 124 want 117 boys)

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Groups- Social groups, lunch bunch, Champions group, self regulation group, counseling, play group, reteach expectations, Boot Camp, PAWS bucks/cart/experiences	Tier interventions/PBIS handbooks	2024-2025 school year	MTSS/PBIS/SWIS	Weekly tier 2 meetings, email, meetings with staff, data on SWIS, trimester checks
2	Individual- tier 2/3 interventions	Tier interventions/PBIS handbooks	2024-2025 school year	MTSS/PBIS/SWIS	Weekly tier 2 meetings, email, meetings with staff, data on SWIS, trimester checks

SAFETY AND BELONGING

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe (94%), included and welcomed at Lincoln School will go from 71% to 77% for current 4th graders (treated with respect) as of Spring of 2025 and rate of students feel safe will remain to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Blue talk forms to speak to counselor or behavior specialist about an issue or a concern.	Allows student voice/concerns to be heard. Leading to more ownership of their schooling	2024-2025 school year	MTSS, PBIS	Student survey Student check-ins begin/end of school year
2	Counselor lessons around Character Strong, respect challenge, monthly student recognition, lunch with admin.	Learning and being recognized leads to better self worth and character strengths.	2024-2025 school year	Second Step/Character Strong	Student check-ins begin/end of school year, monthly lessons

ENGAGED LEARNERS

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Lincoln Elementary will go from 57.1% as of November 2023 to at least 60.1% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below. (Nov 2023- 54%)

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier 3 Autism- push in/inclusionary into general education classrooms, specials, lunch, and recess.	Inclusionary Practices in Tier 3 programs	24-25 school year	Inclusionary Practices,	LRE data and counts three times a year
2	Work with IEP case manager to increase students LRE that are close to 80%	Modify mins to better support individual needs through push in or small group	24-25 school year	Resource Room teacher, scheduling, KSD admin. Support Tara Hamner in cohort participant	LRE data and counts three times a year

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Lincoln will go from 56%(Overall 3.4.5) to at least 59% for all students.
- Students from 5th grade 61% as of Spring 2023 to at least 65% for 5th grade students by Spring 2024 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Lincoln will go from 24.8% to at least 27.8% by Spring 2024 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies Update 9/9/2024	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	<p>interventions-RTI, small groups pull out/push in for ML</p> <p>By May of 2025 95% of First and Second Grade ML Students will increase their fluency by 30%. The student baseline will be taken from the BOY STAR CBM</p> <ul style="list-style-type: none"> • Daily timed 1 minute fluency practice with on level passages (Tara and Bianca) • Daily sight word practice (games and flashcards) All • Double dip for students who need more practice (Tara and Bianca) 	<p>NWEA- “automaticity and prosody—and both matter for reading comprehension.”</p> <p>Education Week “fluency, a precursor of comprehension, is often neglected in classroom instruction.”</p>	<p>09/24 to 05/25 check on goal every 7 weeks</p> <p>check-in</p> <p>1st 10/14/24</p> <p>2nd 12/2/24</p> <p>3rd 2/3/25</p> <p>4th 4/24/25</p> <p>5th 5/19/25</p>	<p>Leveled Fluency Passages, sight word games, Utilization of Ellevation and WIDA.</p>	<p>Monthly CBM STAR</p>

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Lincoln will go from 56%(Overall 3.4.5) to at least 59% for all students.
- Students from 5th grade 61% as of Spring 2023 to at least 65% for 5th grade students by Spring 2024 as reflected on to the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies Update 9/9/2024	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
2	<p>By May of 2025 95% Second Grade ML Students will increase nonsense words by 50%. This would include all 2nd grade ML students but does not include one nonverbal program student.</p> <ul style="list-style-type: none"> -Letter sound games and drills -Nonsense word games and drills -Double dip for students who need more practice 	<p>Reading Rockets-"Studies show a high correlation between performance on nonsense words and real words, and some of the time the nonsense word scores are more closely related with reading achievement than the word test scores!"</p>	<p>09/24 to 05/25 check on goal every 7 weeks check-in 10/14/24 12/2/24 2/3/25 4/24/25 5/19/25</p>	<p>Nonsense word games, nonsense word lists Utilization of Ellevation and WIDA.</p>	<p>Monthly CBM STAR</p>
3	<p>By May of 2025 95% of 5th grade ML students will have 80% mastery of 110 5th grade SBA vocabulary words.</p> <ul style="list-style-type: none"> -Students will learn 37 words each trimester aligned with current classroom state objectives -5th grade teachers and ELD facilitator will use Marzano's 6 steps to effective vocabulary instruction -ELD facilitator will provide experiences, stories, skits, TPR, graphic organizers and games to engage ML students in the vocabulary 	<p>Marzano- "Students' vocabulary knowledge is directly linked to their success in school."</p>	<p>09/24 to 05/25 check on goal every 7 weeks check-in 10/14/24 12/2/24 2/3/25 4/24/25 5/19/25</p>	<p>Marzano's 6 steps to effective vocabulary instruction Utilization of Ellevation and WIDA.</p>	<p>Monthly vocabulary assessments created and monitored on Nearpod. Vocabulary words will be assessed in 3 separate assessments.</p>

DISTRICT INDICATOR-MATH

- **TARGET-** The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Lincoln will go from 44.2% to at least 47.2% for all students by Spring 2025 according to the OSPI report card.
- For 4th/5th students that were level 2 on SBA will go from 0% (0 students) meeting grade level state standards in math as of Spring 2024 to at least 80% (20/25 students) by Spring 2025 according to the OSPI State Testing Scores (Smarter Reporting System).
- The % of all students making high growth on state standards in Math at Lincoln will go from 21.9% for all students to at least 24.9% for students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH- students that were a high level 2 and close to meeting benchmark in grades 3,4,5 will meet benchmark by Spring 2025 # students?

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Intervention- small groups 3-5 students working on foundational skills and other standards that are crucial scored below benchmark (Star data). Coaching cycles	Small group with intentional strategies that are reassessed every 7 weeks is best practice to determine if strategy is being successful.	2024-2025 school year check on goal every 6-8 weeks check-in 10/14/24 12/2/24 2/3/25 4/24/25 5/19/25	Clear Math Curriculum, Star, SBA interims, math activities/games	STAR 3 times a year or more, SBA spring, and formative assessments throughout

GROWTH AND PROFICIENCY - MATH (Continued)

DISTRICT INDICATOR-MATH

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- The % of all students making high growth on state standards in Math at Lincoln will go from 21.9% for all students to at least 24.9% for students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH- students that were a high level 2 and close to meeting benchmark in grades 3,4,5 will meet benchmark by Spring 2025 # students?

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
2	Teachers will implement changes to instructional practice based on data, as part of PLC. Instructional strategies, manipulatives, coaching cycles, small groups, intervention, common vocabulary, practice interims SBA, practice SBA question formats.	PLC analysis of interim data utilized to drive instruction. Review of data on a regular basis provide student and teacher feedback to determine mastery of essential standards. Utilizing common test language to better understand questioning.	2024-2025 school year check on goal every 6-8 weeks check-in 10/14/24 12/2/24 2/3/25 4/24/25 5/19/25	Clear Math Curriculum, SBA interims	STAR 3 times a year or more, SBA spring, and formative assessments throughout (interims)

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 95.7%, from Spring of 2024 to 98.7% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 89.3%, from Spring of 2024 to 92.3% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with New Vintage Church	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



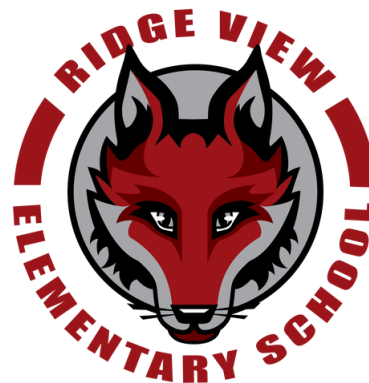
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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Lincoln Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,353,372	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$148,630	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$235,031 \$125,858	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$188,137	Intents/Purposes: To <u>provides</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u>
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$5,051,028	

Ridge View Elementary School Improvement Plan 2024-2025



Vision Statement

To provide the highest quality instruction and care to every child.

Culture of Equity Statement

Ridge View Elementary is an inclusive and safe environment where meaningful relationships are intentionally built with the shared goal of making a positive impact in every child's life every day.

What Makes Us Proud

Ridge View is proud of its sense of community and communication with families. We strive to develop and maintain positive relationships with our families.

Goals

Math

- By Spring 2024, math proficiency at Ridge View Elementary will increase to at least 83% for all students, up from 80%, and to 17% for students below the 45th percentile, down from 20%.
- Proficient growth in math will rise to at least 64.8% for all students, up from 61.8%, and to 50% for low-income students, up from 47%

Reading

- By Spring 2024, reading proficiency at Ridge View Elementary will increase to at least 82% for all students, up from 79%, and to 18% for students below the 40th percentile, down from 21%.
- Proficient growth in ELA will rise to at least 71.8% for all students, up from 68.8%, and to 63.8% for low-income students, up from 60.8%.

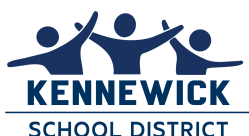
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of students at Ridge View will feel safe, included, and welcomed, up from 89%. Additionally, 5th graders feeling respected will increase to at least 90%, up from 81% as of Spring 2024.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Ridge View Elementary
201 S. Garfield St.
Kennewick, WA 99336
(509) 222-5800

Principal:
Naomi Puckett

ridgeview.ksd.org



2024-2025 School Improvement Plan



SIP Team Members:

Naomi Puckett, Principal
Shelbe Ward, Assistant Principal
Audrey Hickman, Kindergarten Teacher
Amy Pang, 1st Grade Teacher
Nancy Evans, 2nd Grade Teacher
Tricia McMullen, 3rd Grade Teacher
Amy Strege, 4th Grade Teacher
Jessica Briggs, 5th Grade Teacher
Travis Wright, Specialist



Ridge View Elementary

Where the sun is always shining!

Mission

Ridge View Elementary is an inclusive and safe environment where meaningful relationships are intentionally built with the shared goal of making a positive impact in every child's life every day.

Vision

To provide the highest quality instruction and care to every child.

Collective Commitments

- We are committed to growth and achievement, both academically and socially.
- We are intentional in our decisions and purposeful in our practice.
- We care for our students, our colleagues, and our community.
- The fundamental structure of our school is characterized by a collaborative culture in which educators take collective responsibility for helping all students learn to their highest potential.
- We study, clarify, align, and pace state standards, common formative assessments, and district curriculum to monitor each student's learning.
- We utilize effective Professional Learning Communities to analyze multiple data points, adjust instruction, and provide appropriate interventions for all students.
- We have a strong, two-way partnership with families regarding student academic and social growth information to effectively monitor and support the learning of their children.

24-25 Ridge View Focus

Implementing essential standards ensures that students are receiving aligned with the most important concepts and skills in math, leading to improved student performance and mastery of key mathematical concepts. By June 2025, Ridge View staff will have full implementation of math essential standards supported by the newly adopted ClearMath curriculum.

K-5 Expectations:

- Weekly PLC meetings with shared data
- Revisit essential math standards with the OSPI Achieve the Core document
- Learning targets with success criteria processed with students daily
- Common formative and summative assessments
- Learn, understand, and implement ClearMath to support math CCSS
- SBA Summative Assessment Blueprints and Targets in Grades 3-5

OSPI School Report Card



318

Students Enrolled
2023-24 School Year



Graduated in 4 Years
2022-23 School Year

67.5% **63.9%** **85.2%**

ELA* Math Science

Students on Track for College-level Learning
Without Needing Remedial Classes
Spring 2024

81.1% **81.1%** **90.7%**

ELA* Math Science

Students Showing Foundational Grade Level
Knowledge and Skills or Above
Spring 2024

*ELA = English Language Arts



82.7%

Students Attending 90% or
More of School Days
2022-23 School Year



\$18,840

Per-pupil Expenditure
2022-23 School Year



26

Number of Classroom
Teachers
2022-23 School Year



11.4

Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

Ridge View Elementary School Overall Framework Score by Student Group



Ridge View Elementary School

2023 Run

Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low-Income	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	68.8%					61.2%	60.8%	40.3%	70.3%	69.9%
Math Proficiency Rate	61.8%					44.9%	47.0%	38.8%	51.4%	67.2%
ELA Median SGP	48					47	40			48
Math Median SGP	59					45	55			59
Graduation Rate										
EL Progress Rate*										
Regular Attendance Rate	87.8%		90.0%		81.4%	80.3%	78.7%	85.3%	86.4%	89.9%
Ninth Grade On Track Rate										
Dual Credit Rate										



*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group..

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

In April of the 24-25 school year, Ridge View Elementary attendance data indicated our low income students attend school 17% less than our non-low income students and our English language learners attend school 8% less than our non-English language learners. Ridge View administrators analyze all subpopulations to take a comprehensive approach to understand the factors influencing attendance and to identify appropriate interventions. Below outlines the goal process, as needed:

1. Data Collection:
 - Gather attendance data for all students in the elementary school, broken down by demographic subpopulations such as race/ethnicity, socioeconomic status, English language learners, students with disabilities, and students receiving additional support services.
 - Collect data on absenteeism rates, including the number of excused and unexcused absences, tardiness, and early dismissals.
 - Obtain information on the reasons for absences when available, such as illness, family emergencies, transportation issues, or disengagement from school.
2. Analysis of Attendance Patterns:
 - Analyze the attendance data to identify trends and patterns across different subpopulations. Look for disparities in attendance rates and patterns of absenteeism that may indicate underlying issues.
 - Examine factors contributing to chronic absenteeism, such as health problems, family dynamics, socioeconomic challenges, transportation barriers, lack of engagement, bullying, or academic struggles.
3. Stakeholder Engagement:
 - Engage with various stakeholders, including students, parents or guardians, teachers, school administrators, school counselors and social workers.
 - Seek input on potential barriers to attendance and strategies for improving engagement and support for students and families.
4. Identify Resources and Support Services:
5. Development of Interventions:
 - Based on the findings of the needs assessment, develop targeted interventions and strategies to improve attendance and reduce chronic absenteeism for all subpopulations.
6. Documentation and Reporting:
 - Document the findings of the needs assessment, including attendance data, stakeholder input, intervention plans, and outcomes.
 - Communicate findings and progress reports to relevant stakeholders, including school leadership, staff, families, and community partners.
 - Use data and documentation to inform decision-making, allocate resources, and sustain efforts to promote positive attendance behaviors and support student success.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

Ridge View Elementary implements academic and behavioral MTSS systems. The essential components of Multi-Tiered Systems of Support (MTSS) are interrelated, and as the intensity of student need increases, each of the components also increases in intensity. Teams share the responsibility of making decisions in an MTSS framework. These decisions are driven by high-quality data, collected over time, from multiple sources. Teams engage families, students, and community partners to plan, implement, and improve services. Staff and community partners provide a continuum of supports to students through a tiered delivery system, starting with strong core instruction. Staff use evidence-based practices to accelerate student learning across all tiers.

Our intentional focus on students feeling safe, known, and valued includes implementing PBIS, PurposeFull People, and connecting with families through our ATP committee. Our staff created our equity statement democratically with staff voice represented. We have an intense focus on making Ridge View an inclusive and safe environment for our students. Ridge View will continue to deepen our understanding of MTSS through OSPI guidance and PBIS. We receive professional development in PBIS with Lisa Hoyt and are stepping further into Tier II practices. Our annual TFI is shared with families via ParentSquare and monthly PBIS updates are shared with parents at PTO meetings. Behavioral data is collected through SWIS and we will administer the SRSS survey three times a year to monitor internalized behaviors. We implement an MTSS tiered approach to support all students based on collected data. Ridge View staff backwards planned OSPI SEL standards to meet developmentally appropriate approaches in the classroom. We receive positive feedback from parent surveys indicating they appreciate our efforts in positive behavior and recognize our four behavioral standards: Show Respect, Make Good Decisions, Solve Problems, and Be Safe. Behavioral standards are supported by Paw Cards, weekly drawings, and PBIS recognition assemblies.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

Culture of Equity Description/Statement:

Ridge View prides itself on getting to know our students on an individual level. To help maintain focus and make data based behavioral decisions, we have adopted PBIS (Positive Behavioral Interventions and Supports). Our staff developed matrices that guides all staff and students to focus on positive behavior. Each student has a different background that brings us different strengths we work with to empower our students. In addition, we moved forward with Tier II PBIS strategies to support our MTSS. We employ 4 overall guiding rules; 1) Show Respect, 2) Make Good Decisions, 3) Solve Problems, and 4) Be Safe. Each of those Big 4 rules are outlined on our school matrix in six different areas of school including hallways, classrooms, gym, bus, bathroom, playground, and cafeteria. Students are awarded for positive behavior when a staff member sees them going "above and beyond" with a paw award. We have a weekly drawing to recognize students and highlight the positive behavior. These students also have their picture taken and displayed on our school monitor in the foyer. Beyond the school setting, our ATP committee engages families through annual events outside the school day. The events center on family, academics, and community.

Subpopulations:

- Ethnic or racial minorities
- LGBTQ+ students
- Students with disabilities
- Students from low-income families
- English language learners
- Students with mental health challenges
- Gifted and talented students
- Religious or cultural minorities
- International students
- Students experiencing homelessness or housing instability.

STUDENTS FEELING SAFE, KNOWN & VALUED Needs Assessment Continued:

1. Student Safety Survey Results:
 - The rate of all students reporting they feel safe, included and welcomed at Ridge View will go from 89% and 5th students will go from 81% will feel they are treated with respect as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.
2. Assess Current Policies and Practices:
 - Review existing institutional policies, practices, and resources related to student safety, sense of belonging, and value.
 - Identify any gaps or areas for improvement that may disproportionately affect certain subpopulations.
3. Analyze Data and Identify Patterns:
 - Analyze the data collected to identify common themes, concerns, and areas of strength for each subpopulation.
 - Look for patterns related to feelings of safety, being known, and valued within each group.
4. Develop Recommendations:
 - Based on the findings from the assessment and input from stakeholders, develop specific recommendations to address the identified needs of each subpopulation.
 - Prioritize recommendations based on urgency, feasibility, and potential impact.
5. Implement and Monitor Progress:
 - Implement the recommended strategies, policies, or programs to address the identified needs.
 - Establish mechanisms for ongoing monitoring and evaluation to track progress and make adjustments as needed.
 - Ensure that interventions are culturally responsive and tailored to the unique needs of each subpopulation.

Needs Assessment Summary: What is your LRE data telling you for all of your subpopulations?

Ridge View Elementary analyzes student LRE to determine the most suitable educational setting for students with disabilities that allows them to learn and interact with their non-disabled peers to the greatest extent possible. WISF data indicates the inclusionary rate for special education students at Ridge View is 60.9% as of November 2023.

Below outlines the goal process, as needed:

1. **Review of Student Records:** Start by reviewing the student's Individualized Education Program (IEP), including their current educational placement, academic progress, and any assessments or evaluations conducted.
2. **Observations:** Observe the student in various educational settings to assess their abilities, behaviors, and interactions with peers and teachers. This may include observing them in the classroom, during lunch or recess, and in extracurricular activities.
3. **Assessment of Support Needs:** Evaluate the student's needs in terms of academic support, behavioral support, assistive technology, and any other accommodations or modifications required for them to access the curriculum and participate in activities alongside their peers.
4. **Consultation with Stakeholders:** Gather input from key stakeholders, including the student (if appropriate), parents or guardians, teachers, special education professionals, therapists, and other relevant individuals. Their perspectives can provide valuable insights into the student's strengths, challenges, and preferences.
5. **Consideration of Options:** Explore a range of educational settings and placement options, including general education classrooms, special education classrooms, resource rooms, inclusion programs, and other alternative placements. Consider the availability of necessary support services and the potential benefits and drawbacks of each option.
6. **Collaborative Decision-Making:** Engage in collaborative decision-making with the student and their family to determine the most appropriate placement that meets the student's unique needs while promoting their academic and social development in the least restrictive environment possible.
7. **Documentation and Follow-Up:** Document the findings of the assessment process and the decisions made regarding the student's placement. Monitor the student's progress over time and make adjustments to their placement or support services as needed through ongoing review and revision of the IEP.

Throughout the assessment process, it's essential to prioritize the student's individual needs, preferences, and rights, as outlined in relevant laws and regulations such as the Individuals with Disabilities Education Act (IDEA) in the United States. The goal is to provide each student with the supports and services they need to achieve their full potential while maximizing their participation in inclusive educational settings.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Curriculum and Instruction:

Grades K-5 implement a modified response to intervention (RTI) math groups based on STAR Math and grade level assessments to provide differentiated instruction in math. Ridge View staff has attended ClearMath training to begin learning our new math curriculum. Professional development occurs in-house through teacher expertise in the area of differentiation of instruction. We have identified our highly capable students and have created an opportunity for growth and achievement through the Freckle online curriculum/assessment and individualized instruction for small groups. This has enabled another form of additional support in the classroom to meet the needs of students through differentiated instruction. We have targeted additional paraeducator instructional support for highly capable students. We also cluster our highly capable students into classrooms where teachers are trained to differentiate as well as support collaborative learning. We will continue to employ a 30 minute intentionally differentiated instructional period per day for all students supported by paraeducators and will continue to collaborate on implementation plans in each grade level. Progress will be monitored by STAR Math data and classroom formative/summative assessments.

Needs and Research Proven Effective Strategies:

Ridge View goals, supported as well by KSD strategic plan, is the involvement of collegial planning within the grade level PLC teams through professional development with Solution Tree. Student progress will be monitored by STAR Math data and classroom common formative/summative assessments with PLC data analysis of all grade level students. Teachers have structured their PLC planning time as teams to focus on standards mapping, data analysis, curriculum planning, and system development. The teams use the last Wednesday of each month to gather and interpret achievement data to use more effectively to inform instruction and practices for the next month of instruction. Specifically, Ridge View teachers have focused on grade level common formative math assessments with the guidance of the Leadership Committee and are now transferring that knowledge across all content areas. The Ridge View Leadership Committee will continue to support teachers with ongoing learning on data analysis and differentiated instruction measured by individual student growth. We have devoted a considerable amount of time to cross-grade level planning with the intent of learning state standards beyond their own grade level and scaffold curriculum.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Curriculum and Instruction:

Grades K-5 implement response to intervention (RTI) reading groups based on STAR Reading, STAR CBM, and grade level assessments to provide differentiated instruction in reading. Our reading specialist is current on all KSD literacy plan practices and assessments. Our reading specialist is committed to Heggerty phonemic awareness instruction in grades K-2 and all intervention groups. With the use of available instruction and careful planning by teachers, we are able to provide continued support throughout the entire school year. We have identified our highly capable students and have created an opportunity for growth and achievement through clustering students, provided professional development for highly capable cluster teachers, the Freckle online platform/assessment and individualized instruction for small groups. This has enabled another form of additional support in the classroom to meet the needs of students through differentiated instruction. We will continue to employ a 45 minute intentionally differentiated instructional period per day for all students and continue to collaborate on implementation plans in each grade level. Progress will be monitored by STAR Reading, STAR CBM growth data, and classroom formative/summative assessments.

Instruction, enrichment, and interventions are delivered along a continuum to meet the full spectrum of social, emotional, behavioral, and academic needs of all students. In a multi-tiered system of supports, tiers describe the intensity of supports provided. Tiers do not define the students.

Tier 1 is the foundation for additional layers of support and should meet the needs of approximately 80% of the student population. Every student has equitable access to universal instruction and supports are:

- research-based and aligned to grade-level standards
- culturally and linguistically responsive
- differentiated to meet their unique needs

When more than 20% of students need additional support, leadership teams should re-examine the tier 1 supports in place, as it is an indication that tier 1 instruction and supports may be insufficient. Targeted enrichment and interventions are added to accelerate learning and to remove barriers that prevent students from benefiting fully from universal instruction and supports.

Reading Needs Assessment Continued

Tier 2 supports are an additional layer of targeted, evidence-based intervention programs that include: clearly defined entrance and exit criteria

- regular progress monitoring to assess response to intervention
- explicit instruction with increased opportunities to practice and receive specific, frequent feedback
- gradual release of control and support when students master skills, and
- increased communication with families to ensure consistency of support in school and at home

Needs and Research Proven Effective Strategies:

Ridge View has spent a considerable amount of time learning about the state evaluation system, we continue to follow the Charlotte Danielson instructional framework. Extensive training in quality instruction continues to be ongoing as we learn how the 4 Domains and 22 components of the Framework enhance and improve our overall instruction in the classroom. The direction we are headed, supported as well by KSD strategic plan, is the involvement of collegial planning within the grade level PLC teams. In the area of reading, our Response To Intervention system has proven to benefit students who stay with Ridge View throughout their elementary years. We have used additional curriculum to specifically target the needs of our students in fluency, comprehension, decoding, and vocabulary. An area of focus this year is with our intentional assessment, placement, instruction, and communication of student's reading skills. It is important to us all students grow and meet their growth targets as we understand our learners as individuals. To do this, we plan to continue PLC collaboration and our RTI model in reading and use data to inform instruction.

Professional Development:

The majority of Ridge View's teachers are trained in GLAD (Guided Language Acquisition Design) strategies to enhance the instruction of both our ML students and the general population. Ridge View continues to learn about the components of an effective Professional Learning Community through Solution Tree. Teachers have structured their PLC planning time as teams to focus on standards mapping, formative/summative assessment, data analysis, curriculum planning, and system development. The teams use the last Wednesday of each month to Cross-Grade Level plan where they gather and interpret achievement data to use more effectively to inform instruction and practices for the next month of instruction across grade level. The Ridge View Leadership Committee will continue to support teachers with ongoing learning on data analysis and differentiated instruction measured by individual student growth with an emphasis on reading for the 24-25 school year. We have devoted a considerable amount of time to cross-grade level planning with the intent of learning state standards beyond their own grade level and scaffold curriculum.

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Ridge View Elementary will go from 82.7% and for low income students will go from 72.4% as of the 2022-2023 school year to at least 84.7% for all students and 74.4% for low income students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

1	<p>Attendance team meets regularly to go over attendance data and reach out to families to see how we can help. Daily Parent Square reminder goes out to inform families to excuse their child's absence by calling the attendance line or messaging on Parent Square. Attendance letters sent home to families to have attendance meetings after 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year.</p>	OSPI guidance, Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.
2	<p>Attendance conferences to meet with family and student to identify barriers for them attending school and go over the importance of regular attendance.</p>	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.
3	<p>Community Engagement Board working with JJC and BJ Wilson. Community engagement board identifies additional barriers and contract goes into place to ensure regular attendance.</p>	Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Ridge View Elementary will go from 4.4% and for low income students from 6.4% as of the 2022-23 school year to 4.2% for all students and 6.2% for low income students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	MTSS Tier 1- every child receives core instruction which includes SEL Purposeful People, SEL standards, PBIS, and connecting with families through our ATP committee.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, TFI, parent surveys, student surveys, and staff surveys
2	MTSS- Tier II- roughly 14% of our students receive Tier II services through Check in Check out, Breaks R Better, and Social Skills groups. There is clear entrance and exit criteria for all Tier II interventions as outlined in our PBIS Action Plan.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, SRSS survey, CICO and BRB data tracker with Home-School communication, TFI
3	MTSS- Tier III- roughly 3% of our students receive Tier III services through a Behavior Intervention Plan, KSD Mental Health services, and Social SDI.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, Social Skills checklist, TFI

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included, and welcomed at Ridge View will go from 89% to 90% by the end of the 2025 school year; and 5th students reporting they feel they are treated with respect will go from 81% to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	MTSS Tier 1- every child receives core instruction which includes SEL Purposeful People, SEL standards, PBIS, and connecting with families through our ATP committee.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, parent surveys, student surveys, and staff surveys
2	MTSS- Tier II- roughly 14% of our students receive Tier II services through Check in Check out, Breaks R Better, and Social Skills groups.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, SRSS survey, CICO and BRB data tracker with Home-School communication
3	MTSS- Tier III- roughly 3% of our students receive Tier III services through a Behavior Intervention Plan, KSD Mental Health services, and Social SDI.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, Social Skills checklist

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Ridge View will go from 60.9% as of November 2023 to at least 63.9% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Special education staff educates general education staff on strategies for inclusionary practices.	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data
2	Special education director educates special education teachers and administration on LRE.	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data
3	Administrative meetings and special education meetings including monthly meetings and 1:1 meetings with special education administrator	Research around inclusionary practices/OSPI	24/25 school year	Special education director and assistant special education director	Monthly LRE data

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Ridge View Elementary will go from 79% and for students below the 40th percentile from 21% as of Spring 2024 to at least 82% for all students and 18% for students below the 40th percentile by Spring 2024 as reflected on the STAR consolidated assessment proficiency report (administrator report).
- The % of all students making proficient growth on state standards in ELA at Ridge View Elementary will go from 68.8% and for low-income students from 60.8% as of Spring 2023 to at least 71.8% for all students and 63.8% for low-income students by Spring 2024 as reflected on the OSPI report card.

ACTION PLAN- ELA

1	Tier I- Research based and aligned to grade-level standards, Journeys and STAR assessment which include STAR Reading, STAR Early Literacy, STAR CBM, and classroom assessments	PLC Cross-Grade level planning, Grade Level PLT meetings, student data analysis to adjust instruction and/or interventions	24/25 school year	CCSS, STAR UFLI, Heggerty, and Journeys	Regular progress monitoring, parent communication, STAR reports
2	Tier II- Targeted intervention programs that include clear entrance and exit criteria	Explicit instruction with increased opportunities to practice and receive specific, frequent feedback Gradual release of control and support when students master skills	24/25 school year	CCSS, STAR UFLI, and Journeys	regular progress monitoring to assess response to intervention Increased communication with families to ensure consistency of support in school and at home
3	Tier III- SDI in Reading and or Writing	OSPI Framework	24/25 school year	CCSS, STAR UFLI, and Journeys	Same as above

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The % of all students meeting grade level state standards in math at Ridge View Elementary will go from 80% and for students below the 45th percentile from 20% as of Spring 2024 to at least 83% for all students and 17% for students below the 45th percentile by Spring 2024 as reflected on the STAR consolidated assessment proficiency report (administrator report).
- The % of all students making proficient growth on state standards in math at Ridge View Elementary will go from 61.8% and for low-income students from 47% as of Spring 2023 to at least 64.8% for all students and 50% for low-income students by Spring 2024 as reflected on the OSPI report card.

ACTION PLAN- MATH

1	Tier I- Research based and aligned to grade-level standards, Clear Math, STAR Math and classroom assessments	CCSS Math Standards, OSPI Achieve the Core document that identifies essential standards, SBA Summative Assessment Blueprints and Targets for Grades 3-5	24/25 school year	CCSS, STAR and Clear Math	Regular progress monitoring, parent communication, STAR reports, PLC shared data on common summative and formative assessments, learning targets with success criteria processed daily,
2	Tier II- Targeted intervention programs that include clear entrance and exit criteria	Explicit instruction with increased opportunities to practice and receive specific, frequent feedback Gradual release of control and support when students master skills	24/25 school year	CCSS, STAR and Clear Math	and increased communication with families to ensure consistency of support in school and at home
3	Tier III- SDI in Math	OSPI Framework	24/25 school year	CCSS, STAR and Clear Math	Same as above

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The 23-24 rate of parents reporting they feel welcome at their children’s school was 98%. Ridge View experienced an increase in enrollment by 150 students, Ridge View will maintain 98% as reflected on the 2024-2025 KSD Family Survey question #3.
- The rate of parents reporting school staff keep them well informed about how their child is doing in school will go from 94%, from Spring of 2024 to 95% as reflected on the 2024-2025 KSD Family Survey question #12.

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: Mid-Columbia Library Boy Scouts, Girl Scouts KPD, KFD Destination Imagination, Red Rover Mid-Columbia Reading Foundation Job's Nursery	Karen Mapp Dual Capacity Framework for Family and Community Engagement Language Access 5 Benefits of Volunteering		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools			KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4th AVE. • KENNEWICK, WA 99336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Ridge View Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,166,321	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$0	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$167,694 \$0	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$0	Intents/Purposes: To <u>provides</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistanes</u> , supplement classroom materials, professional development for staff.
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$4,334,015	

Sage Crest Elementary School Improvement Plan 2024-2025



Vision Statement

Our vision is to create a school community where all children feel valued, respected, and encouraged by staff and students to take educational risks and reach their fullest potential. As a staff, we believe that all students can learn and we can teach them: no excuses, no exceptions.

Culture of Equity Statement

Sage Crest Elementary School is committed to creating an equitable learning environment that maximizes student growth and opportunities for success by providing resources, opportunities, support and interventions. We aim to build an open, trusting environment that encourages acceptance and understanding. We will further develop an equity lens to better identify, discuss and address equity issues that impact our students and our school and further commit to examining systems, policies and practices that breed inequitable outcomes.

What Makes Us Proud

At Sage Crest Elementary, we are proud of our student-centered learning environment that put students' needs at the forefront of everything we do. We have a caring staff, that create an environment where students feel valued and supported. We also have a strong relationship with parents and community partners, as we work collaboratively to create enriching experiences and opportunities that ultimately provide a memorable and rewarding school experience.

Goals

Math

- The % of all students on track for college-level learning in mathematics without needing remedial classes will increase 3% for all students, increasing to 59.9%. With the same measure, we will increase the % of Hispanic students by 4%, increasing this subgroup to 45.1% as measured by Spring 2025 OSPI report card.

Reading

- The % of all students on track for college-level learning in reading without needing remedial classes will increase 3% for all students, increasing to 63.4%. With the same measure, we will increase the % of Hispanic students by 4%, increasing this subgroup to 44% as measured by Spring 2025 OSPI report card.

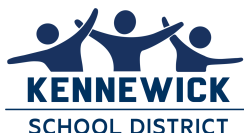
Social Emotional Learning

- The rate of all students reporting they feel safe, included and welcomed at Sage Crest Elementary School will increase to 90%, as reflected in the KSD Student Survey.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Sage Crest Elementary
6411 W. 38th Ave.
Kennewick, WA 99338
(509) 222-6500

Principal:
Natalie McKay

sagecrest.ksd.org



2024-2025

School Improvement Plan

SIP Team Members:

School Improvement Plan Team Members/Role:

Natalie McKay, Principal

Jared Kessie, Assistant Principal

Stephanie Betcher, Kindergarten Team Lead

Tom Parham, First Grade Team Lead

Nicole Foltz, Second Grade Team Lead

Rebecca Hintz, Third Grade Team Lead

Kristie Cramer, Fourth Grade Team Lead

Megan Palmer, Fifth Grade Team Lead

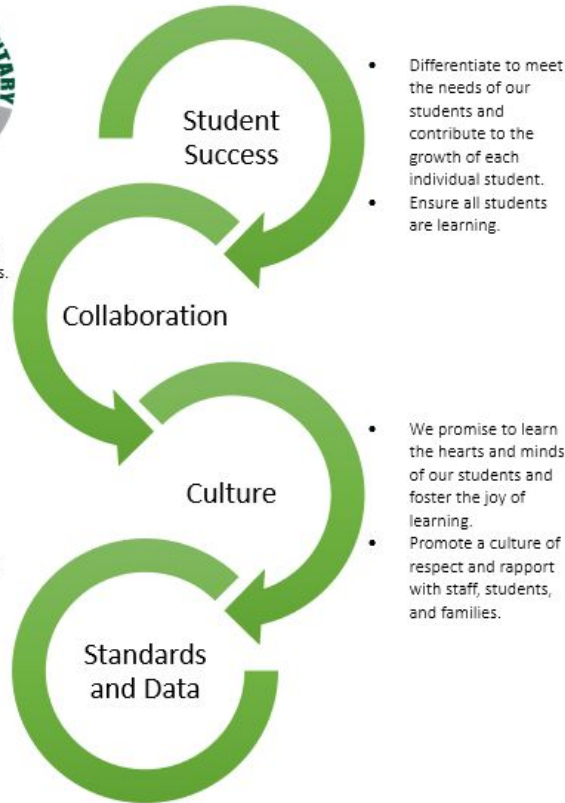
Mark Alfaro, Specialist Team Lead

Collective Commitments:



Share successes and growth opportunities. Ensure all voices are heard. Collaborating, not competing. Remain open and objective.

Stretching academic competency of our students through grade-level standards. Use standards and data to guide student learning.



Vision:

Our vision is to create a school community where all children feel valued, respected, and encouraged by staff and students to take educational risks and reach their fullest potential. As a staff, we believe that all students can learn and we can teach them: no excuses, no exceptions.

Equity Statement:

Sage Crest Elementary School is committed to creating an equitable learning environment that maximizes student growth and opportunities for success by providing resources, opportunities, support and interventions. We aim to build an open, trusting environment that encourages acceptance and understanding. We will further develop an equity lens to better identify, discuss and address equity issues that impact our students and our school and further commit to examining systems, policies and practices that breed inequitable outcomes.

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Sage Crest Elementary

Address and Phone

6411 W 38TH AVE
KENNEWICK, WASHINGTON 99338
5092226500

Enrollment

Enrollment
2023-24 School Year
652

Low-Income
2023-24 School Year
38.5%

English Language Learners
2023-24 School Year
10.9%

Finance



Per Pupil Expenditure
2022-23 School Year
\$15,071

Attendance



Students Attending 90% or
More of School Days in the
2022-2023 School Year
85.1%

Assessment

Foundational Grade-level Knowledge (and above)

Consistent Grade-level Knowledge (and above)

ELA
2023-24 School Year

Math
2023-24 School Year

Science
2023-24 School Year

ELA
2023-24 School Year

Math
2023-24 School Year

Science
2023-24 School Year



Educators

Average Class Size
2022-23 School Year



18.0

Teacher Count
2022-23 School Year



37

Percent Teachers with Master's Degree or Higher
2022-23 School Year



75.7%

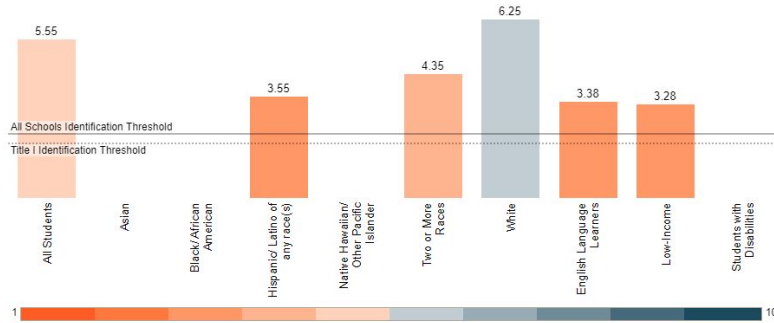
Teacher Experience
2022-23 School Year



14.9

WSIF DATA

Sage Crest Elementary
2023 Run
Overall Framework Score by Student Group



	All Students	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low-income	Native Hawaiian/Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	65.5%			30.2%	49.2%	48.8%		37.3%	55.9%	72.4%
Math Proficiency Rate	58.0%			25.4%	37.8%	41.3%		38.6%	54.2%	65.7%
ELA Median SGP	44			50	38	38			40	48
Math Median SGP	45			39	44	39			39	46
Graduation Rate										
EL Progress Rate*	54.5%									
Regular Attendance Rate	90.8%	86.5%		92.7%	86.2%	86.3%		90.3%	91.0%	92.5%
Ninth Grade On Track Rate										
Dual Credit Rate										

Decile Changes from 2022 to 2023 WSIF Runs

	All Students	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low-income	Native Hawaiian/Other Pacific Islander	Students with Disabilities	Two or More Races	White
Final Score	-1.6			1.1	-0.6	-1.1			-1.6	-1.9
ELA Proficiency Rate	0			1	1	-1		0	0	0
Math Proficiency Rate	0			1	1	1		1	1	0
ELA Median SGP	-1			0	-1	-1		1	1	-1
Math Median SGP	-3			1	-1	-1		-3	-3	
AL ELA Average**										
AL Math Average**										
Graduation Rate										
EL Progress Rate*	4									
Regular Attendance Rate	0	0	0	0	0	0		0	0	0
Ninth Grade On Track Rate										
Dual Credit Rate										



*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group
 **Achievement Level (AL) Averages only applied to the 2022 WSIF run

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Of the 662 students served, 155 students display chronic absenteeism (15 absences or more). That's 23% of our population. 26% of students (40 students) with chronic absenteeism are served in special education. 15 of our students served in special education have 30+ absences. This is a high area of need.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

For the 2023-2024 school year, there were 16.0 days of exclusions. 50% of those students are classified as students with disabilities, accounting for 14.2 days of exclusion or 89% the exclusion data. Of that special education data, 83% of those 14.2 days of exclusion were students being served in areas of social or behavior. 0% of excluded students were served on a 504 or classified as migrant. With ethnic subpopulations, of the students suspended, 63% of students were white, 25% hispanic, and 13% identified as black.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

All of our percentages are above 80%, with the exception of two subgroups (multiracial, special education) for safety riding the bus, and 78% of students with disabilities reported that others are friendly to them.

2023-2024	Safe on school grounds	Safe riding bus	Friendly to me	One teacher or adult	Treated with respect	Adults respect me	Totals
Hispanic (72)	93%	90%	93%	97%	85%	99%	93%
Multiracial (31)	94%	76%	94%	90%	84%	90%	88%
White (183)	94%	81%	89%	93%	82%	89%	88%
Migrant (13)	85%	80%	92%	92%	85%	100%	89%
ML (29)	97%	83%	97%	97%	87%	100%	94%
Special Education (36)	86%	69%	78%	97%	83%	92%	84%
Sage Crest Elementary School	94%	83%	90%	94%	83%	91%	89%
KSD Average	84%	84%	85%	87%	80%	89%	85%

Needs Assessment Summary: What is your LRE data telling you for all of your subpopulations?

Below is information regarding % of students served in the Resource Room and LRE 1 data from the April Data Dashboard. According to district performance indicators, our goal for November 2024 is >55.6%. With numbers excluding self-contained, we have 66.7% of special education students at LRE 1.

Level	School	22-23 % LRE 1	April Building
Elementary	SC	55.6%	47.0%

Needs Assessment Summary: What is your proficiency and growth data in the area of MATH telling you for all of your subpopulations?

Looking at Smarter Balance proficiency data, it shows that our most impacted students are our ML, Hispanic, and students with disabilities.

SBA Math	School	MLL	IEP	Ethnicity		
				Hispanic	White	Other
3 rd Grade	67%	63%	33%	53%	75%	60%
4 th Grade	60%	25%	38%	47%	65%	75%
5 th Grade	49%	0%	7%	28%	58%	44%
Average	59%	23%	26%	36%	66%	60%

Needs Assessment Summary: What is your proficiency and growth data in the area of ELA telling you for all of your subpopulations?

Looking at Smarter Balance proficiency data, it shows that our most impacted students are our ML, Hispanic, and students with disabilities.

SBA ELA	School	MLL	IEP	Ethnicity		
				Hispanic	White	Other
3 rd Grade	66%	31%	53%	33%	78%	80%
4 th Grade	58%	25%	33%	40%	62%	63%
5 th Grade	62%	67%	40%	52%	72%	50%
Average	62%	41%	42%	42%	71%	64%

ATTENDANCE

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate (students attending 90% or more of school days) for all students at Sage Crest Elementary will go from 84% for all students and 43% for students with disabilities as of the 2023-2024 school year to at least 87% for all students and 53% for students with disabilities students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Perfect Attendance Recognition: Daily, Weekly, Monthly Trimesterly		Daily	PTO Prizes	Office Secretaries
2	Notification of Absences & Letters (5 absences month/10 absences year)	Requirement OSPI	Weekly	PowerSchool	Monthly report with attendance secretary
3	Meeting with families (15+ Absences) with a checklist to identify barriers and provide resources.	Requirement OSPI	Monthly	Attendance Secretary PowerSchool	Monthly report with attendance secretary
4	Truancy Officer (15+ with no improvement)	Data informed actions	Weekly	JJC	Monthly report with attendance secretary

ATTENDANCE

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate (students attending 90% or more of school days) for all students at Sage Crest Elementary will go from 84% for all students and 43% for students with disabilities as of the 2023-2024 school year to at least 87% for all students and 53% for students with disabilities students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

5	Watch List (15+ absences for the 2023-2024 school year). Preventative approach.	Data informed actions	Fall 24	PowerSchool	Targeted support in fall.
6	Welcoming Committee- home visits prior to school year for anyone with 30 absences. Twenty-seven students in 2023-2024.	Data informed actions/ Family engagement	Fall 24	Volunteers to complete home visit.	Targeted support in fall.
7	Digital Newsletter with Educational Tips & Building Data	Family engagement	Monthly	None	Data Dashboard
8	Home visits with counselor and administrator (possibly teacher) once per month (concern with safety, truancy, trauma). Target 4-5 students monthly.	Family engagement	Monthly	\$ if needing certificated after contract time	Monthly report with attendance secretary

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Sage Crest Elementary will go from 1.12% and for students with disabilities from 0.61% as of the 2022-23 school year to <2.0% for all students and <1.0% % for students with disabilities by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	School-Wide Expectations and Behavior Matrix	PBIS	Daily	SWIS	SWIS
2	SAT Team (Tier 2); Multidisciplinary Team (Tier 3)	MTSS-RTI	Monthly	SWIS	Behavior Committee/ SAT
3	Data Collection (Tier 1-3)	Data Driven Decisions	Daily	SWIS	SWIS
4	Acknowledgement: WISE Awards / Owl Bucks	PBIS	Daily	None	Number submitted, Universal SWPBIS annually
5	Teacher/Parent Communication & Digital Newsletter with Educational Tips & Building Expectations	Family Engagement	Daily/ Monthly	ParentSquare or Behavior Log or Newsletter	SWIS
6	Teach To Videos, Posters, In-Person	PBIS	Quarterly	Time/ Grant	SWIS

SAFETY AND BELONGING

Sage Crest Elementary

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Sage Crest Elementary School will go from 89% and students with disabilities will go from 84% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	ATP Events/ Activities	Parent Engagement	Annual Calendar	Proposal	Winter Survey & Monthly ATP Meetings
2	Sneak Peek/ Open House Activity	Parent Engagement	Fall	Variance	Scheduled for Fall
3	Behavior Matrix & Support	MTSS-SEB	Fall PD	Proposal & SWIS	Behavior Committee

SAFETY AND BELONGING

Sage Crest Elementary

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Sage Crest Elementary School will go from 89% and students with disabilities will go from 84% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

4	SEL Monthly Presentations (K-5) with Counselor (Tier 1 Support); Lunch Bunch (Tier 2 Support)	MTSS-SEB	Monthly	None	Behavior Committee & SAT
5	School Safety Officer				Family Survey
6	Character Strong Acknowledgement; Monthly Character Trait; One Book One School	SEL	Annual	Proposal for Books	Family Survey & Student Surveys
7	Playground Helpers, Bus Buddies (Peer Support for Kindergarten)	Mentoring	Weekly Rotation	None	Student Surveys
8	SEL Support in Classroom (30 mpw) minimum/ increase with SWIS referrals	SEL & Data Driven Decisions	Weekly	Monthly Character Trait-Purposeful People	Student Surveys
9	Positive Postcards	ATP	Annually	ATP Plan	Student Surveys

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Sage Crest Elementary School will go from 58.7% as of November 2023 to at least 60% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Accessibility: T3 Special Education Inclusion with GenEd Peers; Inclusive Playground Equipment; Reading Buddies (Life Skills- 5th Grade)	Mainstreaming and Inclusion	Daily	None	Admin Walk-Through Rotations; IEP Team Meetings
2	Check-In with PLCs- to Increase and Improve Inclusionary Practices (Monthly)	PLC	Monthly	None	Admin Walk-Through Rotations
3	Professional Learning Community/ Guiding Coalition	PLC	Monthly	Ongoing Training	Guiding Questions @ Meetings
4	Differentiated Support and Skill Focus for Tier 2	Response to Intervention	Daily	Schedule	Admin Walk-Through Rotations; IEP Team Meetings
5	Building-Wide Schedule with T1-T3 Supports Built-In	MTSS	September	None	Administration
6	Data Driven Decisions: Pacing; Reteach; Extension	Data	Weekly	None	Grades/ Interim/ STAR

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Sage Crest Elementary will go from 60.4% and for Hispanic students from 40% as of Spring 2024 to at least 63.4% for all students and 44% for Hispanic students by Spring 2025 as reflected on to the OSPI report card.
- The student growth percentile (SGP) of all students making growth on state standards in ELA at Sage Crest Elementary will go from 53.0 and for low-income students from 56.0 as of Spring 2024 to at least 54.0 for all students and 57.0 for low-income students by Spring 2025 as reflected on the OSPI report card and WSIF data.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Learning Targets....Success Criteria	Explicit Instruction	Weekly	Training	Grades/ Interim
2	Students monitor/ understand progress	Student & Staff Efficacy	Weekly	Training	Grades/ Interim
3	RTI- Walk to Read	Response to Intervention	Monthly	Monthly Meeting with Reading Spec.	Rank Order
4	SOAR- After School Program	Tutoring	Oct-Apr	Proposal \$	Pre/Post Assessment
5	TEAM Read	Foundational Literacy Skills	Oct-Apr	District Funds	Weekly Assessment/ STAR
6	Small Group Differentiated Support: Parent Volunteers; Classified Support	Family Engagement; RTI	Oct-Apr	None	Weekly Assessment/ STAR

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Sage Crest Elementary will go from 50.0 and for Hispanic students will go from 36% as of Spring 2024 to at least 60% for all students and at least 40% for Hispanic students by Spring 2025 according to the OSPI report card.
- The student growth percentile (SGP) of all students making growth on state standards in Math at Sage Crest Elementary will go from 50.0 and for low-income students will go from 57.0 as of Spring 2024 to at least 51.0 for all students and at least 58.0 for low-income students by Spring 2025 as reflected on the OSPI report card and WSIF data.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Learning Targets....Success Criteria	Explicit Instruction	Weekly	Training	Grades/ Interim
2	Students monitor/ understand progress	Student & Staff Efficacy	Weekly	Training	Grades/ Interim
3	SOAR- After School Program	Tutoring	Oct-Apr	Proposal \$	Pre/Post Assessment
4	Explicit Instruction: Story Problems; Standards Focus; Spiraling; Learning Target/ Success Criteria	Explicit Instruction	Daily	None	Grades/ Interim/ STAR
5	Data Driven Decisions: Pacing; Reteach; Extension	Data	Weekly	None	Grades/ Interim/ STAR

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 91.7%, from Spring of 2024 to 93% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 82.1%, from Spring of 2024 to 85% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: Mid Columbia Library, Team Read, Ready 4 Kindergarten, Girl Scouts	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Sage Crest Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$5,736,899	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$0	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$158,532 \$0	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$43,209	Intents/Purposes: To <u>provides</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assurances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, <u>parent engagement activities</u> , <u>summer learning programs</u> .
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e. g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u>
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$5,938,640	

Southgate Elementary School Improvement Plan 2024-2025



Vision Statement

Our mission, in partnership with our parents and community, is to provide a safe environment in which every student reaches their highest potential and is well prepared for success in secondary school education.

Culture of Equity Statement

We are committed to fostering an inclusive environment where every student is valued, respected, and empowered to reach their full potential.

What Makes Us Proud

Dragons SOAR to SUCCESS!

Dragons...

Support Others

Own Learning

Act Safely

Reach for Excellence

We are... SOUTHGATE DRAGONS!

Goals

Math

- By Spring 2025, math proficiency at Southgate Elementary will increase to at least 41.2% for all students, 19% for ML students, and 25.9% for SWD, up from 38.2%, 13%, and 17.9%, respectively.
- By Spring 2024, high growth in math will rise to at least 31.5% for all students, up from 28.5%. ML students making progress toward proficiency will increase to 50%, up from 47.73%.

Reading

- By Spring 2024, reading proficiency at Southgate Elementary will increase to at least 38.4% for all students, 19% for ML students, and 25.9% for SWD, up from 35.4%, 13%, and 17.9%, respectively.
- High growth in ELA will rise to at least 40% for all students, up from 35%. ML students making progress toward proficiency will increase to 50%, up from 47.73%.

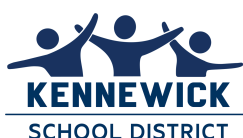
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of students at Southgate Elementary will feel safe, included, and welcomed, up from 86% in Spring 2024. For ML students, the rate will increase to at least 81%, up from 73%, and for SWD, it will rise to 90%, up from 82%.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Southgate Elementary
3121 W. 19th Ave.
Kennewick, WA 99337
(509) 222-5900

Principal:
Joe Jones

southgate.ksd.org



2024-2025

School Improvement Plan

SIP Team Members:

Kindergarten - Kristi DeLancy
1st Grade - Julie Brisbois
2nd Grade - Neili Marozzo
3rd Grade - Sheila Rodriguez
4th Grade - Jackie Hendren
5th Grade - Ian Allison
General Specialists: Lori Woods
Academic Specialist: Lindsey Davis
Special Education: Jacob Boneck
Para-Educator: Kristen Kauer
Assistant Principal: Mary Isley
Principal: Joe Jones



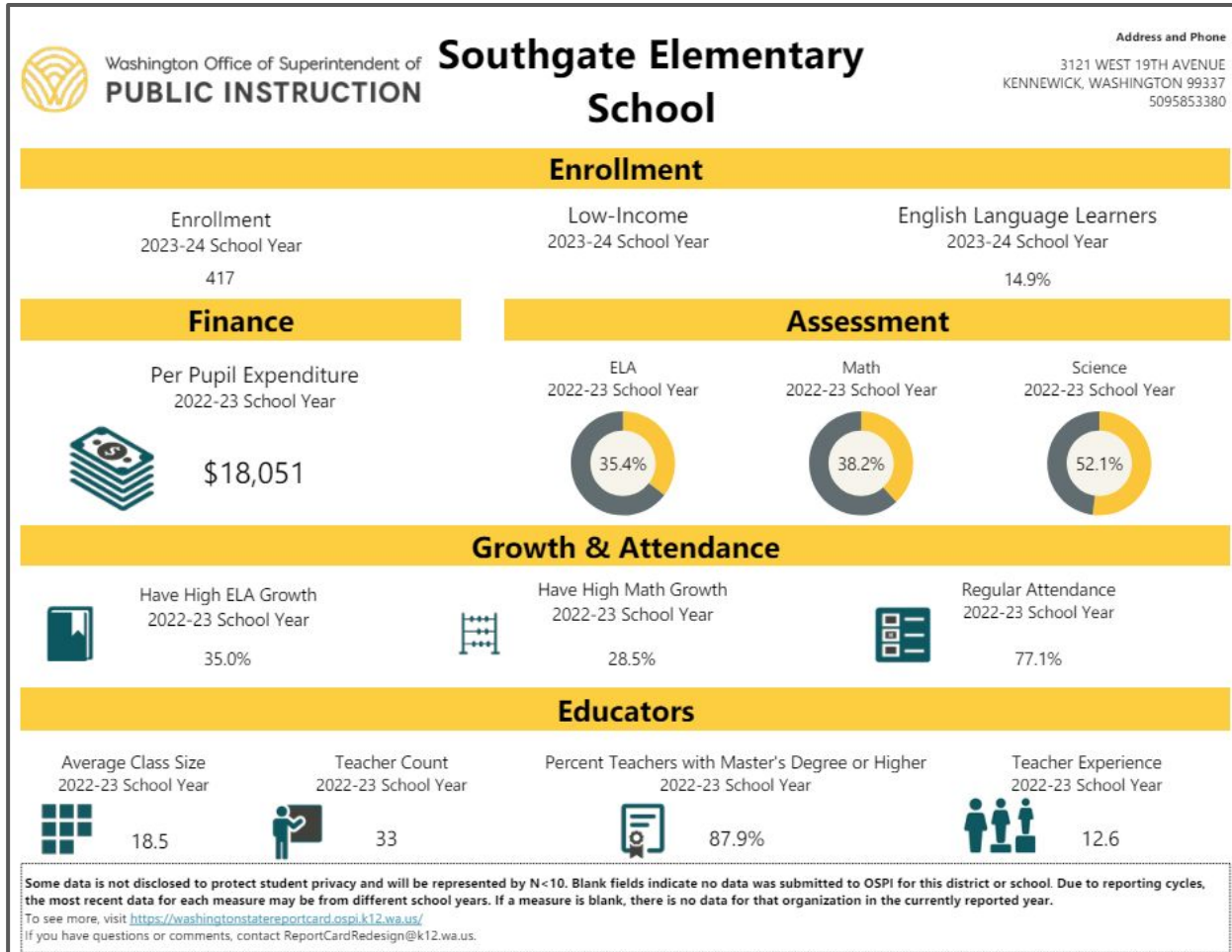
Vision:

Our mission, in partnership with our parents and community, is to provide a safe environment in which every student reaches their highest potential and is well prepared for success in secondary school education.

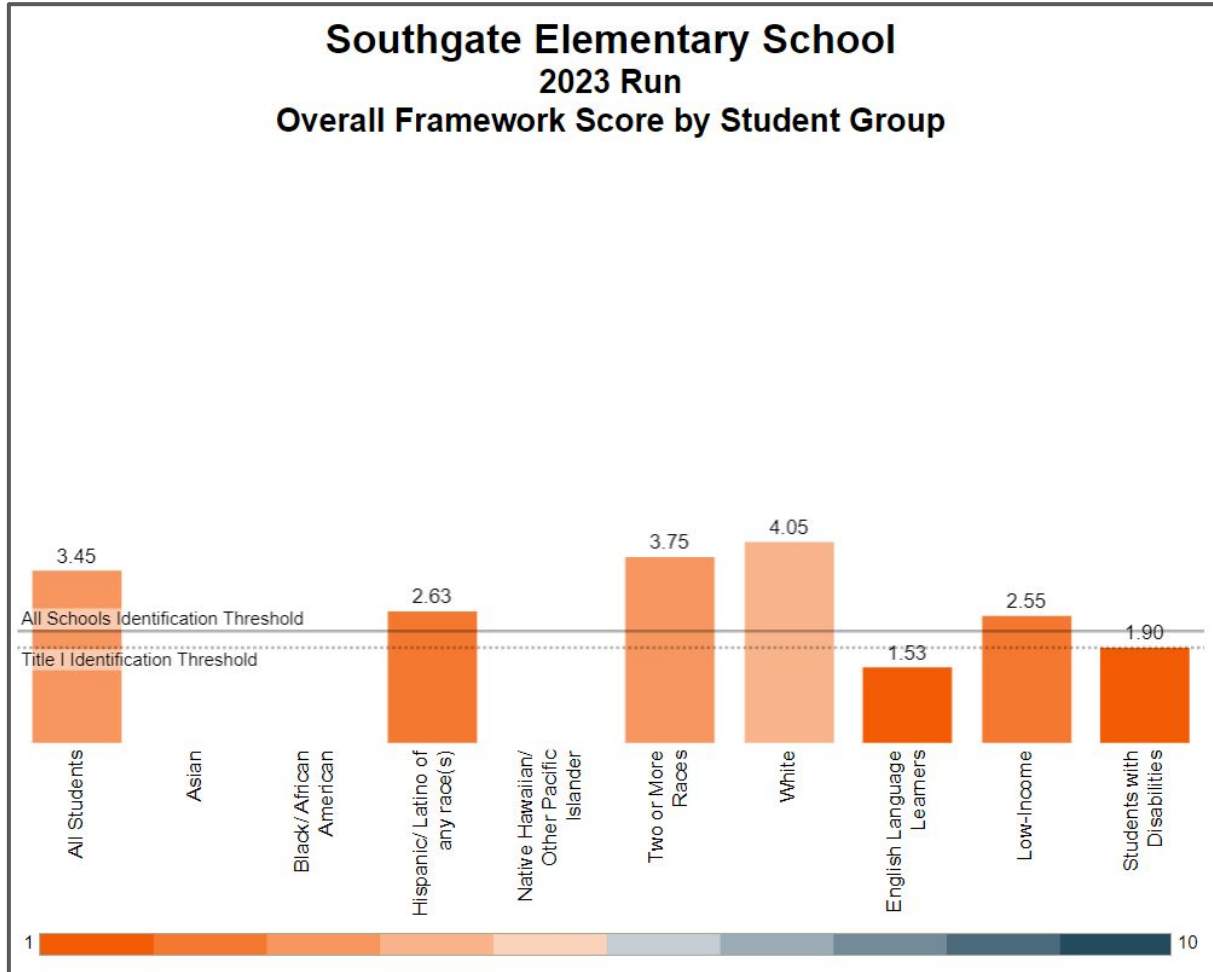
Equity Statement:

We are committed to fostering an inclusive environment where every student is valued, respected, and empowered to reach their full potential.

OSPI School Report Card



WSIF DATA



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

During the 2022-23 school year at Southgate Elementary School, student attendance was strong across various subpopulations. Among English Language Learners, 73.8% had fewer than two absences per month; among Low-Income students, this figure was 73.3%; among Migrant students, it was 78.6%; and among Hispanic/Latino students, it was 71.4%. Although specific data for Students with Disabilities is not provided due to a small sample size, it's indicated that fewer than ten students in this group had fewer than two absences per month. These high attendance rates suggest effective attendance policies and support systems are in place for maintaining regular attendance. Despite these high attendance rates, there is always room for improvement. Our school will address this by partnering with families to reduce barriers, working with our school counselor, Community in Schools representative, and administration. We will continue to send letters, make daily phone calls for absent students, and hold attendance meetings regularly to support families.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

The student behavior data from Southgate Elementary School for the 2022-23 school year shows that 2.8% of students (14 out of 470) received a suspension or expulsion for discipline-related incidents. Suspension rates varied among different subpopulations, with 4.58% of male students (12 out of 262), 2.19% of Hispanic students (4 out of 183), and 3.2% of White students (8 out of 250) being suspended. A notable concern was that 27% of students with a 504 plan faced suspensions, as well as 4.6% of multilingual students and 8.3% of migrant students. Although the overall suspension rate remains relatively low, these disparities highlight the need for targeted behavioral interventions, particularly for students with a 504 plan and migrant students. In response, Southgate Elementary is seeking an MTSS Learning Facilitator (partially funded by a grant) who will collaborate with Student Advisory Teams, grade-level teams, and administration to address behavioral needs throughout the school.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

Our survey reveals that 96% of our student population feel they have a trusted adult in the building. Our safety committee is committed to ensuring that every student, including those from all subpopulations, can identify and build trust with a staff member throughout the year. We aim to create numerous opportunities for students to connect with their trusted adults. However, nearly 15% of our students report not feeling safe on school grounds. To address this, our safety committee and PBIS committee are collaborating to reinforce safety expectations and provide more engaging activities during recess. Our goal is to ensure that every student feels safe at school.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

We are currently surpassing both the state and district averages for LRE. Our LRE improved from 69.6% in October 2022 to 70.5% in January 2023. We will continue to monitor this progress and diligently identify how to place students in their least restrictive environments on a case-by-case basis.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

The Math proficiency and growth data for the 2022-23 school year at Southgate Elementary School reveals that 38.2% of students met the state standard, surpassing the district average of 33.9%. White students and low-income students outperformed district averages, with 53.7% and 33.6% meeting standards, respectively. Hispanic/Latino students and students with disabilities also exceeded district averages, though at lower rates of 21.3% and 17.9%. English Language Learners showed some progress, with less than 13% meeting the standard, better than the district's 9.1%. Despite these gains, there is a need for targeted support to improve Math proficiency, particularly for English Language Learners, Hispanic/Latino students, and students with disabilities. To address these challenges, Southgate Elementary is seeking an MTSS Learning Facilitator (partially funded by a grant) who will collaborate with grade-level teams and administration to focus on enhancing Math growth and proficiency for all students. Additionally, providing training for all staff around the MTSS and PLC processes will ensure a consistent, data-driven approach to supporting student progress across all subpopulations.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

The ELA proficiency and growth data for the 2022-23 school year at Southgate Elementary School shows that 35.4% of students met the state standard, which is below the district average of 48.0%. Female students performed better than males, with 39.0% meeting the standard compared to 31.8%, though both groups scored lower than the district averages of 51.3% and 44.6%, respectively. Hispanic/Latino students had 22.5% meeting the standard, falling short of the district's 32.7%, and students of Two or More Races had 33.3% meeting the standard, compared to the district average of 50.7%. White students performed better than other subpopulations at Southgate, with 47.2% meeting the standard, though still below the district average of 59.4%. English Language Learners showed less than 13% meeting the standard, slightly better than the district's 11.2%. Low-income students had 32.2% meeting the standard, just below the district's 35.5%, while migrant students had less than 18% meeting the standard, far below the district's 28.2%. Students with disabilities had 17.2% meeting the standard, below the district's 22.2%.

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for **all students** at Southgate Elementary **will go from 77.1%** and for **ML students will go from 73.8%** as of the 2022-2023 school year to at least **80% for all students** and **78% for ML students** by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below. Students with Disabilities were N<10 so there is not sufficient data to write a goal in this area. We will continue our school-wide protocols for all students to support SWD.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	By whom and how will progress be monitored and communicated?
1	Attendance letters sent home to families to have attendance meetings after 3 or more unexcused absences, 5 or more absences in a month, or 10 or more absences in a year.	OSPI website Tier 2 Evidence based strategy Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in student cum file.. Track student progress on attendance data tracking sheet. Monitored by Assistant Principal and secretary.
2	Attendance conferences to meet with family and student to identify barriers for them attending school and go over the importance of regular attendance. We will review any barriers for attendance with our ELL families.	OSPI website Tier 2 Evidence based strategy Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it. Monitored by Assistant Principal and secretary.
3	Community Engagement Board working with JJC and BJ Wilson. Community engagement board identifies additional barriers and contract goes into place to ensure regular attendance.	OSPI website Tier 2 Evidence based strategy Attendance timelines sent out by KSD	24/25 school year	HUB, JJC, OSPI law	Place copy of attendance letter in teachers box and they will place it in the student's cum folder after reading it. Monitored by Assistant Principal and secretary.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for **all students** at Southgate Elementary **will go from 3%**, and **ML students from 4.6%** as of the 2022-23 school year **to 2.7% for all students** and **4.0 % for ML students**, by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below. Students with Disabilities were N<10 so there is not sufficient data to write a goal in this area. We will continue our school-wide protocols for all students to support SWD.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	By whom and how will progress be monitored and communicated?
1	MTSS Tier 1- every child receives core instruction which includes SEL with Second Steps, SEL embedded into grade-level content standards, PBIS, and connecting with families through our ATP committee.	OSPI guidance and PBIS; training for staff	24/25 school year	OSPI, PBIS, SWISS	SWISS, parent surveys, student surveys, and staff surveys. Monitored by Tier I PBIS Team, Counselor, Admin and Learning Facilitator
2	MTSS- Tier II- roughly 20% of our students receive Tier II services through Check in Check out and Social Skills groups.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, SRSS survey, and CICO data tracker with Home-School communication. Monitored by Tier II PBIS Team.

SAFETY AND BELONGING

Southgate Elementary

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of **all** students reporting they feel safe, included and welcomed at Southgate Elementary School **will go from 86%** as of spring 2024 **to at least 90%**, for **ML students will go from 73%** as of Spring of 2024 **to at least 81%**, for **SWD will go from 82%** as of spring 2024 **to 90%** by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	By whom and how will progress be monitored and communicated?
1	MTSS Tier 1- every child receives core instruction which includes SEL Second Steps, SEL standards, PBIS, and connecting with families through our ATP committee. All students will participate in Trusted Adult activities throughout the year.	OSPI guidance and PBIS; training for staff	24/25 school year	OSPI, PBIS, SWISS	SWISS, parent surveys, student surveys, and staff surveys. Monitored by Tier I PBIS Team, Leadership Team, Safety Committee, Community in Schools Rep.
2	MTSS- Tier II- roughly 14% of our students receive Tier II services through Check in Check out, and Social Skills groups.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, SRSS survey, and CICO data. Monitored by Tier II PBIS Team.
3	MTSS- Tier III- roughly 3% of our students receive Tier III services through a Behavior Intervention Plan, KSD Mental Health services, and Social SDI.	OSPI guidance and PBIS	24/25 school year	OSPI, PBIS, SWISS	SWISS, Social Skills checklist. Monitored by Admin, Case Managers, Counselor.

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for **special education students** at Southgate Elementary **will go from 70.4%** as of November 2023 **to at least 74%** by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	By whom and how will progress be monitored and communicated?
1	Professional Development for all staff on how to incorporate inclusionary practices into their essential standards/PLC work.	Research around inclusionary practices/OSPI	24/25 school year	SPED Director(s)	Monthly LRE data Monitored by Case Managers and Admin
2	Special education director educates special education teachers and administration on LRE.	Research around inclusionary practices/OSPI	24/25 school year	SPED Director(s)	Monthly LRE data Monitored by Case Managers and Admin
3	Administrative meetings and special education meetings including monthly meetings and 1:1 meetings with special education administrator	Research around inclusionary practices/OSPI	24/25 school year	SPED Director(s)	Monthly LRE data Monitored by Case Managers and Admin

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of **all students** meeting grade level state standards in reading at Southgate Elementary **will go from 35.4%, ML students from 13%, SWD from 17.9%** as of Spring 2023 **to at least 38.4% for all students, 19% for ML students, and 25.9% for SWD** by Spring 2024 as reflected on to the OSPI report card.
- The % of **all students** making high growth on state standards in ELA at Southgate Elementary **will go from 35% to least 40% by Spring 2024. ML students will improve from 47.73% making progress toward proficiency to 50%** as measured by WIDA as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	By whom and how will progress be monitored and communicated?
1	Tier I PLC Focus - Unit planning around essential standards through PLC process aligned with corresponding assessments: STAR Reading, STAR Early Literacy, STAR CBM, and classroom CFA. (PLC Focus) PLC Focus on Question 1 - Teacher Clarity Book Study Solution Tree Presenter in Aug. 2024	Teacher Clarity & Professional Learning Communities	24/25 school year	CCSS, STAR and Journeys	Regular progress monitoring, parent communication, STAR reports Check-ins with District Reps from Teaching and Learning Dept. Monitored by Grade Teams and Admin

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of **all students** meeting grade level state standards in reading at Southgate Elementary **will go from 35.4%, ML students from 13%, SWD from 17.9%** as of Spring 2023 **to at least 38.4% for all students, 19% for ML students, and 25.9% for SWD** by Spring 2024 as reflected on to the OSPI report card.
- The % of **all students** making high growth on state standards in ELA at Southgate Elementary **will go from 35% to least 40% by Spring 2024. ML students will improve from 47.73% making progress toward proficiency to 50%** as measured by WIDA as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	By whom and how will progress be monitored and communicated?
2	Tier II- Targeted intervention programs that include a cyclical focus on constantly providing instructional based on student need/skill gaps. (Skills based groups with explicit instruction being provided to all students)	Explicit instruction with increased opportunities to practice and receive specific, frequent feedback Gradual release of control and support when students master skills	24/25 school year	CCSS, STAR and Journeys	regular progress monitoring to assess RTI Increased communication with families. Monitored by Grade Teams and Admin
3	Tier III- SDI in Reading and or Writing	OSPI Framework	24/25 school year	CCSS, STAR and Journeys	Monitored by Grade Teams, Reading Specialist, and admin

DISTRICT INDICATOR-MATH

- **TARGET-** The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of **all students** meeting grade level state standards in math at Southgate Elementary **will go from 38.2%, ML students will go from 13%, SWD from 17.9%** as of Spring 2023 to at least **41.2% for all students**, at least **19% for ML students**, and at least **25.9% for SWD** by Spring 2025 according to the OSPI report card.
- The % of **all students** making high growth on state standards in Math at Southgate Elementary **will go from 28.5% to at least 31.5% by Spring 2024. ML students will improve from 47.73% making progress toward proficiency to 50%** as measured by WIDA as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	By whom and how will progress be monitored and communicated?
1	Tier I PLC Focus - Unit planning around essential standards through PLC process aligned with corresponding assessments: STAR Math, STAR CBM, and classroom CFA. (PLC Focus) PLC Focus on Question 1 - Teacher Clarity Book Study Solution Tree Presenter in Aug. 2024	Professional Learning Communities Universal Design for Learning	24/25 school year	CCSS, STAR and Clear Math	Regular progress monitoring, parent communication, STAR reports Check-ins with District reps from Teaching and Learning Dept Monitored by Grade Teams and Admin.

DISTRICT INDICATOR-MATH

- **TARGET-** The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of **all students** meeting grade level state standards in math at Southgate Elementary **will go from 38.2%, ML students will go from 13%, SWD from 17.9%** as of Spring 2023 to at least **41.2% for all students**, at least **19% for ML students**, and at least **25.9% for SWD** by Spring 2025 according to the OSPI report card.
- The % of **all students** making high growth on state standards in Math at Southgate Elementary **will go from 28.5% to at least 31.5% by Spring 2024. ML students will improve from 47.73% making progress toward proficiency to 50%** as measured by WIDA as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	By whom and how will progress be monitored and communicated?
2	<p>Tier II- Targeted intervention programs that include a cyclical focus on constantly providing instructional based on student need/skill gaps.</p> <p>Implement a new push-in model where teachers & paras provide intentional standards based instruction for students who are showing need for additional support.</p>	<p>Explicit instruction with increased opportunities to practice and receive specific, frequent feedback</p> <p>Gradual release of control and support when students master skills</p>	24/25 school year	CCSS, STAR and Clear Math	<p>regular progress monitoring to assess RTI</p> <p>Increased communication with families.</p> <p>Monitored by Grade Teams and Admin</p>
3	Tier III- SDI in Math	OSPI Framework	24/25 school year	CCSS, STAR and Clear Math	Monitored by Grade Teams and Admin

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 76.5%, from Spring of 2024 to 80% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 61.6%, from Spring of 2024 to 70% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: Community in Schools, South Hills Church, Hill Springs Church, Parent Teacher Group	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support Team	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Southgate Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,581,620	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>
Title 1 Part A - 51	\$77,076	<p>Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards.</p> <p>Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities, parental involvement activities, transition activities, and supplemental materials.</p>
LAP-55 LAP High Poverty 5504	\$165,503 \$130,757	<p>Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u>, <u>skill</u> development or behavior <u>supports</u>.</p> <p>Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.</p>
Bilingual- 65	\$164,614	<p>Intents/Purposes: To <u>provides</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening.</p> <p>Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u>, <u>supplement classroom materials</u>, <u>professional development for staff</u>.</p>
Migrant- 53	\$0	<p>Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards.</p> <p>Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.</p>
OSSI- 5120	\$26,184	<p>Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes.</p> <p>Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u></p>
Highly Capable – 74	\$0	<p>Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable.</p> <p>Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.</p>
Total	\$5,145,754	

Sunset View Elementary School Improvement Plan 2024-2025



Vision Statement

Sunset View's mission is to value, recognize, and maximize the potential of all students. We believe in providing a challenging and engaging curriculum embedded in a climate that acknowledges the whole child where all kids are capable of success, no exceptions!

Culture of Equity Statement

Sunset View believes that all students are capable of success, no exceptions! The staff are committed to equity and this will be achieved by:

- Providing all students with access to resources, opportunities to support, and interventions to maximize their abilities and potential through a Multi-Tiered System of support
- Providing all students an opportunity to access challenging and rigorous learning opportunities with a strong focus on the PLC
- Raising the achievement of all students while eliminating the racial predictability of achievement
- Utilizing systemic intervention practices to lower exclusionary discipline in all settings

What Makes Us Proud

Sunset View is proud to be a Kids at Hope school. We believe in all kids, NO exceptions. We implement strong core instruction, coupled with explicit and positive behavior expectations to increase positive school outcomes. We operate with a service mentality and strive to serve every member of our school community at the highest levels promoting success for every learner! We are proud to be Sunset View Mustangs!

Goals

Math

- By Spring 2025, math proficiency at Sunset View will increase to at least 50% for all students, up from 39%, and to at least 30% for Hispanic students, up from 25%

Reading

- By Spring 2024, reading proficiency at Sunset View will increase to at least 50% for all students, up from 44%, and to at least 31% for Hispanic students, up from 26%.

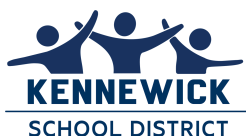
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of students at Sunset View will feel safe, included, and welcomed, up from 84% in Spring 2024. For Hispanic third graders, the rate will increase to at least 90%, up from 47%.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Sunset View Elementary
711 N. Young St.
Kennewick, WA 99336
(509) 222-6000

Principal:
Megan Biever

sunsetview.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

Megan Biever/Principal
Suzy Hudon/Assistant Principal
Tracy Hamar/K-1 Leadership Rep
Melissa Trevino/2-3 Leadership Rep
MayRene McCabe/4-5 Leadership Rep
Katie Gregerson/Specialist Leadership Rep
Kristen Davis/Specialist Leadership Rep

All Means All

Vision:

- Sunset View's mission is to value, recognize, and maximize the potential of all students. We believe in providing a challenging and engaging curriculum embedded in a climate that acknowledges the whole child where all kids are capable of success, no exceptions!

Equity Statement:

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 - Raising the achievement of all students while eliminating the racial predictability of achievement
 - Utilizing systemic intervention practices to lower exclusionary discipline in all settings

OSPI School Report Card

Report Card



355

Students Enrolled
2023-24 School Year



81.2%

Students Attending 90% or
More of School Days
2022-23 School Year

43.1%

Met ELA*
Standards

39.1%

Met Math
Standards

49.3%

Met Science
Standard

Spring 2023



\$17,479

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



28

Number of Classroom
Teachers
2022-23 School Year



23.0% **23.3%**

High Math
Growth

High ELA*
Growth

2022-23 School Year



13.4

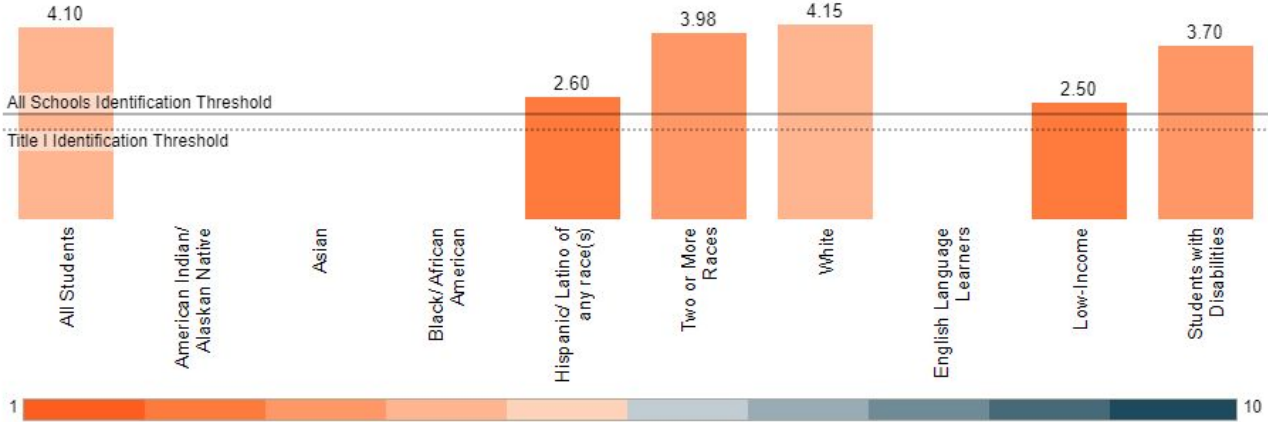
Average Years of Teaching
Experience
2022-23 School Year

*ELA = English Language Arts

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

WSIF DATA

Sunset View Elementary School
2023 Run
Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

The data on student attendance highlights a concerning trend among specific subpopulations. The two students with the most significant attendance issues come from low-income backgrounds and face considerable barriers at home. This suggests that socioeconomic factors and challenging home environments are major contributors to chronic absenteeism. Addressing these attendance issues requires targeted interventions that consider the unique challenges faced by low-income students. Support systems such as increased access to counseling, outreach programs to engage families, and resources to alleviate some of the home barriers can be critical in improving attendance rates. By understanding and addressing the root causes of absenteeism among these vulnerable students, we can work towards creating a more equitable and supportive educational environment for all.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

The data on student behavior reveals several key insights regarding discipline rates and suspension incidents across different student subpopulations. The overall discipline rate for all students stands at 0.07 over the last two years. Four students out of 355 received exclusionary discipline indicating that 1% of the total student population has experienced disciplinary action in the 23-24 school year. Notably, those four students have been suspended, resulting in a cumulative total of 3.5 days of suspension, averaging less than one day per student. Significantly, all three suspended students have an Individualized Education Program (IEP), suggesting a disproportionate representation of this subpopulation in suspension statistics. This highlights the need for more robust support systems for students with IEPs, including enhanced behavioral interventions, additional resources for special education staff, and regular reviews of IEPs to ensure they address behavioral needs adequately. Continuing to create and refine safety plans remains crucial, with suspension used only as a last resort when such a plan is necessary. Furthermore, ongoing professional development for teachers and staff on behavioral management, especially for students with IEPs, can help manage classroom behavior more effectively without resorting to suspension. Reviewing and possibly revising discipline policies to ensure they are equitable and incorporating restorative practices focused on conflict resolution and relationship building is recommended. Regular monitoring of discipline data to identify trends and address issues proactively will help create a more supportive and inclusive environment, minimizing the need for disciplinary actions and promoting positive behavior across all student subpopulations.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

The student survey provides insightful data on students' perceptions of safety, happiness, and feeling valued at school across different subpopulations. Overall, 82 percent of students in grades 3, 4, and 5 feel safe at school, and 84 percent of students in these grades report feeling happy. However, a notable concern arises with third-grade Hispanic students, where 47 percent reported not feeling happy and expressed a need for a stronger connection to adults. This indicates a significant gap in the sense of belonging and emotional well-being among this subpopulation. Despite the high overall percentages of students feeling safe and happy, this disparity highlights the necessity for targeted efforts to improve the school experience for Hispanic third graders. Encouragingly, 100 percent of the staff reported feeling happy at work this year, suggesting a positive and supportive working environment for educators, which can serve as a foundation for addressing student needs more effectively. Efforts should focus on fostering stronger relationships between students and adults, particularly for those who feel less connected, to ensure every student feels safe, known, and valued.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

The Least Restrictive Environment (LRE) data for Sunset View reveals important information about the school's special education (SPED) population. Of the 56 students receiving special education services, 63 percent are in LRE 1, meaning they spend most of their time in general education classrooms. This figure includes students in the autism program, who are typically in LRE 2 and spend a larger portion of their day in specialized settings. This indicates potential for increasing inclusion by amending Individualized Education Programs (IEPs) as these students demonstrate progress. Additionally, the data shows that the special education program at Sunset View serves more boys than girls. These insights highlight areas for improvement in integrating students with autism into general education settings more frequently, and suggest a need to understand and address the gender disparity in special education services.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

The proficiency and growth data in the area of math reveal distinct trends across different grade levels and subpopulations at Sunset View. STAR math assessments indicate high proficiency in the lower grades, with 85 percent of 1st graders, 64 percent of 2nd graders, and 70 percent of 3rd graders meeting math standards. However, there is a noticeable decline in proficiency in the higher grades, with only 57 percent of 4th graders and 49 percent of 5th graders demonstrating proficiency according to STAR math assessments. This decline is further corroborated by SBA data, where 58 percent of 3rd graders passed the math SBA, compared to only 38 percent of 4th graders and 29 percent of 5th graders. These trends highlight that while early math education is effective, there may be gaps in curriculum alignment, instructional strategies, or student support as students progress to higher grades. Addressing these gaps is crucial to ensure sustained math proficiency and growth across all grade levels and subpopulations, necessitating targeted interventions and instructional adjustments in the upper elementary grades.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

The proficiency and growth data in the area of English Language Arts (ELA) indicate stronger overall performance compared to math, but also reveal areas requiring attention, especially in the upper grades. According to STAR proficiency standards, 65 percent of kindergarteners, 80 percent of 1st graders, 81 percent of 2nd graders, and 64 percent of 3rd graders are on standard. However, proficiency declines in the upper grades, with only 50 percent of 4th graders and 47 percent of 5th graders meeting the standards. This decline is mirrored in SBA results, where 52 percent of 3rd graders passed the ELA SBA, compared to 37 percent of 4th graders and 41 percent of 5th graders. These trends suggest that while early ELA education is effective, there is an increased need to focus on writing standards and nonfiction text in the upper grades to ensure sustained proficiency and growth across all subpopulations. Addressing these specific areas can help improve ELA outcomes for older students.

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: 81% is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Sunset View will go from 81% and for low income students will go from 4% experiencing chronic absenteeism as of the 2023-2024 school year to at least 87% for all students and 1% for our low-income demographic experiencing chronic absenteeism of students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Research indicates that mentoring programs can significantly improve attendance rates among elementary school students. Mentors help build positive relationships with students, making them feel more connected to the school, increasing their motivation to attend regularly, and providing personalized support to address any challenges that may be hindering attendance.	MTSS Research and OSPI Sheldon, S. B., & Epstein, J. L. (2004). Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism. *The School Community Journal. 14*(2). 39-56.	24-25	Community in Schools supports with student support coordinator	Monthly newsletters
2	Educational research shows that involving parents in attendance improvement strategies can lead to better attendance outcomes. When parents are engaged and take an active role in monitoring and promoting their children's attendance, students are more likely to attend school regularly. Attendance contracts are agreements between the school, parents, and students that outline expectations for attendance and specify actions to be taken to improve attendance rates. These contracts foster a collaborative approach, involving parents directly in efforts to ensure their children attend school regularly.	Sheldon, S. B., & Epstein, J. L. (2004). Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism. *The School Community Journal. 14*(2). 39-56.	24-25	Community in Schools supports with student support coordinator	Monthly newsletters

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Sunset View will go from 1% and for Special Education students from 1% as of the 2023-24 school year to less than 0% for all students and less than 1 % for Special Education students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Implement Restorative Practices as Part of MTSS: Introduce restorative justice programs that focus on conflict resolution, peer mediation, and fostering a positive school climate. These practices encourage students to take responsibility for their actions, understand the impact of their behavior on others, and work towards making amends, rather than being excluded from the classroom.	MTSS Research and OSPI <i>International Institute for Restorative Practices (IIRP)</i>	24-25	Professional Development by Admin	Monthly PBIS Meetings and Bi-Monthly Tier 2 meetings, 6 week data share out cycles
2	Provide Professional Development for Teachers: Offer training and ongoing support for teachers on classroom management, cultural competency, and trauma-informed care. Educators equipped with these skills can better understand and address the diverse needs of their students, reduce biases in discipline, and create a more inclusive and supportive learning environment.	MTSS Research and OSPI	24-25	Professional Development by Admin	Monthly PBIS Meetings and Bi-Monthly Tier 2 meetings, 6 week data share out cycles
3	Increase Access to Support Services: Ensure that students have access to counseling, mental health services, and behavioral support specialists. By addressing the underlying issues that contribute to disruptive behavior, schools can provide targeted interventions that help students stay engaged and succeed academically, reducing the need for exclusionary discipline.	MTSS Research and OSPI	24-25	CIS, BST, MTSS development	Monthly PBIS Meetings and Bi-Monthly Tier 2 meetings, 6 week data share out cycles

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Sunset View will go from 84% and for Hispanic Third Grade students will go from 47% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Create a Safe Physical Environment. Designate safe spaces within the school where students can go if they feel threatened or need support. Ensure all areas of the school are adequately supervised, particularly during recess, lunch, and transition times, to prevent bullying and ensure student safety.	Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013).A review of school climate research. *Review of Educational Research. 83*(3). 357-385.	24-25	Professional Development by Admin	Monthly PBIS Meetings and Para Educator Meetings, with work with CIS
2	Promote Social-Emotional Learning (SEL) SEL Programs: Integrate social-emotional learning programs into the curriculum to help students develop skills such as empathy, self-awareness, and conflict resolution. Develop and enforce clear anti-bullying policies. Ensure all students and staff are aware of the policies and know how to report incidents of bullying..	MTSS Research and OSPI	24-25	Character Strong and Second step	Work with counselor on the ASCA model for school counseling with parent forums
3	Inclusive Content: Ensure the curriculum reflects the diversity of the student body. Include diverse perspectives in reading materials, history lessons, and other subjects	Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013).A review of school climate research. *Review of Educational Research. 83*(3). 357-385.	24-25	CIS, BST, School Admin Team	Monthly PBIS Meetings and Bi-Monthly Tier 2 meetings, 6 week data share out cycles

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Sunset View will go from 63% as of November 2023 to at least 70% by June 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	PBIS and the Behavior Support and Academic support team has been proven to reduce behavioral issues and improve the inclusion of students with disabilities by creating a students assistance team that intervenes proactively before referring students. By creating a positive and predictable school environment, this supports the social and emotional needs of all students, facilitating their participation in general education settings. Additionally, we have implemented checks and balances for Multilingual Students and students without a diagnosed disability in accordance with Washington State Law.	RCW 28A.155.010: Defines special education.	24-25	PBIS Team, BST, School MTSS Learning Facilitators, School Psych, AST	Progress is communicated and monitored through our leadership team and the work is done in conjunction with the school special education team.
2	Co-teaching. This involves a general education teacher and a special education teacher working together to plan, instruct, and assess students in an inclusive classroom. This model ensures that students with disabilities receive specialized instruction while participating in the general education environment.	RCW 28A.155.010: Defines special education. Murawski, W. W., & Swanson, H. L. (2001). A Meta-Analysis of Co-Teaching Research: Where Are the Data?. Remedial and Special Education, 22(5), 258-267.	24-25	PBIS Team, BST, School MTSS Learning Facilitators, School Psych, AST	Progress is communicated and monitored through our leadership team and the work is done in conjunction with the school special education team.
3	UDL. UDL is an educational framework that guides the development of flexible learning environments to accommodate individual learning differences. It focuses on providing multiple means of representation, engagement, and expression.	RCW 28A.155.010: Defines special education. Meyer, A., Rose, D. H., & Gordon, D. (2014). <i>Universal Design for Learning: Theory and Practice</i> . CAST Professional Publishing.	24-25	PBIS Team, BST, School MTSS Learning Facilitators, School Psych, AST	Progress is communicated and monitored through our leadership team and the work is done in conjunction with the school special education team.

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Sunset View will go from 44% and for Hispanic students from 26% as of Spring 2023 to at least 50% for all students and 31% for Hispanic students by Spring 2024 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Sunset View will go from 23% and for Hispanic students from ____% as of Spring 2023 to at least 23% for all students and ____% for Hispanic students by Spring 2024 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Essential Standards Planning based on WA State common Core Standards, 6 week backwards design, Common Formative Assessments, Team Data Analysis in Wednesday PLT time	“Learning by Doing: A Handbook for Professional Learning Communities at Work” (DuFour, DuFour, Eaker, & Many, 2010)	24-25	PLC Solution Tree, Leadership Team, Journeys Curriculum	Progres will be monitored and communicated every six weeks through the tandem work of the guiding coalition and leadership team.
2	Data cycles within the school PLC-Guiding Coalition Check in, Wednesday team data analysis and team data meetings every 6 weeks.	“Learning by Doing: A Handbook for Professional Learning Communities at Work” (DuFour, DuFour, Eaker, & Many, 2010)	24-25	PLC Solution Tree, Leadership Team, Journeys Curriculum and Clear Math Curriculum	Progres will be monitored and communicated every six weeks through the tandem work of the guiding coalition and leadership team.
3	STAR testing and progress monitoring in 6 week cycles with analysis of specific targeted standards and SBA interims assessments administered and utilized with the SBA blueprint	“Learning by Doing: A Handbook for Professional Learning Communities at Work” (DuFour, DuFour, Eaker, & Many, 2010)	24-25	PLC Solution Tree, Leadership Team, Journeys Curriculum and Clear Math Curriculum	Progres will be monitored and communicated every six weeks through the tandem work of the guiding coalition and leadership team.

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Sunset View will go from 39% and for Hispanic students will go from 25% as of Spring 2023 to at least 50% for all students and at least 30% for Hispanic students by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at Sunset View will go from 23% and for Hispanic students will go from ____% as of Spring 2023 to at least 28% for all students and at least ____% for Hispanic students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Essential Standards Planning based on WA State common Core Standards, 6 week backwards design, Common Formative Assessments, Team Data Analysis in Wednesday PLT time	“Learning by Doing: A Handbook for Professional Learning Communities at Work” (DuFour, DuFour, Eaker, & Many, 2010)	24-25	PLC Solution Tree, Leadership Team, Journeys Curriculum and Clear Math Curriculum	Progress will be monitored and communicated every six weeks through the tandem work of the guiding coalition and leadership team.
2	Data cycles within the school PLC-Guiding Coalition Check in, Wednesday team data analysis and team data meetings every 6 weeks.	“Learning by Doing: A Handbook for Professional Learning Communities at Work” (DuFour, DuFour, Eaker, & Many, 2010)	24-25		Progress will be monitored and communicated every six weeks through the tandem work of the guiding coalition and leadership team.
3	STAR testing and progress monitoring in 6 week cycles with analysis of specific targeted standards and SBA interim assessments administered and utilized with the SBA blueprint	“Learning by Doing: A Handbook for Professional Learning Communities at Work” (DuFour, DuFour, Eaker, & Many, 2010)	24-25		Progress will be monitored and communicated every six weeks through the tandem work of the guiding coalition and leadership team.

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 99.9%, from Spring of 2024 to 100% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 88.8%, from Spring of 2024 to 90% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement Karen Mapp Dual Capacity Framework for Family and Community Engagement Language Access 5 Benefits of Volunteering	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: Team Read, Communities in Schools, Advanced Family Chiropractic			Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools			KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Sunset View Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,038,782	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$58,043	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$236,130 \$111,815	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness skill</u> development or behavior supports. Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$0	Intents/Purposes: To <u>provide</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assurances</u> , supplement classroom materials, professional development for staff.
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable - 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$4,444,770	

Vista Elementary School Improvement Plan 2024-2025



Vision Statement

Vista Vikings are STRONG...We believe...

- Students always come first
- Together with families we can accomplish more
- Relationships with the community help our students
- Our goal is to be warm and welcoming to all who enter Vista
- Number one focus is a positive, safe learning environment
- Growth in students' social, emotional, and academic success is important!

Culture of Equity Statement

We honor the uniqueness of each individual and embrace diverse backgrounds, values, and points of view to build a strong, inclusive community and to prepare students for lives in a multicultural society.

We are committed to equity and this will be achieved by:

- Providing all students with access to high quality curriculum and instruction, including academic and/or behavioral intervention based on research-based data unique to each student
- Instilling a sense of hope and of a bright future through time traveling activities via Kids at Hope

What Makes Us Proud

- A "Kids at Hope Culture" where all staff believe that all students can be successful
- High student safety survey data
- High growth data in STAR and SBA assessments
- Strong system of interventions and supports for our students both behaviorally and academically

Goals

Math

- By Spring 2025, math proficiency at Vista will increase to at least 44% for all students, up from 41%, and to at least 17% for ELL students, up from 14%.
- High growth in math will rise to at least 45% for all students, up from 42%, and to at least 43% for low-income students, up from 40%.

Reading

- By Spring 2024, reading proficiency at Vista will increase to at least 48% for all students, up from 44.2%, and to at least 17% for ELL students, up from more than 14%.
- High growth in ELA will rise to at least 47% for all students, up from 44%, and to 40% for low-income students, up from 37%.

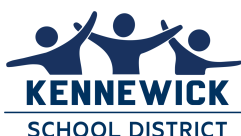
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of students at Vista will feel safe, included, and welcomed, up from 86% in Spring 2024. For Migrant students, the rate will increase to at least 90%, up from 83%.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Vista Elementary
1701 N. Young St.
Kenewick, WA 99336
(509) 222-6100

Principal:
Jennifer Behrends
vista.ksd.org



2024-2025 School Improvement Plan

"The Vista Voyage"
Navigating the Sea Together

SIP Team Members:

Jennifer Behrends, Principal
Daren Fickel, Assistant Principal
Carrie Stewart, Kinder
Allison Haisch, 1st grade
Pam Vietz, 2nd grade
Hollie Lindgren, 3rd grade
Brenda Warnaca, 4th grade
April Samples, 4th grade KOG
Laura Clemens, 5th grade
Kelly McFadden, Music
Ester Oatis, Math Intervention



Vision:

Vista Vikings are **STRONG**...We believe...

Students always come first

Together with families we can accomplish more

Relationships with the community help our students

Our goal is to be warm and welcoming to all who enter Vista

Number one focus is a positive, safe learning environment

Growth in students' social, emotional, and academic success is important

Equity Statement:

We honor the uniqueness of each individual and embrace diverse backgrounds, values, and points of view to build a strong, inclusive community and to prepare students for lives in a multicultural society. We are committed to equity and this will be achieved by:

*Providing all students with access to high quality curriculum and instruction, including academic and/or behavioral intervention based on research-based data unique to each student

* Instilling a sense of hope and of a bright future through time traveling activities via Kids at Hope

OSPI School Report Card



336

Students Enrolled
2023-24 School Year



68.4%

Students Attending 90% or
More of School Days
2022-23 School Year

44.2%

Met ELA*
Standards

41.0%

Met Math
Standards

45.7%

Met Science
Standard

Spring 2023



\$18,264

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



30

Number of Classroom
Teachers
2022-23 School Year



27.5% **25.2%**

High Math
Growth

High ELA*
Growth

2022-23 School Year



12.6

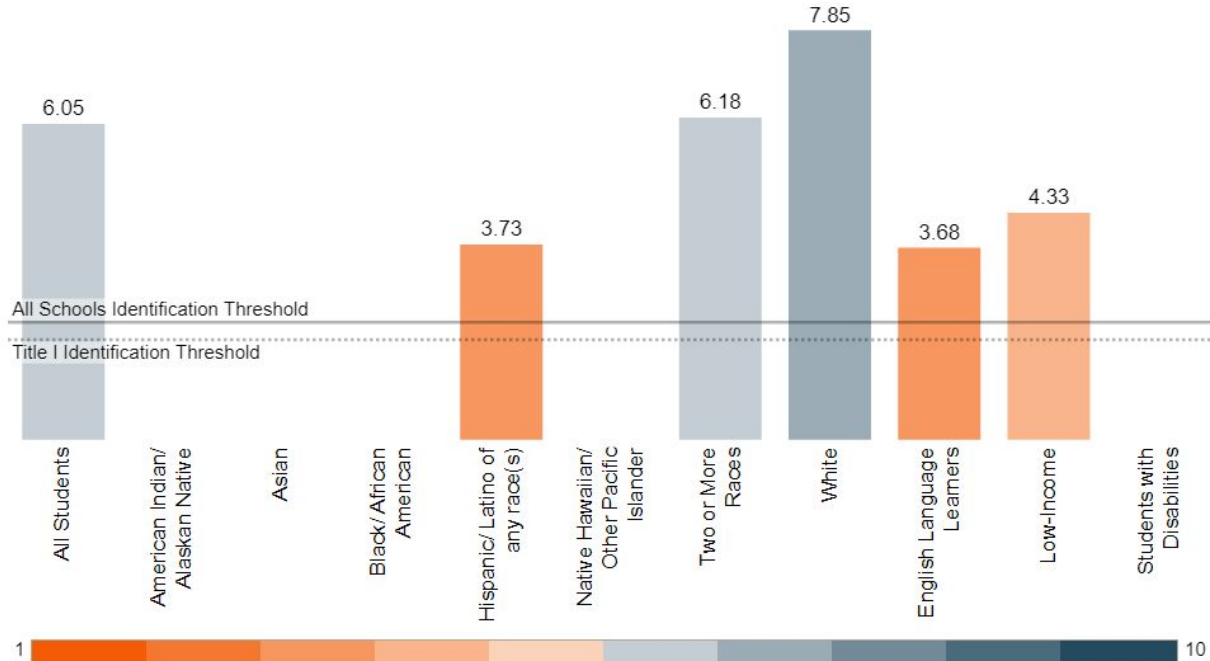
Average Years of Teaching
Experience
2022-23 School Year

*ELA = English Language Arts

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

WSIF DATA

Vista Elementary School 2023 Run Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Admin share attendance data monthly with both classified and certified staff. Vista has had a range of 70%-88% of students with 2 or less absences in a month so far this year, with an average of 79.1% as of April 2024.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

Students identified as Black/African American have **1.3** times the risk of receiving at least one referral as all other students. Students identified as Hispanic/Latino/a/e have **1.23** times the risk of receiving at least one referral as all other students. Students identified as White have **1.03** times the risk of receiving at least one referral as all other students. There were a total of 379 referrals.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

Between the 2023 and 2024 survey results one of the questions that dropped was “I feel I belong at my school” (93.7 to 83%). One of the questions that increased the most is “Students at my school behave safely” (53.1 to 66%)

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Vista's LRE is higher than the state and district average. For September 2024, Vista had 90% at LRE 1. This includes our Tier 2 Behavior program.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

In math, females, migrant, ELL and Hispanic students score the lowest. While our non-low income, white, male students score the highest. Overall, grades 1, 2, 4 and 5 saw increases in student STAR scores from Fall to Spring. 5th grade non-KOG students increased from 13 at benchmark in the fall to 28 in the spring. 4th grade non-KOG students saw a small growth, while 3rd grade went down,

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Same as with math, our females, migrant, ELLs and Migrant students score the lowest with our non-low income, white male and two race) students score the highest. Overall, grades K, 1, 3, 4, 5 saw increases in student STAR scores from Fall to Spring. 5th grade non-KOG students increased from 13 at benchmark in the fall to 27 in the spring. 3rd and 4th non-KOG students saw a small increase from Fall to Spring.

ATTENDANCE

Vista

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Vista will go from 68.4% and for low income students will go from 62.9 % as of the 2022-2023 school year to at least 70% for all students and 65% for low income students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Send attendance letters, make attendance calls	Communication with parents	Sept-June	Letters, phone numbers	AP, Counselor, Attendance Secretary
2	Classes earn attendance badges for 80% or more attendance	Incentives	Sept-June	Badges and shields, attendance word charts	Classroom Teachers, Principal
3	Monthly attendance data is shared with all staff. Students with 3 or more for the month are shared with staff.	Data visible to stakeholders	Sept-June	Attendance data from powerschool	Principal, Asst. Principal, Attendance Secretary

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Vista will go from 3.26% for all students and 40.00% for special education students as of the 2023-24 school year to 2.50% for all students and 30.00 % for special education students by the end of the 2024-2025 school year as reflected by the OSPi report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Development and implementation of a Tier 2 (MTSS) Student Assistance Team to screen and provide early interventions based on data. Interventions include CICO, Social Groups, Structured Lunch/Recess, Scheduled Breaks, Etc.	McCart, Amy, and Dawn Miller. <i>Leading Equity-Based MTSS for All Students</i> . S.L., Sage Publications Inc, 2020.	Sep - June	Team Roles, Meeting Agendas/Minutes	Data Dashboard, Progress Monitoring Sheets
2	Implementation of Restorative Practices (Community Circles) during breakfast-in-the-classroom and Harm Circles as needs arise.	Costello, B., Wachtel, J., & Wachtel, T. (2019). <i>The Restorative Practices Handbook: For Teachers, Disciplinarians and Administrators</i> . International Institute for Restorative Practices.	Aug - June	Circle Cards, Talking Pieces	Data Dashboard
3	The full implementation of Tiered Social Groups to address coping, regulation, relationship, and self-management deficits as identified by the universal screener and adult nomination.	characterstrong.com	Sep - June	CharacterStrong Tier 2 Curriculum	Data Dashboard, Progress Monitoring Sheets

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Vista will go from 86% and for migrant students will go from 83% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	3rd-5th grade students take 2 practice student surveys. Data is shared with staff.	Progress Monitoring, data analysis	October, March	Practice Survey Google Form	Classroom teachers, principal
2	Students serve on a monthly Student MYD Committee where they can share concerns about how MYD is being implemented at Vista	Student involvement	Sept-June	Feedback from students	AP, Kelly McFadden
3	Students give and receive “Strong Slips” that are randomly chosen to be read out loud on Fridays. These indicate what the student did that was Viking Strong.	Recognition and celebration	Sept-June	Strong Slips, criteria for filling them out	AP
4	All students (including migrant students) will be served academic intervention and extension activities in a “push-in” model with their like-skilled peers.	PLC Model	Sept.-June	Academic plans	Classroom teachers

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Vista will go from 79.6% as of November 2023 to at least 85% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Principal and/or Assistant Principal attends every IEP and 504 meeting	Leadership involvement in decisions	Sept-June	IEP meeting invite on calendar	Principal and Assistant Principal
2	Needs for student are discussed, keeping LRE in mind during the IEP creation process	Data visible to stakeholders	Sept-June	Student data	IEP team
3	Review of LRE data and specific students each month	Data visible to stakeholders	Sept-June	Monthly LRE data	Principal and Assistant Principal
4	Access to inclusionary videos is available on the "Vista Links" chart on the shared file. Special education staff work with general ed staff to plan and design lessons to meet students' needs.	Team Collaboration	Sept.-June	Team meetings	Principal and Assistant Principal

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Vista will go from 44.2% and for ELL students from >14% as of Spring 2023 to at least 48% for all students and 17% for ELL students by Spring 2024 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Vista will go from 44% and for Low Income students from 37% as of Spring 2023 to at least 47% for all students and 40 % for Low income students by Spring 2024 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	All grade levels have a designated "Walk to Reading" time in the Master Schedule where intervention teachers, paras and sped staff are available to run groups based on student data. The goal is for students to master skills with at least 80% proficiency before moving on.	PLCs with support staff, tiered supports through WTR	Sept-June	STAR, STAR CBM	Principal, Asst. Principal
2	Intervention teachers, paras and sped staff work with classroom teachers during PLC time to review data, create groups and plan lessons. The building will choose a time for math and a time for reading to have everyone go through the PLC Cycle (Math is Sept. 30-Nov. 15). Throughout the cycle, teams will fill out reflection surveys on each step of the process and those reflections will be discussed at staff meetings and Leadership Team meetings so we can make adjustments. The 2nd cycle, focused on reading will be after the holiday break.	Digging into data by skill and monitoring impact based on CFA and STAR/Interim SBA data. Teams have reviewed and agreed upon Team Norms with a Conflict and Resolution Plan. Teams are guided by their Leadership member (PLC Leadership Team)	Sept-June	Calendar of meetings	Principal, Asst. Principal
3	Staff focuses on the identified essential standards and the STAR Focus standards, following their plan on the Standards Map.	Tracking student success by standard	Sept-June	Essential Standards list	Principal, Asst. Principal

GROWTH AND PROFICIENCY - MATH

Vista

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Vista will go from 41% and for ELL students will go from 14% as of Spring 2023 to at least 44% for all students and at least 17% for ELL students by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at Vista will go from 42% and for low income students will go from 40% as of Spring 2023 to at least 45% for all students and at least 43% for low income students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	All grade levels have a designated "Walk to Math" time in the Master Schedule where intervention teachers, paras and sped staff are available to run groups based on student data (CFA, STAR, SBA Interim)	PLCs with support staff, tiered supports through WTM	Sept-June	STAR, STAR CBM	Principal, Asst. Principal
2	Intervention teachers, paras and sped staff work with classroom teachers during PLC time to review data, create groups and plan lessons. The goal is for students to master skills with at least 80% proficiency before moving on.	Digging into data by skill and monitoring impact	Sept-June	Calendar of meetings	Principal, Asst. Principal
3	Staff focuses on the identified essential standards and the STAR Focus standards, following their plan on the Standards Map, utilizing Clear Math as an instructional tool. As teams plan, they will share teaching strategies to best meet students' need in Tier 1 and Tier 2 instruction.	Tracking student success by standard	Sept-June	Standards Maps, Essential Standards	Principal, Asst. Principal

Vista Links to Supporting Documents

Link to Vista's SIP Documents		
Vista PLC Cycle	PLC Team Reflection	Vista Staff Agree Strategies and Commitments for Success
Master Schedule	Wednesday Schedule	Vista Collaboration Team (VCT) Goal Setting Plan
MTSS Strategy Map	MTSS Dashboard Template	Paraeducator Schedules



DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 79%, from Spring of 2024 to 83% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 66%, from Spring of 2024 to 70% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with Garden Church, Crossview Community Church, Team Read, Office Depot	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support Team	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4TH AVE. • KENNEWICK, WA 98336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Vista Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$3,589,568	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$146,987	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$184,834 \$102,889	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read .
Bilingual- 65	\$153,846	Intents/Purposes: To <u>provide</u> s services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistan</u> ces, supplement classroom materials, professional development for staff.
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent <u>engagem</u> ent activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable – 74	\$298,941	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$4,477,065	

Washington Elementary School Improvement Plan 2024-2025



Vision Statement

Washington Elementary is a community where we have high expectations and create lifelong learners. Staff, parents, and partners encourage and embrace student individuality to ensure the academic and social-emotional success of every child. We R.O.A.R.!

Culture of Equity Statement

Washington Elementary believes all students can learn and is committed to equity for all students, staff and families regardless of race, gender, ability, or socioeconomic status. We strive to provide equitable opportunities for all by embracing individuality and nurturing the unique talents and gifts of each child.

What Makes Us Proud

Washington has a long history and many fabulous traditions. We do things “the Washington way,” yet are learners who are open to new ideas. We are a dedicated team that strives for growth and improvement and is dedicated to the community of learners that we serve. We believe that all students are inherently good and are capable of greatness.

Goals

Math

- The number of all students meeting grade level state standards in math at Washington will go from 18.3% as of Spring 2023 to at least 50% by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in math at Washington will go from 19% as of Spring 2023 to at least 65% by Spring 2025 as reflected on the OSPI report card.

Reading

- The % of all students meeting grade level state standards in reading at Washington will go from 36% as of Spring 2023 to at least 40% by Spring 2025 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Washington will go from 24.8% as of Spring 2023 to at least 75% by Spring 2025 as reflected on the OSPI report card.

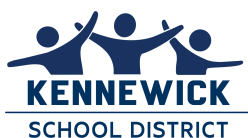
Social Emotional Learning

- By November 2025, the inclusion rate for special education students at Washington will increase to at least 42%, up from 32.5% as of November 2023, as reflected in the LRE portfolio.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Washington Elementary
105 W. 21st Ave.
Kennewick, WA 99337
(509) 222-6200

Principal:
Dr. Jen Veach
washington.ksd.org



2024-2025

School Improvement Plan

SIP Team Members	
Kindergarten: Lisa Smith	Grade 1: Johnna Reavis
Grade 2: Laurie Lamprey	Grade 3: Erin Clark
Grade 4: Jordan Snyder	G5: Renee Van Pelt
SPED: Fred Uytioco	Librarian: Shawna Carrasco
Paraeducator: Denise Robison	CIS: Angelica Mendoza
Counselor: Sharon Williams	Assistant Principal: Amber Culhane
Principal: Jen Veach	

Vision

Washington Elementary is a community where we have high expectations and create lifelong learners. Staff, parents, and partners encourage and embrace student individuality to ensure the academic and social-emotional success of every child. We R.O.A.R.!

Equity Statement

Washington Elementary believes all students can learn and is committed to equity for all students, staff and families regardless of race, gender, ability, or socioeconomic status. We strive to provide equitable opportunities for all by embracing individuality and nurturing the unique talents and gifts of each child.

OSPI School Report Card



393

Students Enrolled
2023-24 School Year



67.1%

Students Attending 90% or
More of School Days
2022-23 School Year

36.0%

Met ELA*
Standards

18.3%

Met Math
Standards
Spring 2023

40.5%

Met Science
Standard



\$18,779

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



33

Number of Classroom
Teachers
2022-23 School Year



19.0% **24.8%**

High Math
Growth

High ELA*
Growth

2022-23 School Year



11.9

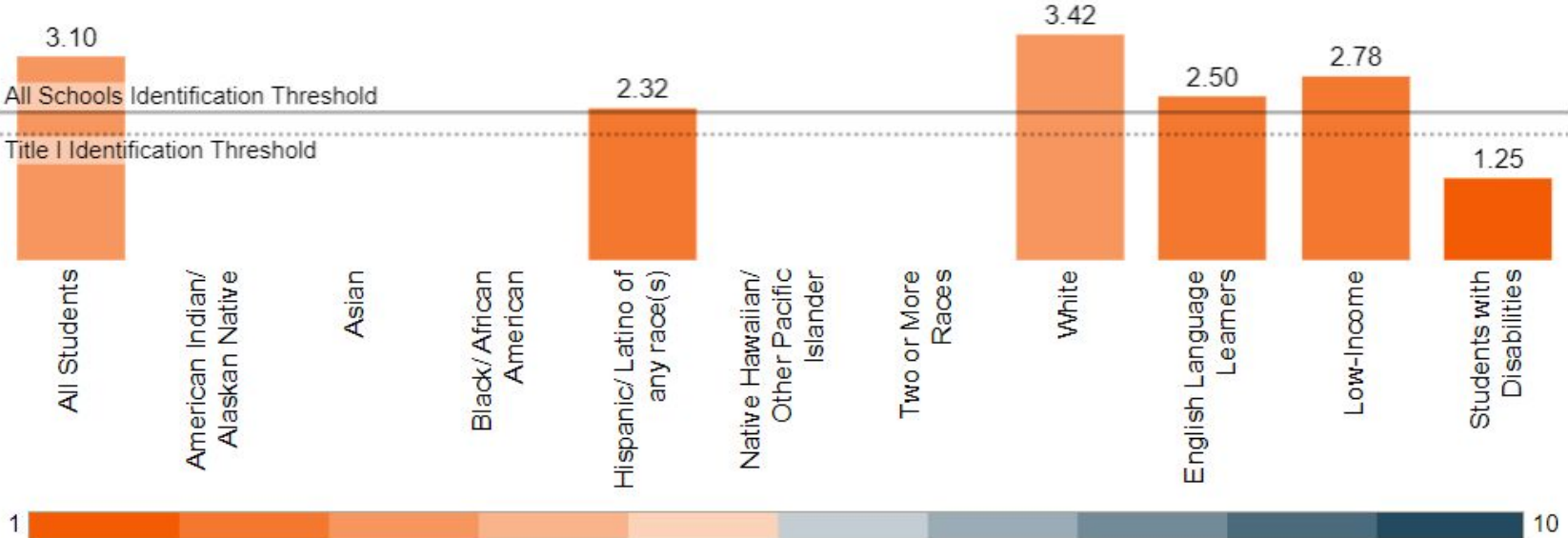
Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

*ELA = English Language Arts

WSIF Data

Washington Elementary School 2023 Run Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

There is a discrepancy between the attendance of Gen Ed students and students involved in SPED. According to the 3-year trend data from WSIF, Gen Ed students at Washington regularly attend school at a rate of 73% while their SPED peers regularly attend at a rate of 61%. To mitigate this, we will implement a tiered system to address attendance. Tier 1 will be for all students. Tier 2 will be for some students, focused on students who miss 2-3 days per month, and Tier 3 will be for a few students who are chronically absent, missing school 4 or more days per month.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

We pulled behavioral data for the school from 2019-2023. During this time period there were a total of 5,584 behavioral referrals recorded. Some of these were "major" and some were "minor." Looking at just "major" referrals, the top 6 were 1) physical aggression = 634; 2) defiance = 512; 3) elopement = 158; 4) disruption = 167; 5) inappropriate language = 131, and 6) property damage = 37. Further analyzing these referrals/incidents, almost 70% of the total recorded referrals could potentially have been mitigated by teaching students enhanced regulation skills, responding to student errors in an empathetic manner while allowing for natural consequences (i.e., love and logic), and utilizing PBIS Tier II interventions to assist students who need extra support.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

Overall, the feedback from our student survey was positive. This was in-line with the TFI (Tiered Fidelity Inventory) that a third party came in during Spring '24 to conduct. Similar to the student survey, there were questions about how the students felt about our school. However, the TFI was completely random and in-person. That survey also gave us positive feedback with 10/10 students reporting that they have earned Tiger Tickets, know what R.O.A.R. stands for, and like being a WA Tiger.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Washington currently has a very high percentage of students qualified for SPED services, 24% as of June 2024. Some of that is due to our three self-contained Autism classrooms, however, of the 368 students who access Gen Ed, 11% are served in the Resource Room for at least one academic area, and 16% are served in RTI for reading instruction. The school has long utilized a push-out model for intervention which has contributed to an inverted MTSS-A triangle. To address this, we will use a two-pronged approach working with both the new Resource Room teacher and Gen Ed team to increase inclusionary practices through best practices, differentiation, UDL, etc.

Needs Assessment Summary: What is your proficiency and growth data in the area of **Math** telling you for all of your subpopulations?

Students at Washington are making growth in math, but not at the rate that we need them to make in order to reach grade level standard. Unfortunately, many of our students enter school already behind. This means that, although our students may make a year's worth of growth, it's not going to be enough to catch up with their grade level standard. During the 23/24 school year, our G3 team implemented some practices in math that made a substantial impact on their students' math scores on the SBA. G3 SBA scores improved from 28% passing in 22/23 to 46% passing in 23/24. We plan to leverage these practices across other grade-levels in the 24/25 school year.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Overall, ELA outcomes have been stagnant at Washington for the last couple years. Our team has done some root cause analysis digging into SOR (Science of Reading) to determine what pieces we are missing. We know the phonics instruction here is strong. G2 had great success in the 23/24 school year with UFLI; students made tremendous decoding gains. We aren't necessarily seeing this in all grade-levels, nor are we seeing the decoding translate into comprehension and/or knowledge. In the 24/25 school year, we are pushing ahead with a knowledge-building approach to literacy coupled, of course, with phonics and related writing.

District Indicator: % of Student Regularly Attending School (<2 excused or unexcused absences on average per month)

- Target: % is increasing by >2% each year over the next four years

Building Goal: % of Students Regularly Attending School

- The attendance rate for all students at Washington will go from 67% and for students in SPED from 61% during the 22/23 school year to at least 90% for all students and 85% for students in SPED by the end of the 24/25 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

Action Plan for Attendance

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier 1 (all students): Daily calls home, attendance letters, display daily attendance percentage at pick-up loop, monthly attendance team meeting, recognizing student and class attendance achievement	Family communication, student motivation and incentives	Sept-June	Letters, phone calls, sandwich board	Attendance team
2	Tier 2 (some students): Family meetings per OSPI requirements for absences, Strive for Five, IEP Attendance Success Plan, enhanced tracking and monitoring	Family communication	Sept-June	Incentives	Attendance Team, CIS
3	Tier 3 (few students): Partner with truancy personnel for home visit, involve CEB, file a truancy petition	Community partnerships	Sept-June	-	Attendance Team

District Indicator: % of Students Receiving Out of School Exclusionary Discipline

- Target: % is decreasing by >0.2% each year over the next four years

Building Goal: % of Students Receiving Out of School Exclusionary Discipline

- The out of school discipline rate for all students at Washington will go from 5.1% for all students and from 7.8% for male students during the 22/23 school year to 4.8% for all students and 5% for male students by the end of the 24/25 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

Action Plan for Behavior

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Introduce love and logic, build deeper understanding of function of behavior	Foy, J., (2011). <i>Creating a Love and Logic School Culture</i> . Love & Logic Institute, Inc.	Aug-Jun	PD, book study guide	SWIS data, student and team feedback
2	Encourage schoolwide implementation of Zones of Regulation	Bear G. G., Whitcomb S. A., Elias M. J., Blank J. C. (2015). SEL and schoolwide positive behavioral interventions and supports. In Durlak J. A., Domitrovich C. E., Weissberg R. P., Gullotta T. P. (Eds.), <i>Handbook of social and emotional learning</i> (pp. 453-467). Guilford Press.	Aug-Jun	Zones sample materials and guides	SWIS data, student and team feedback
3	Enhance PBIS: Teach ROAR matrix, increase use of Tiger Tickets, enhance restorative practices, beefen Tier II practices (CICO, Check-n-Connect, breaks), and leverage partnership with WISe	Sugai, G. & Horner, R. H. (2009). Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches. <i>Exceptionality</i> , 17(4), 223-237.	Aug-Jun	Incentives, time	SWIS data, team feedback, family feedback

District Indicator: % Inclusion Rate for Students with IEPS

- Target: % is increasing by ≥3% each year over the next four years

Building Goal: % Inclusion Rate for Students with IEPS

- The inclusion rate for special education students at Washington will go from 32.5% as of November 2023 to at least 42% by November 2025 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

Action Plan for Engaged Learners

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Working with the new Resource Room teacher, we will promote an inclusion model with supports embedded within the Gen Ed classroom. We will review and amend student IEPs to ensure goals and minutes are appropriate to individual students' needs and that the resource schedule aligns with the school's master schedule. Instruction within the resource room will reflect best practices including centers, hands-on learning, and grade-level appropriate standards and materials. Co-teaching will be used in both the Resource Room and Gen Ed setting (when wanted, available and appropriate).	Various research around inclusionary practices; OSPI Inclusionary Practices Handbook (2021).	Aug-Jun	Building admin has/is seeking PD opportunities to support this work but will still require some support from District SPED. Some release and/or PD time may be needed for the broader WA team.	Progress will be communicated and monitored through our Site Council.

Action Plan for Engaged Learners

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
2	Working with the Gen Ed team, we will continue to unpack grade-level standards to ensure that essential learning standards are taught and that instructional materials are meaningful, relevant, and engaging. Within PLCs, Gen Ed teams will plan for UDL opportunities to differentiate for SPED students within the Gen Ed classroom. Learning opportunities will also include spiraling of content which is a high yielding practice for all students and especially helpful for SPED students. Additionally, WA teachers (3) and admin will participate in the District's inclusionary practices cohort.	Various research around inclusionary practices; OSPI Inclusionary Practices Handbook (2021).	Aug-Jun	Additional time for learning, PD, and discussion	Progress will be communicated and monitored through our Site Council. Best practices and information learned at inclusionary practices cohort will be shared to WA team at monthly team meetings.
3	All WA teachers that want to be GLAD trained will have the opportunity to participate in the WA-based GLAD PD sessions - Tips in 10. These sessions will be held once a month. Utilizing GLAD strategies in instruction benefits all students, but specifically assists students who are second language learners and those who need additional processing time and are visual learners.	Hoff, R. (2016). Improving Outcomes for English Language Learners by Integrating Social Studies and Literacy with OCDE Project GLAD Strategies. <i>The New Educator</i> , 13(2), 148-159.	Sept-Jun	In-building GLAD expertise and materials	Progress will be communicated and monitored through our Site Council.
4	Two teachers and the principal will participate in the inclusionary practices cohort. Information learned will be shared out to the broader WA team at monthly team meetings as part of our Tips in 10 practice.	Research on inclusionary practices	Sept-Jun	-	Pre/post survey of knowledge and skills

District Indicator for ELA: % of Students Making Annual Growth and % of Students Meeting Grade Level Standards

- Target: % is increasing by $\geq 3\%$ each year

Building Goal for ELA: % of Students Making Annual Growth and % of Students Meeting Grade Level Standards

- The % of all students meeting grade level state standards in reading at Washington will go from 36% as of Spring 2023 to at least 55% by Spring 2025 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Washington will go from 24.8% as of Spring 2023 to at least 75% by Spring 2025 as reflected on the OSPI report card.

Action Plan for ELA Growth & Proficiency

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	One Wednesday a month, we will devote time to grade band vertical alignment (K-2 and 3-5) and language check-in. Documents created will be shared on WA's Tiger Dashboard.	Best practices	Sept-Jun	Vertical alignment templates, time	Progress will be communicated and monitored through our Site Council.
2	Implementation of knowledge-building, teacher-created literacy units coupled with phonics - UFLI in grades K-2, Resource Room, some RTI grades when appropriate and self-contained Autism classrooms and morphology in upper grades.	Wexler, N. (2019). Building Knowledge: What an Elementary Education Should Do. <i>American Educator</i> . https://www.aft.org/oe/summer2020/wexler	Sept-Jun	UFI materials, teacher-created units, time	Progress will be communicated and monitored through our Site Council.
3	Move from MAP assessment to STAR	District guidance	Sept-Jun	District PD and learning	Progress will be communicated and monitored through our Site Council.

District Indicator for Math: % of Students Making Annual Growth and % of Students Meeting Grade Level Standards

- Target: The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card. This number will continue to increase by 3% each year over the next four years.

Building Goal for Math: % of Students Making Annual Growth and % of Students Meeting Grade Level Standards

- The number of all students meeting grade level state standards in math at Washington will go from 18.3% as of Spring 2023 to at least 50% by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in math at Washington will go from 19% as of Spring 2023 to at least 65% by Spring 2025 as reflected on the OSPI report card.

Action Plan for Growth & Proficiency in Math

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	One Wednesday a month, we will devote time to grade band vertical alignment (K-2 and 3-5) and language check-in. Documents created will be shared on WA's Tiger Dashboard.	Best practices	Sept-Jun	Vertical alignment templates, time	Progress will be communicated and monitored through our Site Council.
2	Implementation of newly adopted math curriculum (Clear Math) and move from MAP assessment to STAR.	District guidance	Sept-Jun	District PD and learning	Progress will be communicated and monitored through our Site Council.

Action Plan for Growth & Proficiency in Math

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
3	To address working memory and gaps in learning, by the end of the school year, students in all grade levels will engage in a minimum of weekly spiral practice in mathematics. This will assist all students in retaining prior learning, moving it from short to long term memory, and building concepts upon prior knowledge.	Thornton, S. (2022). (Re)asserting a knowledge-building agenda in school mathematics. <i>Mathematics Education Research Journal</i> , 34(1), 69-85.	Sept-Jun	Teams will look for/create appropriate spiral review that is appropriate for their math standards.	Admin will note evidence in walk-throughs, review of PLC notes, formal obs, ParentSquare notices, homework, etc.

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 92.2%, from Spring of 2024 to 96% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 84.6%, from Spring of 2024 to 88% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan (no draft was submitted in June)	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with CIS	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4TH AVE. • KENNEWICK, WA 98336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Washington Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$3,879,047	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>
Title 1 Part A - 51	\$221,040	<p>Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards.</p> <p>Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.</p>
LAP-55 LAP High Poverty 5504	\$201,357 \$124,003	<p>Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u>, <u>skill</u> development or behavior supports.</p> <p>Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need <u>additional support in learning to read</u>.</p>
Bilingual- 65	\$157,211	<p>Intents/Purposes: To <u>provide</u>s services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening.</p> <p>Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u>, <u>supplement classroom materials</u>, <u>professional development for staff</u>.</p>
Migrant- 53	\$0	<p>Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards.</p> <p>Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, <u>parent engagement activities</u>, <u>summer learning programs</u>.</p>
OSSI- 5120	\$14,000	<p>Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes.</p> <p>Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u></p>
Highly Capable – 74	\$0	<p>Intents/Purposes: Provide instruction, activities, and services that <u>accelerate learning</u> for young learners identified as Highly Capable.</p> <p>Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for <u>staffing to teach advanced lessons and/or programs and after school activities</u>.</p>
Total	\$4,596,658	

Westgate Elementary School Improvement Plan 2024-2025



Vision Statement

All students will exceed expected growth and grade level standards. All staff will do what is best for each student to succeed and give them the tools to achieve. The staff takes risks; implementing the most effective practices that support student learning. At Westgate we celebrate learning from our mistakes and persevere through any circumstance. At Westgate we collaborate with one another to innovatively solve problems.

Culture of Equity Statement

Westgate Elementary is committed to putting equity into action. We believe that embracing our diversity leads to social/emotional and academic excellence. All staff members are accountable for applying these principles in every decision. We will:

- Understand the significant difference between equity and equality. Every student deserves to receive what they need to succeed (equity), not that every student receives the same amount of resources, attention, etc. (equality).
- Develop school environment where all students are actively and meaningfully engaged in rigorous instruction.
- Engage all families as partners in meaningful ways.
- Build the capacity of diverse teams that are more reflective of our students.
- Nurture an open, collaborative, and trusting environment.
- Affirm the uniqueness of each individual and the value they bring to our community.

What Makes Us Proud

- Our students
- We are committed and passionate educators that believe in our students' success
- Our student achievement
- Diverse cultural representation
- Community involvement
- Our four dynamic houses: Azim, Karunar, Urafiki and Verdad

Goals

Math

- By Spring 2025, math proficiency at Westgate will increase to at least 49.8% for all students, up from 46.8%, and to at least 21.02% for ELL students, up from 18.2%.
- By Spring 2024, high growth in math will rise to at least 59.2% for all students, up from 56.2%, and to 45.99% for ELL students, up from 42.99%.

Reading

- By Spring 2024, reading proficiency at Westgate will increase to at least 38.5% for all students, up from 35.5%, and to at least 13.8% for ELL students, up from 10.8%.
- High growth in ELA will rise to at least 49.2% for all students, up from 46.2%, and to 45.99% for ELL students, up from 42.99%.

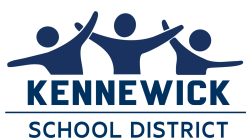
Social Emotional Learning

- By the end of the 2025 school year, at least 94% of students at Westgate will feel safe, included, and welcomed, up from 91% in Spring 2024. For ML students, the rate will increase to at least 95%, up from 92%.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Westgate Elementary
2514 W. 4th Ave.
Kennewick, WA 99336
(509) 222-6300

Principal:
Dale Kern
westgate.ksd.org



2024-2025

School Improvement Plan

SIP Team Members:
Kindergarten- Kori Cannon
1st grade- Kyrey Yanez (Chair)
2nd grade- Leslie Bravo
3rd grade- Leslie Reisch
4th grade Angela Ryon
5th grade- Eleanor Ard
General specialist- Mark Russell
Academic specialist- Miquella Lafferty
Para-educator Jennifer Linhoff
Building principal- Dale Kern
Assistant principal- Traci Ronck-Curry

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- Engage all families as partners in meaningful ways.
- Build the capacity of diverse teams that are more reflective of our students.
- Nurture an open, collaborative, and trusting environment.
- Affirm the uniqueness of each individual and value they bring to our community.

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Westgate Elementary School

Address and Phone

2514 WEST 4TH AVENUE
KENNEWICK, WASHINGTON 99336
509.222.6300

Enrollment

Enrollment
2023-24 School Year
430

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year
47.4%

Finance

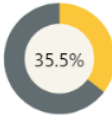
Per Pupil Expenditure
2022-23 School Year



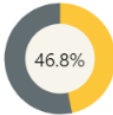
\$17,700

Assessment

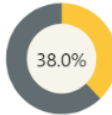
ELA
2022-23 School Year



Math
2022-23 School Year



Science
2022-23 School Year



Growth & Attendance

Have High ELA Growth
2022-23 School Year



46.2%

Have High Math Growth
2022-23 School Year



56.2%

Regular Attendance
2022-23 School Year



72.0%

Educators

Average Class Size
2022-23 School Year



19.2

Teacher Count
2022-23 School Year



37

Percent Teachers with Master's Degree or Higher
2022-23 School Year



64.9%

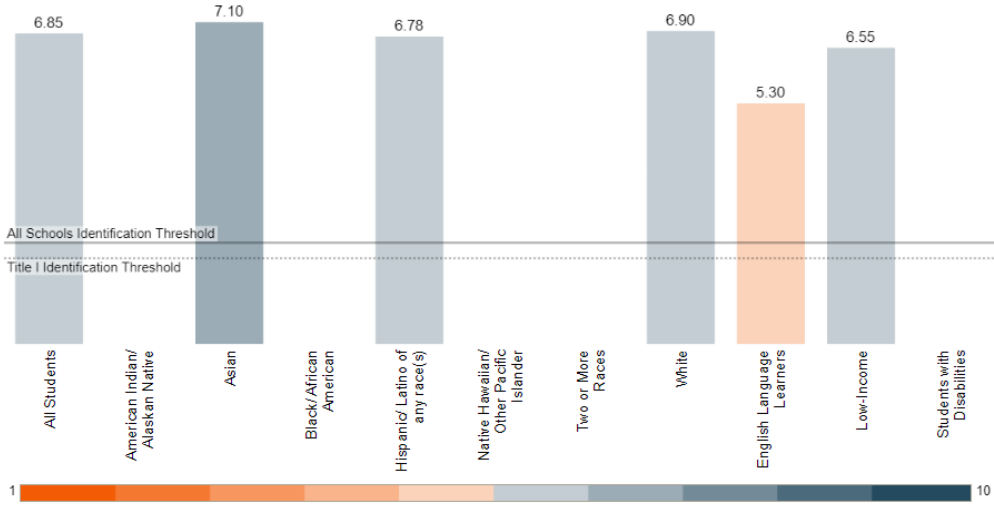
Teacher Experience
2022-23 School Year



9.5

WSIF DATA

Westgate Elementary School
2023 Run
Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Our Site council identified chronic absenteeism as a concern. We are looking to see if PS and/or Ellevation will disaggregate attendance data for our subpopulations. Our Site team council utilized the data from our sped team to update our attendance letters and better communicate an urgency for student attendance. Through monitoring our attendance we sent home letters indicating days absent and tardies compared to the school's average. We have been working with our probation counselor-truancy/at risk youth to make home visits for students with chronic absenteeism

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

We monitor our MYD monthly through a MYD spreadsheet that identifies location, time, type of incident, student frequency, escalating vs automatic, and house. We have seen an increase in automatic step 4s during recess, particularly in games such as soccer, football, and basketball.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

Our student survey revealed 5% of our student population was not able to identify at least 1 trusted adult. In the past we focused on sub-populations. This year the data revealed our subpopulations were able to identify a trusted adult, so our site council developed the goal to focus on the whole student population will see an increase from 95.4% to 100% of our whole student population that can identify at least one trusted teacher or adult at school to talk to if they have a problem. This goal will be measured through our digital citizenship final project in the 2024-2025 school year and the student safety survey in September of 2025.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

We are currently exceeding the state and district average for LRE. Our LRE for 2023 was 61.8. October 23 LRE was 75.0 and November 2023 was 76.3. We continue to monitor LRE monthly to evaluate our how our students are accessing general education.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Our students identified IDEA are demonstrating growth over the year, but not as much growth as peers in gen ed math settings. We monitor this through state report card, PLC meetings and sped meetings. Our students that have been identified as ML are making growth at a slightly lower rate than their peers identified as non-ML, as measured by the state report card.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Our students identified IDEA students are demonstrating growth over the year, but not as much growth as peers in gen ed ELA settings. We monitor this through the state report card, star data PLC meetings and sped meetings. Our students identified as MLs are making the same amount of growth as their peers identified as non-ML, as measured by the state report card.

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Westgate will go from 72.% of students with fewer than 2 absences per month from the 2022-23 school year to 74% of all students with fewer than 2 absences per month in the 2024-25 school year and our ELL students will go from 72.1% students with fewer than 2 absences per month from the 2022-23 school year to 74.1% % students with fewer than 2 absences per month in the 2024-25 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Revised attendance letter (nudge letter) sent detailing student absences and tardies compared to the school's average absences and tardies.	Research- Reducing Student Absenteeism in the Early Grades by Targeting Parent Beliefs, Harvard Kennedy School. Preliminary Data Analysis from the Seattle Housing Authority using personalized letters to decrease truancy. Article-Reducing Student Absences at Scale by Targeting Parents' Misbeliefs. By Todd Rogers Harvard Kennedy School Harvard University Avi Feller Goldman School of Public Policy University of California, Berkeley	monthly	Letters, attendance data	All attendance will be monitored. We will be monitoring k and 1st grade cohorts to see impact on attendance as students progress through grades.
2	Working closely with truancy officer to make home visits for chronically truant students when communication from teachers and front office did not result in increased attendance.	Report from truancy officer of families that respond positively to the home visits.	monthly	Attendance data. PS information for truancy officer	Monitoring families that have been contacted by truancy officer
3	Monitoring and communicating with IDEA student families when attendance meets the state's threshold for truant students identified as IDEA	State requirement for students receiving services through Special Programs. See above research for "nudge" letter	As needed	Report for sped student attendance.	Monitored by case manager

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school exclusion/discipline rate for all students at Westgate will go from 3.9% from the 2022-23 school year to at least 3.7 in spring 2024-25 school year for all students and for ELL students from 4.7% as of the 2022-23 school year school year to 4.5% in the 2024-25 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	MYD	MAKE YOUR DAY is based on a philosophy that promotes development of an internal locus of control in students.	monthly	On-going training	MYD data tracking sheet
2	Houses system to facilitate inclusion and positive peer relationships	MTSS	monthly	House committee meetings, House leaders, house meetings, points	MYD data tracking sheet
3	Breakfast Club mentoring to build positive relationships with staff members for students struggling with behavior at recess.	MTSS	Monthly	Paras and safety officer	MYD data tracking sheet

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of **all** students reporting they feel safe, included and welcomed at Westgate **will go from 91%** as of spring 2024 **to at least 94%** by the end of 2025 and for **ML** students **will go from 92%** as of Spring of 2024 **to at least 95%** by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Houses program	Past Practice, RCA. to support our students build character, perseverance, relationships, and school ownership utilizing RCA methods.	Monthly	RCA PD	Monthly at site council
2	Breakfast club	Improving Students' Relationships with Teachers to Provide Essential Supports for Learning and mentoring. This year we will include our student House Leaders to mentor younger grades.	Oncer per week	Paras, teachers, and safety officer	Monthly school counselor
3	Toast with building Principal	Past practice. Positive relationships can also help a student develop socially, Sara Rimm-Kaufman, PhD, and Lia Sandilos, PhD, University of Virginia	Oncer per week	Teachers, certificates	Weekly, Site council

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Westgate will go from 76.9% as of November 2023 to at least 78.0% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Professional development	Special education/UDL	As needed	Sped teachers, PD	LRE percentages
2	Monitor placements in IEP meetings	Special education	At IEP meetings	Special education teachers, admin, gen ed teachers, families	LRE percentages
3	Inclusionary practices cohort	Dale Kern- Principal Brienna Bailey- 3rd grade Kori Cannon- kindergarten Stefanie DeWolf- AU program	on-going	Sped teachers Co-teaching	LRE percentages

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students **meeting grade level state standards** in reading at Westgate will go from **35.5%** from spring of 2023 to at least **38.5%** in spring of 2024 for all students and for **ELL** students from **10.8%** in of Spring 2023 to at least **13.8 %** in spring of 2024 as reflected on the OSPI report card
- The % of all students making **high growth** on state standards in ELA at Westgate will go from **46.2%** as of Spring 2023 to at least **49.2%** by Spring 2024. **English Language Learner** students will **improve** from **42.99%** making growth to **45.99%** as measured by **WIDA** as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Evaluate and implement appropriate testing accommodations, tools, and frequent breaks at each testing opportunity for students with IEPs during STAR and SBA.	State, district, building and IEP alignment.	Each testing opportunity	IEP, testing accommodations	Special education teachers will communicate IEP accommodations with gen ed teachers
2	Teachers will implement changes to instructional practice based on data analysis as part of PLT collaboration. Teachers will also evaluate impact of the changes made to instructional strategies as part of PLT collaboration.	District and Building initiative Exploring the experiences of teachers undertaking Educational Design Research (EDR) as a form of teacher professional learning-John Hattie	Monthly	PLC PD, PLT time on wednesdays PLC Coach	Site team, PLT forms
3	Continue summer books reading program for targeted students.	WORKING WITH STRUGGLING READERS Richard L. Allington	Summer 2024	Books, proposal	STAR reports at each testing opportunity

DISTRICT INDICATOR-MATH

- **TARGET-** The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of **all students meeting grade level state standards** in math at Westgate will go from **46.8%** as of spring 2023 to **49.8%** in spring of 2025 and for **ELL** students will go from **18.2%** in spring of 2023 to at least **21.02%** by Spring 2025 according to the OSPI report card.
- The % of all students making **high growth** on state standards in MATH at Westgate will go from **56.2%** as of Spring 2023 to at least **59.2%** by Spring 2024. **English Language Learner** students will **improve** from **42.99%** making **growth** to **45.99%** as measured by **WIDA** as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Evaluate and implement appropriate testing accommodations, tools, and frequent breaks at each testing opportunity for students with IEPs during STAR and SBA.	Past practice	Each testing opportunity	IEP, team,	At each testing opportunity. Sped teachers will share accommodations with teachers
2	Teachers will implement changes to instructional practice based on data analysis as part of PLT collaboration. Teachers will also evaluate impact of the changes made to instructional strategies as part of PLT collaboration. PLTs continue to work in CFEs that relate to the standards being taught.	District and building initiative Exploring the experiences of teachers undertaking Educational Design Research (EDR) as a form of teacher professional learning-John Hattie	weekly	PD, time on wednesdays, data meetings PLC coach	Site team and PLT forms

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 88.5%, from Spring of 2024 to 91.5% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 82.7%, from Spring of 2024 to 85.7% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement https://www.pdenroller.org/catalog/event/173805 Karen Mapp Dual Capacity Framework for Family and Community Engagement Language Access 5 Benefits of Volunteering	2024-2025 School Year	Student and Family Support Team	Site will monitored progress	Family Survey
2	Chairs have attend Parents as Partners in Schooling online through ASCD.			ATP, ASCD PD, Site	ATP chairs and Site will monitor progress	End of year reflections and feedback
3	Increase opportunities for volunteering at schools			KSD Volunteer Tracking Form	ATP chairs and Site will monitor progress Kinder teachers	Monthly Monitoring
4	Implement Instant Language Assist translation Tool			Pending grant funding	ATP wil monitor progress	Family Survey Data

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4th AVE. • KENNEWICK, WA 98336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Westgate Elementary School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$4,206,446	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$315,470	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$196,608 \$136,401	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior supports. Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$117,275	Intents/Purposes: To <u>provide</u> s services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, <u>parent engagement activities</u> , <u>summer learning programs</u> .
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: <u>Professional development</u> , <u>supplement classroom materials</u>
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for <u>staffing</u> to teach advanced lessons and/or programs and after school activities.
Total	\$4,972,200	

Chinook Middle School School Improvement Plan 2024-2025



Vision Statement

Chinook Middle School is committed to teaching the Washington State Learning Standards in an environment that values excellence, positive leadership, and strong, moral character. Chinook Middle School is a place where:

- Caring, passionate teachers provide high-quality instruction every day.
- Adolescents thrive in a student-based learning environment that supports reflection, collaboration, and the application of learning to real life situations.
- Students and staff use the most appropriate technological tools to reason, justify, synthesize, analyze, and problem solve.
- Teachers accept a commitment to teach until all students reach standard.
- All students feel connected and supported by positive adult and peer relationships in a safe environment.
- All families feel appreciated and connected to our school community.

Culture of Equity Statement

Chinook Middle School will provide ALL students with the highest quality education creating a passion for learning and empowering the Wolfpack community to contribute positively to the world.

What Makes Us Proud

Our students make us proud! We value each and every student at CMS. We strive to ensure all students at CMS feel safe, known, and valued.

Goals

Math

- By Spring 2025, math proficiency at Chinook will increase to at least 40% for all students, up from 35.1%, and to at least 10% for ELL students, up from 5%.
- High growth in math will rise to at least 40% for all students, up from 34.9%. ELL students making growth will increase to 54%, up from 51%.

Reading

- By Spring 2025, reading proficiency at Chinook will increase to at least 58.7% for all students, up from 55.7%, and to at least 10.3% for ELL students, up from 7.3%.
- High growth in ELA will rise to at least 40.6% for all students, up from 37.6%. ELL students making growth will increase to 25%, up from 6.7%.

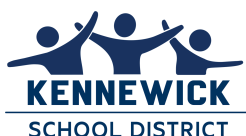
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of all students at Chinook Middle School will feel safe, included, and welcomed, up from 88% feeling safe and 78% feeling they belong in Spring 2024. For ELL students, at least 90% will feel safe, up from 88%, and at least 90% will feel they belong, up from 80%.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Chinook Middle School
4891 W. 27th Ave.
Kennewick, WA 99338
(509) 222-7500

Principal:
Jake Davis
chinook.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

Success Team

Jake Davis, Principal
Scott Hammond, Asst Principal
Nathan Gregory, Asst Principal
Mark German, Counselor
Sara McMullin, Counselor
Kay Sullivan, MTSS Facilitator
Susie Oord, Learning Facilitator
Natalija Cuevas

Team Leaders

6th Grade - Kris Seffens
6th Grade - Jo Gerry
7th Grade - Kay Sullivan
7th Grade - Stacey Moodey
8th Grade - Sara Jo Barrett
8th Grade - Ashley Jansons
Sped - Mary Zoladz
PE - Darlene Harris & Tony Reiboldt
CTE - Connor Sandifer
Specialists/Music - Mark German & Sara McMullin

OUR MISSION:

Chinook Middle School will provide each student with the highest quality education and create a passion for learning, empowering the wolfpack community to contribute positively to the world.

OUR VISION:

Chinook Middle School is committed to teaching the Washington State Learning Standards in an environment that values excellence, positive leadership and strong moral character.

CHINOOK MIDDLE SCHOOL IS A PLACE WHERE:

- Caring, passionate teachers provide high-quality instruction every day.
- Adolescents thrive in a student-based learning environment that supports reflection, collaboration and the application of learning to real life situations.
- Students and staff use the most appropriate technological tools to reason, justify, synthesize, analyze and problem solve.
- Teachers accept a commitment to teach until all students reach standard.
- All students feel connected and supported by positive adult and peer relationships in a safe environment.
- All families feel appreciated and connected to our school community.

OSPI School Report Card



925

Students Enrolled
2023-24 School Year



81.1%

Students Attending 90% or
More of School Days
2022-23 School Year

55.7%

Met ELA*
Standards

35.1%

Met Math
Standards
Spring 2023

44.3%

Met Science
Standard



\$14,791

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



49

Number of Classroom
Teachers
2022-23 School Year



34.9% **37.6%**

High Math
Growth

High ELA*
Growth

2022-23 School Year



15.1

Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

*ELA = English Language Arts

WSIF DATA

Chinook Middle School

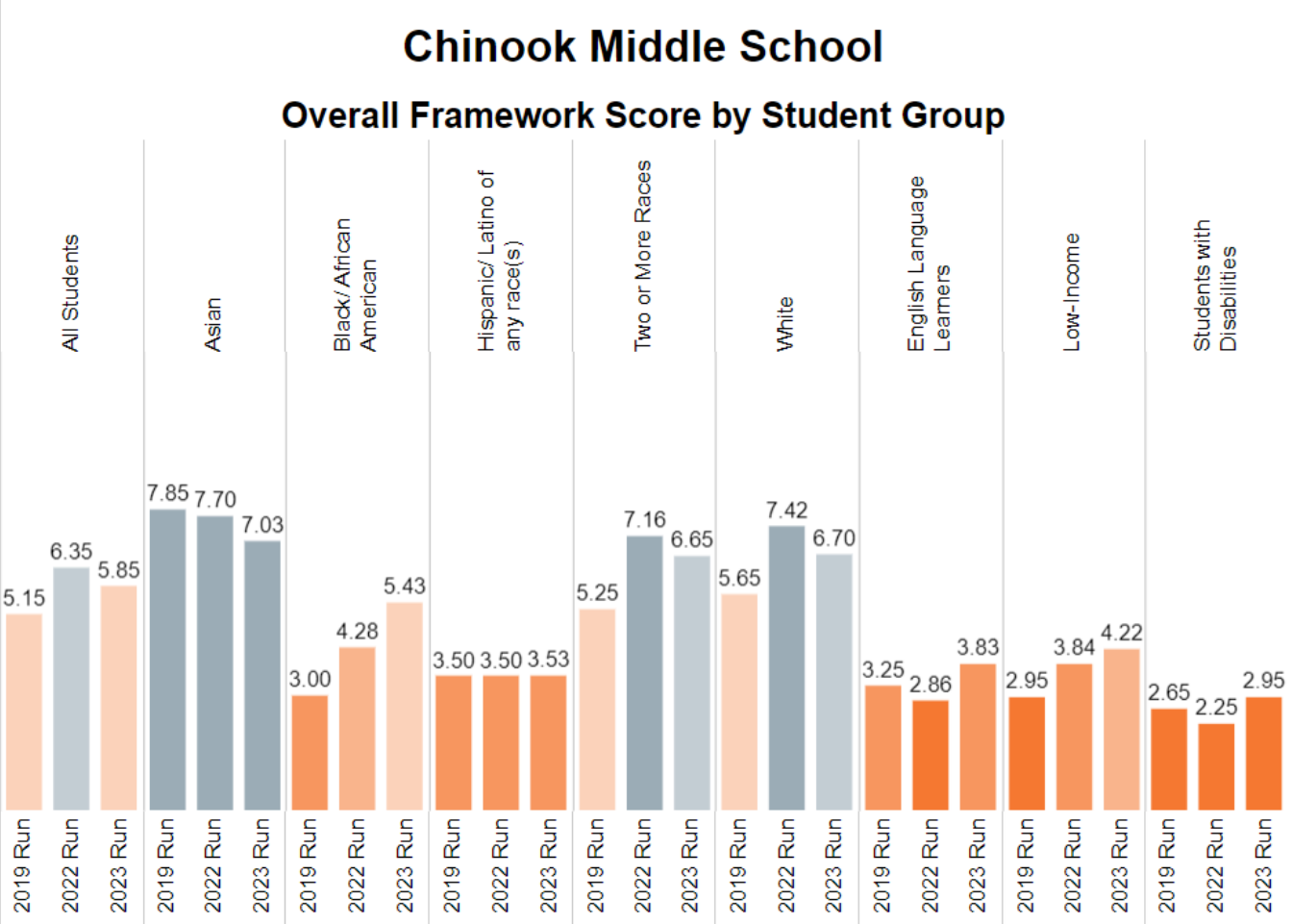
2023 Run

Overall Framework Score by Student Group



WSIF DATA

Chinook Middle School Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

About 75% of our Low Income, ELL, 504, and Migrant students had fewer than two(2) absences per month, compared to 81% of ALL CMS students having fewer than 2 absences per month.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

10.8% of Low Income, 15.5% ELL, 13.99% of 504, and 14.7% of Migrant students received at least one short term suspension, compared to 8.2% of ALL CMS students receiving a short term suspension.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

88% of students at CMS feel safe while they are on school grounds. 78% feel at least some sense of belonging to CMS. 81% of students feel accepted at CMS. 88% of students feel staff think they can do good work. 90% of students feel included in activities at CMS. 77% of students are happy to be at CMS.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

The data is clear, all middle schools in KSD, including Chinook are well below the district LRE average and goals. This is due to the current schedule restraints at the middle school level. We will continue to strive for options and pathways to ensure our students on IEP's are being individually supported while also being placed in the least restrictive learning environment possible. We had planned to co-teach with SPED and ELA, like the six years prior and had families committed to this model which would have increased our LRE numbers. But, for now, we have been asked to no longer co-teach at CMS.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

32.4% of ALL CMS students met grade level proficiency compared to less than 2.2% of ELL/Bilingual students meeting grade level proficiency as measured by SBA Math assessments. Additionally, 47% of Non-Low Income students met grade level proficiency compared to 22% of Low Income students meeting grade level proficiency as measured by SBA Math assessments.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

55.7% of ALL CMS students met grade level proficiency compared to 13.3% of ELL/Bilingual students meeting grade level proficiency as measured by SBA ELA assessments. Additionally, 67% of Non-Low Income students met grade level proficiency compared to 44% of Low Income students meeting grade level proficiency as measured by SBA ELA assessments.

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Chinook will go from 81.1% and for English Language Learner students will go from 75% as of the 2022-2023 school year to at least 83.1% for all students and 77% for English Language Learner students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Consistent Communication to families about the importance of student attendance.	Families who are informed, statistically, are more likely to support their child.	All Year	PowerSchool Communication with families	PowerSchool Communication with families.
2	Monitor and update Attendance Data Dashboard and inform staff.	Staff will have real-time information on students who are struggling with attendance.	All Year	PowerSchool Data Dashboards	PowerSchool Email/communication to Staff
3	Individual and small student group meetings to inform and support students with attendance issues or concerns.	We want our students to know we care about them being at school.	All Year	PowerSchool Americorp	PowerSchool Data Dashboard Communication with families.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Chinook will go from 8.2% and for English Language Learner students from 15.5% as of the 2022-23 school year to 8% for all students and 15% for English Language Learner students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	All CMS students will receive T1 PBIS/MTSS behavior expectations and reward systems through intentional teaching throughout the school year connected to our Big-3 (Show Respect, Make Good Decisions, Solve Problems)	PBIS is evidence based framework for assisting school personnel in adopting and organizing behavioral interventions that enhances social and academic outcomes for all students.	All Year	Data Dashboard PBIS Program	Tier I behavior data will be communicated to all staff. Success Team/Team leaders data review & communication
2	All CMS students have the opportunity to receive Tier II practices and systems that provide targeted support for students who are not successful with Tier I supports alone.	Tier II practices are implemented based on the individual behavioral needs on our students.	All Year	Tier I Data Dashboard CMS Nomination Form	CMS Tier II Tracking document Tier II team meetings
3	Continued PD to educate and inform staff on the following Tier II interventions: CICO, Structured breaks, lunch bunch, social skills, support class, bootcamp, Americorp lunch groups, and student re-entry plan.	For our Tier II systems to operate effectively the staff at CMS needs to be informed and educated on our Tier II behavior practices.	All Year	Staff PD Days Staff Meetings MTSS resources	Tier I and Tier II data & Trends will be monitored and communicated to CMS

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Chinook Middle School will go from 88% feeling safe and 78% feeling they belong and for English Language Learning students will go from 88% feeling safe and 80% feeling they belong as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Continuous Tier I support through teaching our Big-3, rewarding students for positive behaviors, and being consistent in our building-wide interventions.	Continuous re-teaching of schoolwide expectations	All Year	PBIS, data dashboards, support personnel.	Tier I school data
2	Consistent staff supervision before, during, and after school. SRO visibility and relationship building with students.	Staff visibility creates a safe environment for students.	All Year	PBIS, data dashboards, support personnel.	Tier I & II school data Student safety surveys & SEL Checks
3	ASB clubs, activities, and WEB peer support to encourage a sense of belonging to CMS	Strive to create activities and clubs that meet all students interests & needs.	All Year	Menu of available clubs WEB Days	Tier I & II school data Student safety surveys & SEL Checks

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPs

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPs

- The inclusion rate for special education students at Chinook will go from 29% as of April 2024 to at least 32% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Work individually with all incoming 6th grade students and their families to schedule them in the least restrictive learning environment while ensuring their IEP is still being served.	Transition meetings with IEP team.	April-May	Evidence/data and input from 5th grade team.	Monitor success of students in their LRE.
2	Collaboratively work with 6th grade team and their families to schedule 7th graders in the least restrictive learning environment while ensuring their IEP is still being served.	6th & 7th grade team meetings to place each student individually.	April-May	Evidence/data and input from 6th grade team.	Monitor success of students in their LRE.
3	Collaboratively work with 7th grade team and their families to schedule 8th graders in the least restrictive learning environment while ensuring their IEP is still being served.	7th & 8th grade team meetings to place each student individually.	April-May	Evidence/data and input from 7th grade team.	Monitor success of students in their LRE.

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Chinook will go from 55.7% and for English Language Learner students from 13.3% as of Spring 2024 to at least 58.7% for all students and 16.3% for English Language Learner students by Spring 2025 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Chinook will go from 36.9% as of Spring 2024 to at least 39.9% by Spring 2025. English Language Learner students will improve from 13.75% making growth towards proficiency to 16.75% as measured by WIDA as reflected on the OSPI report card and from 24.3% to 27.3% making high growth on state standards in ELA.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Progress Monitoring for ALL students	Staff will monitor student ELA assessments and set collaborative growth goals in PLC's	All Year	STAR Data SBA Data WIDA Data PowerSchool	PLC Teams Success Team Team Leaders
2	PLC Team setting collaborative goals centered around desired outcomes and grade level learning targets (Essential Standards)	PLC Collaboration Data Dashboards	By end of September Monthly	STAR Data SBA Data WIDA Data	PLC Teams Success Team Team Leaders
3	CMS Success Team will run a student Focus Groups, specifically for our ELL students. Approximately 90 students split up between 8 adults.WIDA Wednesday will also support our EL students.	The Success Team will creating a positive environment were students on Focus Group will take ownership in their success.	All Year	WIDA Powerschool	Communication from Admin to all Stakeholders at CMS

GROWTH AND PROFICIENCY - MATH

Chinook Middle School

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Chinook will go from 32.4% and for English Language Learner students will go from 2.2 % as of Spring 2024 to at least 35% for all students and at least 5% for English Language Learner students by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at Chinook will go from 25.8% as of Spring 2024 to at least 29% by Spring 2025. English Language Learner students will improve from 23.3% to 26.3% making high growth on state standards in ELA.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Progress Monitoring for ALL students	Staff will monitor student Math assessments and set collaborative growth goals in PLC's	All Year	STAR Data SBA Data WIDA Data PowerSchool	PLC Teams Success Team Team Leaders
2	PLC Team setting collaborative goals centered around desired outcomes and grade level learning targets (Essential Standards)	PLC Collaboration Data Dashboards	By end of September Monthly	STAR Data SBA Data WIDA Data	PLC Teams Success Team Team Leaders
3	CMS Success Team will run a student Focus Groups, specifically for our EL students. Approximately 90 students split up between 8 adults. WIDA Wednesday will also support our EL students.	The Success team will creating a positive environment were students on Focus Group will take ownership in their success.	All Year	WIDA Powerschool	Communication from Admin to all Stakeholders at CMS

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 88%, from Spring of 2024 to 90% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 66%, from Spring of 2024 to 70% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: Yokes Fresh Market, Barnes & Noble, Costco, Kona ICE, and individual community members connected to our school community.	Karen Mapp Dual Capacity Framework for Family and Community Engagement Language Access		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Chinook Middle School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$6,813,168	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$63,474	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$247,585 \$283,350	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior supports. Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need <u>additional support in learning to read</u> .
Bilingual- 65	\$38,904	Intents/Purposes: To <u>provide</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assurances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$57,581	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day <u>opportunities</u> , <u>parent engagement activities</u> , <u>summer learning programs</u> .
OSSI- 5120	\$0	Intent/Purposes: School Improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u>
Highly Capable - 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for <u>staffing to teach advanced lessons and/or programs and after school activities</u> .
Total	\$7,504,062	

Desert Hills Middle School School Improvement Plan 2024-2025



Vision Statement

We envision Desert Hills as a community where the success of all is guaranteed through: Academic Excellence, Respect, Integrity, and Inclusivity, Welcoming Culture, Collaborative and purposeful professional learning teams

Culture of Equity Statement

Desert Hills Middle School is committed to providing a culturally responsive education that results in equitable outcomes for all students in the areas of academic achievement, personal development, and preparation for education and work after high school graduation.

What Makes Us Proud

At Desert Hills Middle School, we are proud that we honor individual strengths and differences of staff and students. Our students contribute to a community where they belong and are comfortable being themselves. We are proud of our academic excellence, extra-curricular opportunities that include all students, and inclusive culture.

Goals

Math

- By Spring 2025, math proficiency at Desert Hills Middle School will increase to at least 55.5% for all students, up from 52.5%, and to at least 36% for Students with Disabilities, up from 33%.

Reading

- By Spring 2024, reading proficiency at Desert Hills Middle School will increase to at least 65.2% for all students, up from 62.2%, and to at least 36% for Students with Disabilities, up from 33%.

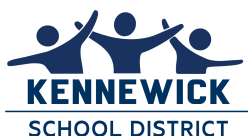
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of all students at Desert Hills Middle School will feel safe, included, and welcomed, down slightly from 91% in Spring 2024. For Special Education students, the rate will increase to at least 90%, up from 79% in Spring 2024.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Desert Hills Middle School
1701 S. Clodfelter Rd.
Kennewick, WA 99338
(509) 222-6600

Principal:
Casey Gant
deserthills.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

Guiding Coalition Members:

Casey Gant, Rachel Groth, Leslie Sievers, Kim Coleman, Erin Patterson, Matt Patterson
Nikki Chelin, Heather Donais, Kaitlyn Thompson, Jeff VanEaton, Shaun Suss, Mikayla Allen
Cristy Legard, Alyssa Brewster, Monica Williams, Karyn Jamison, Rebecca Melone,
Sarah Price and Amy King

Desert Hills exists to ensure high levels of learning for ALL.

We envision Desert Hills as a community where the success of ALL is guaranteed through:

- Academic excellence
- Welcoming culture
- Respect, integrity, and inclusivity
- Collaborative and purposeful PLTs

Our Values and Collective Commitments

- We honor individual strengths and differences of staff and students.
- I will maintain a collaborative culture and contribute to the success of Desert Hills.
- We will make effective use of our collaborative time by following team norms and adhering to professional practices.
- We have systems that include and welcome ALL students, parents, and staff and provide avenues for connections within the Desert Hills community.
- We see parents, families, and stakeholders as resources and welcome them as partners.
- We will provide parents with resources, strategies, and information to help students succeed.
- I will actively work to include ALL students in learning by using a variety of strategies to promote student success.
- We will identify and teach the essential standards ensuring that each student has access to a guaranteed and viable curriculum.
- We commit to develop and implement common formative assessments to monitor student learning and use the data to better support student needs.
- I will collaborate with my team to seek out and implement best practices to support student learning.
- We seek continuous improvement through professional development opportunities and reflect on our practices.
- I will hold myself accountable to the school's vision.

OSPI School Report Card

Report Card



898

Students Enrolled
2023-24 School Year



79.9%

Students Attending 90% or
More of School Days
2022-23 School Year

65.0%

Met ELA*
Standards

46.1%

Met Math
Standards

57.8%

Met Science
Standard

Spring 2023



\$14,367

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



44

Number of Classroom
Teachers
2022-23 School Year



29.4%

High Math
Growth

34.6%

High ELA*
Growth

2022-23 School Year



17.2

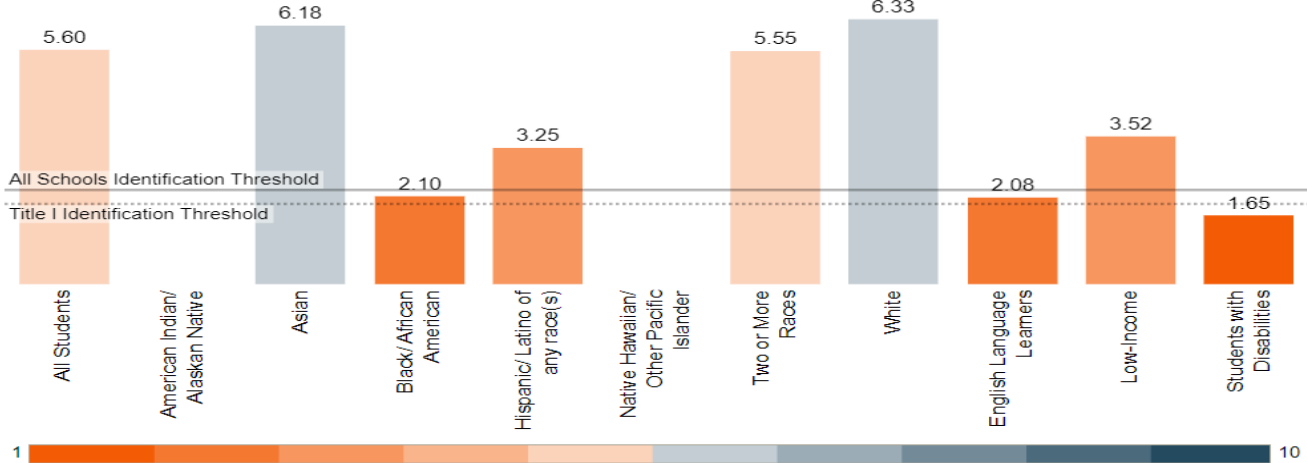
Average Years of Teaching
Experience
2022-23 School Year

*ELA = English Language Arts

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

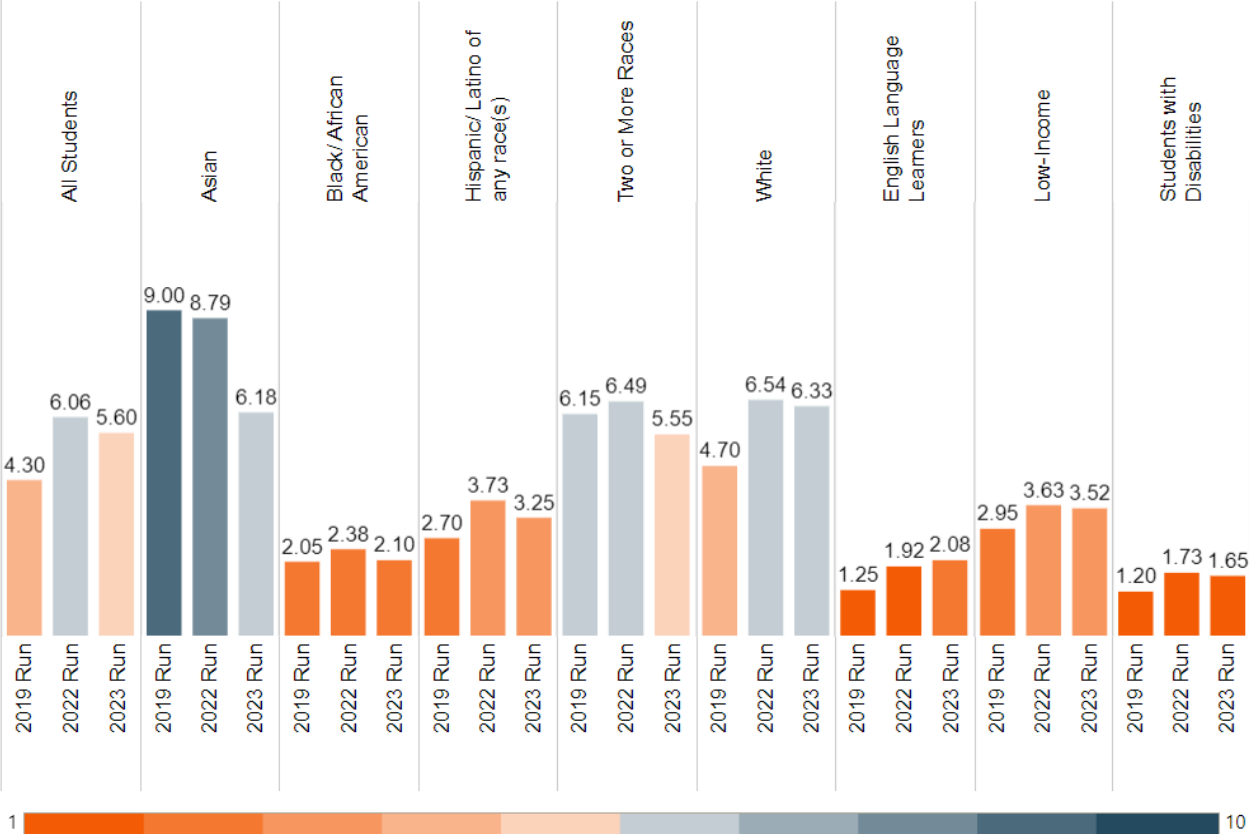
WSIF DATA

**Desert Hills Middle School
2023 Run
Overall Framework Score by Student Group**



WSIF DATA

Desert Hills Middle School Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

The OSPI report card (2023 run) indicates that our overall attendance rate for all student groups is 79.7%. Most of our students groups that have been identified as the lowest achieving by WSIF are slightly below the overall average.

- Black/African American – 75%
- Hispanic – 75.2%
- Students with Disabilities – 80%
- White - 81.8%

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

The OSPI report card (2023 run) shows that 50 students were excluded (STS, LTS, or EE) for discipline related incidents. Of the students suspended out of school, 13 were listed as hispanic and 28 were listed as white. 22 were reported as low income and 3 students with a 504 received at least one short term suspension.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

91% of students at Desert Hills feel safe while they are on school grounds. 86% feel at least some sense of belonging at Desert Hills. 85% of students feel accepted at Desert Hills. 83% of students feel adults are interested in students like them. 93% of students feel included in activities at Desert Hills. 87% of students feel like they have a trusted adult at Desert Hills.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

The data is clear, all middle schools in KSD, including Desert Hills, are well below the district LRE average and goals. This is due to the current schedule restraints at the middle school level, specifically as it relates to block ELA classes and Support classes. We will continue to strive for options and pathways to ensure our students on IEPs are being individually supported while also being placed in the least restrictive learning environment possible. We will continue to train staff on best practice when it comes to the inclusion model. We will also look at the master schedule and staffing as options to address this concern.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Overall, 52.5% of Desert Hills students earned a score high enough to demonstrate proficiency/meet grade level standards on the Math SBA. 29.4% of our students demonstrated high growth in Mathematics. 33% of our students with disabilities demonstrated proficiency/met grade level standards as measured by SBA Math assessments.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Overall, 62.2% of Desert Hills students earned a score high enough to demonstrate proficiency/meet grade level standards on the ELA SBA. 34% of our students demonstrated high growth in ELA. Similar to math, 33% of our students with disabilities demonstrated proficiency/met grade level standards as measured by SBA ELA assessments.

ATTENDANCE

Desert Hills Middle School

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Desert Hills will go from 79.9% and for Low Income Students will go from 71.8 % as of the 2022-2023 school year to at least 82% for all students and 73.8 % for Low Income Students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Establish streamlined attendance office procedures to ensure efficient, accurate tracking	OSPI best practices and KSD procedures	August and monitored all year	PowerSchool KSD policies and procedures	Monthly staff and office meetings
2	Monitor and update Attendance Data Dashboard and inform staff.	Staff will have information on students who are struggling with attendance.	All Year	PowerSchool Data Dashboards	PowerSchool Email/communication to Staff
3	Educate families and students about the value and importance of regular attendance <ul style="list-style-type: none">● What does “regular” mean?● How can parents/guardians monitor?	We want our students and families to understand the direct correlation with regards to regular attendance and grades	All Year	PowerSchool ESD ParentSquare	PowerSchool Data Dashboard Communication with families.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Desert Hills will go from 5.4% and for Low Income students from 8.3% as of the 2022-23 school year to 5.2% for all students and 8.1% for Low Income students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	All Desert Hills students will receive PBIS/MTSS behavior expectations and reward systems through intentional teaching throughout the school year connected to our Tri-Force Model (Show Respect, Make Good Decisions, Solve Problems)	PBIS is evidence based framework for assisting school personnel in adopting and organizing behavioral interventions that enhances social and academic outcomes for all students.	All Year	SWIS Data Dashboard PBIS Program	Tier I behavior data will be communicated to all staff. PBIS Team will review data & communication
2	Desert Hills students will have the opportunity to receive Tier II practices and systems that provide targeted support for students who are not successful with Tier I supports alone.	Tier II practices are implemented based on the individual behavioral needs on our students.	All Year	SWIS Data Tier II and staff Nomination	DHMS Tier II Tracking document Tier II team meetings
3	Continued PD to educate and inform staff on the following Tier II interventions: Check-in and Check-out, Structured breaks, social groups, special forces leadership, and student re-entry plan.	For our Tier II systems to operate effectively the staff at Desert Hills will be informed and educated on our Tier II behavior practices.	All Year	Staff PD Days Staff Meetings MTSS resources	Tier I and Tier II data & Trends will be monitored and communicated to staff

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Desert Hills Middle School will go from 91% for all students, and for Special Education students will go from 79% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Continuous Tier I support through teaching to the Tri-Force (make good decisions, solve problems, show respect), rewarding students for positive behaviors, with “way to go” coupons and positive referrals from staff, as well as, being consistent in our building-wide interventions.	Continuous re-teaching of schoolwide expectations	All Year	PBIS, SWIS data, support personnel.	Tier I school data
2	Consistent staff supervision before, during, and after school. SRO and Security visible and constantly building relationships with students.	Staff visibility creates a safe environment for students while building relationship to become trusted adults	All Year	PBIS, SWIS data, support personnel.	Tier I & II school data Student safety surveys & SEL Checks
3	Natural Helper activities, peer support, and lessons to encouraging a sense of belonging to our school.	Strive to create activities and clubs that meet all students interests & needs.	All Year	List of available clubs and interest opportunities	Tier I & II school data Student safety surveys & SEL Checks

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPs

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPs

- The inclusion rate for special education students at Desert Hills Middle School will go from 39.2% as of November 2023 to at least 42.3% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Work individually with all incoming 6th grade students and their families to schedule them in the least restrictive learning environment while ensuring their IEP is still being served.	Transition meetings with IEP team.	April-May	Evidence/data and input from 5th grade team.	Monitor success of students in their LRE.
2	Collaboratively work with 6th grade team and their families to schedule 7th graders in the least restrictive learning environment while ensuring their IEP is still being served.	6th & 7th grade team meetings to place each student individually.	April-May	Evidence/data and input from 6th grade team.	Monitor success of students in their LRE.
3	Collaboratively work with 7th grade team and their families to schedule 8th graders in the least restrictive learning environment while ensuring their IEP is still being served.	7th & 8th grade team meetings to place each student individually.	April-May	Evidence/data and input from 7th grade team.	Monitor success of students in their LRE.

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Desert Hills Middle School will go from 62.2% and for Students with Disabilities will go from 33% as of Spring 2023 to at least 65.2% for all students and 36% for Students with Disabilities by Spring 2024 as reflected on the OSPI report card.
- The % of all students making high growth on state standards in ELA at Desert Hills will go from 29.8% for all students and for students with disabilities from 23.6% as of spring 2023 to at least 32.8% for all students and 26.6% for students with disabilities by spring 2024 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Progress Monitoring for ALL students	Staff will monitor student ELA assessments and set collaborative growth goals in PLC's	All Year	STAR Data SBA Data WIDA Data PowerSchool	PLC Teams
2	PLC Team setting collaborative goals centered around desired outcomes and grade level essential learning targets	PLC Collaboration	By end of October	STAR Data SBA Data WIDA Data	PLC Teams
3	Teachers use common formative assessments and Star data to identify and offer classroom based interventions.	PLC Collaboration	All Year	Star PD Instructional Coach	PLC Teams

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Desert Hills Middle School will go from 45.3% and for Students with Disabilities will go from 12.8% as of Spring 2023 to at least 48.3% for all students and at least 15.8% for Students with Disabilities by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at Desert Hills will go from 25.4% and for students with disabilities will go from 32% as of Spring 2023 to at least 28.4% for all students and at least 35% for students with disabilities by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Progress Monitoring for ALL students	Staff will monitor student Math assessments and set collaborative growth goals in PLC's	All Year	STAR Data SBA Data WIDA Data PowerSchool	PLC Teams
2	PLC Team setting collaborative goals centered around desired outcomes and grade level essential learning targets	PLC Collaboration	By end of October	STAR Data SBA Data WIDA Data	PLC Teams
3	Teachers use common formative assessments and Star data to identify and offer classroom based interventions.	PLC Collaboration	All Year	Star PD Instructional Coach	PLC Teams

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 82%, from Spring of 2024 to 86% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they they are regularly communicated with will go from 66.6%, from Spring of 2024 to 70% as reflected on the 2024-2025 KSD Family Survey question #8

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Partner with: Dairy Queen, Jersey Mike’s, Kona Ice, Yogurt Beach, Our Cookie House, and Firehouse Subs,	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support will fill in	DHMS Administration, KSD Communications	End of year reflections, feedback and thank you notes
2	Increase opportunities for volunteering at schools	Karen Mapp Dual Capacity Framework for Family and Community Engagement		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring, sign up opportunities at school events
3	Increase attendance at conferences to allow parents more access to policy and program information	Language Access 5 Benefits of Volunteering		Sign in sheets at conferences	DHMS Administration, PTO and Staff.,	End of conference reflections, and survey feedback

Coordination of Federal, State & Local Services



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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Desert Hills Middle School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$6,402,995	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$0	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$152,482 \$0	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness , skill development or behavior supports. Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$20,652	Intents/Purposes: To provide services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator assistances , supplement classroom materials , professional development for staff .
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities , summer learning programs .
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development , supplement classroom materials
Highly Capable - 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities .
Total	\$6,576,129	

Highlands Middle School School Improvement Plan 2024-2025



Vision Statement

Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, global perspective, and respect for the core values of honesty, loyalty, perseverance, and compassion.

Culture of Equity Statement

At HMS we celebrate, honor, and embrace the diversity of our students and their families. We strive to identify strengths of our students and integrate equity into their education to empower students to build on those strengths. Highlands will provide students with a culturally responsive education, ensuring that students value the differences in others and in our community.

What Makes Us Proud

The Scottie Way – Impact Each Other in a Positive Way, Every Day – is a foundational motto of Highlands Middle School and it is at the core of much of the work that we do. HMS is an extremely diverse school, with staff welcoming students from all walks of life coming through our doors daily. Being a Dual Language school provides many of our students with the opportunity to earn their Seal of Biliteracy by the end of 8th grade, as well as fosters a culture of belonging for all students, regardless of their native language or background. Our staff and students work hard to demonstrate growth in middle school, both academically and socially, so they are prepared for the rigors of high school.

Goals

Math

- By Spring 2025, math proficiency at Highlands Middle School will increase to at least 22.1% for all students, up from 19.1%, and to at least 24% for Students with Disabilities, up from 21%.

Reading

- By Spring 2025, ELA proficiency at Highlands Middle School will increase to at least 32.5% for all students, up from 29.5%, and to at least 35.9% for Students with Disabilities, up from 32.9%.

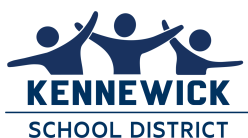
Social Emotional Learning

- By the end of the 2025 school year, at least 90% of students at Highlands Middle School will report feeling safe, included, and welcomed. This is an increase from 74% for all students and 60% for Black students as of Spring 2024.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Highlands Middle School
425 S. Tweedt St.
Kennewick, WA 99336
(509) 222-6700

Principal:
Desiree Martinez
highlands.ksd.org



2024-2025

School Improvement Plan

SIP Team Members				
Admin Team	Instructional Coaches	Site Council	Team Leaders	
Desiree Martinez	Pete Frentzen	Dave Wensveen	Kelsie Clayton	Terri Clawson
Kate McConnell	Stephanie Day	Kirsten Booth	Robin Ellis	Laura Lusk
Bryan McKinney	Madison Crandall	Peggy Nicholas	Rebecca Beardsley	Stephanie Akins
		Stephanie Rodriguez	Stephanie Stadelman	Seth Powers
		Ramona Reitan	Kym Barrera	Jared Grossman
		Johanna Davis	Don Perry	
		Tracy Stewart		

Vision

Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, global perspective, and respect for the core values of honesty, loyalty, perseverance, and compassion.

Equity Statement

At HMS we celebrate, honor, and embrace the diversity of our students and their families. We strive to identify strengths of our students and integrate equity into their education to empower students to build on those strengths. Highlands will provide students with a culturally responsive education, ensuring that students value the differences in others and in our community.

OSPI School Report Card



730

Students Enrolled
2023-24 School Year



56.3%

Students Attending 90% or
More of School Days
2022-23 School Year

29.5%

Met ELA*
Standards

19.2%

Met Math
Standards
Spring 2023

19.1%

Met Science
Standard



\$17,024

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



52

Number of Classroom
Teachers
2022-23 School Year



31.0% **28.3%**

High Math
Growth

High ELA*
Growth

2022-23 School Year



13.3

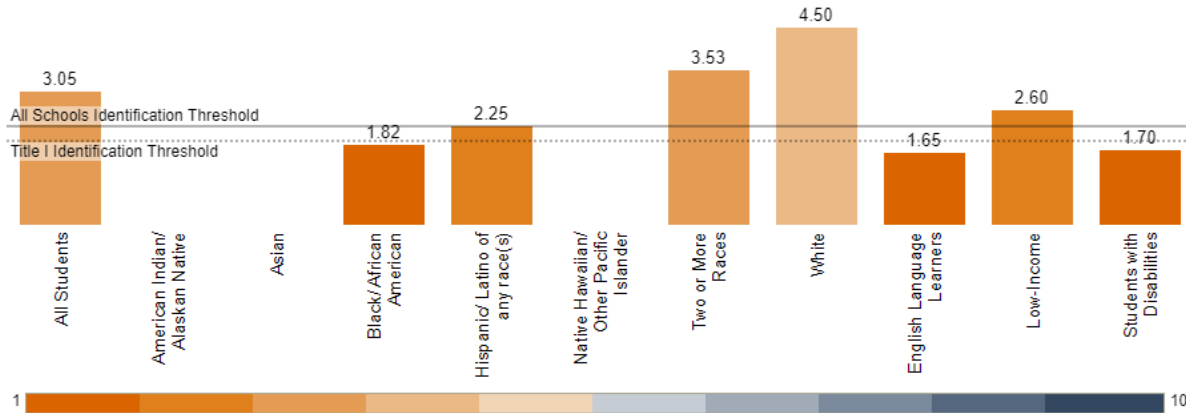
Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

*ELA = English Language Arts

WSIF data

Highlands Middle School
2023 Run
Overall Framework Score by Student Group



WSIF data, continued...

Highlands Middle School 2023 Run Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	34.9%			29.4%	4.6%	26.1%	30.3%		9.7%	37.7%	48.8%
Math Proficiency Rate	22.1%			19.6%	4.2%	14.2%	18.4%		8.2%	18.8%	34.5%
ELA Median SGP	45			34	37	42	43		39.5	47	48
Math Median SGP	48			39	43.5	47	47		42	48	52
Graduation Rate											
EL Progress Rate*	12.0%										
Regular Attendance Rate	70.7%			71.9%	68.0%	71.6%	68.9%		71.6%	72.7%	68.4%
Ninth Grade On Track Rate											
Dual Credit Rate											



*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group..

Needs Assessment Summary: What is your data telling your about **STUDENT ATTENDANCE** for all of your student groups?

The OSPI report card (2023 run) indicates that our overall attendance rate for all student groups is 70.7%. Most of our students groups that have been identified as the lowest achieving by WSIF have slightly better attendance rates than our overall average.

- Black/African American – 71.9%
- English Language Learners – 68%
- Hispanic – 71.6%
- Students with Disabilities – 71.6%

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your student groups?

The OSPI report card (2023 run) shows that 56 students were excluded (STS, LTS, or EE) in response to a behavioral violation in 22-23. Of the students suspended out of school, 39 were Hispanic and 16 were white. No students with disabilities or Black/African American students were excluded from school, but 19 were English Language Learners. Hispanic students accounted for 57.9% of the enrollment at HMS in 22-23, but 71% of the out of school suspensions.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your student groups?

Our Safety Survey data reveals that our Black students reported lower scores overall in these areas than other student groups. Hispanic students also report a lower average than the overall at only 80% reporting that there is at least one adult they can talk to if they have an a problem (compared to 86% of the overall). The question with the lowest score was students reporting that students behave safely with only 42% overall responding positively.

- I feel safe on school grounds – 76% overall (60% Black, 76% Hispanic)
- Students at my school behave safely – 42% overall (100% Black, 45% Hispanic)
- Students and staff notice me when I am good at something – 74% overall (40% Black, 73% Hispanic)
- The adults at my school respect me – 83% overall (40% Black, 81% Hispanic)
- I am treated with as much respect as other students – 74% overall (60% Black, 75% Hispanic)
- I am included in activities at my school (games, recess, play, teams, groups) – 86% overall (60% Black, 85% Hispanic)
- There is at least one teacher or other adult that I can talk to if I have a problem – 86% overall (40% Black, 80% Hispanic)

Needs Assessment Summary: What is your **LRE** data telling you for all of your student groups?

We have made progress toward more inclusive practices, starting at 27.5% LRE in November 2023 and increasing to 29.6% in April 2024. We have placed students carefully and are watching to ensure that they have the appropriate supports in place. Teachers are receiving more professional development in Inclusionary Practices in 2024-25 and HMS Case Managers are aware that general education teachers will need different types of support than they have need in the past.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your student groups?

Overall, 19.2% of HMS students earned a score high enough to demonstrate proficiency/meet grade level standards on the Math SBA. More positively, though, 31% of our students demonstrated high growth. Many students enter HMS *below* grade level, which means that they must make more than one year of growth each year in order to even catch up to their grade level peers – it is very difficult for them to hit grade level standards while in middle school. Our student group that had the lowest percentage of students meeting grade level standards was our English Language Learners, with just 2.6% of students meeting grade level standards.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your student groups?

In ELA, 29.5% of HMS students earned a score high enough to demonstrate proficiency/meet grade level standards on the SBA. We also had 28.3% of students demonstrating high growth. The overall student achievement is fairly similar to the math trends, although the ELA scores are higher in general. Our English Language Learners are still a group with a very low overall number of students meeting grade level standards, but our students with disabilities also had very few students (less than 4%) meet grade level standards, as well.

DISTRICT INDICATOR – % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL – % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate at Highlands Middle School will go from **70.7% for all students** and from **68% for English Language Learners** as of the 2022-2023 school year to at least **73% for all students** and **73% for English Language Learners** by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN – ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Establish streamlined attendance office procedures to ensure efficient, accurate tracking	OSPI Best Practices	August	Internal office flowchart	Monthly office staff meetings
2	Communicate procedures and expectations with teachers	OSPI Best Practices	Back-to-School days	OSPI	Attendance report
3	Utilize home visitor to educate families and students about the importance of regular attendance and other research associated with school attendance, as well as reduce barriers and offer additional supports as needed.	OSPI Best Practices	Ongoing	OSPI OSSI Grant \$6000	Attendance reports
4	Establish Attendance Team chaired by bilingual staff who has relationships with the families of ELL students. The team will immediately address ELL students' attendance when they reach a determined # of absences.	Migrant counselor experiences	October	OSPI ParentSquare	Attendance reports

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate at Highlands Middle School will go from **6.5% for all students** and from **7.9% for Hispanic students** as of the 2022-23 school year to **6.3% for all students** and **7.7% for Hispanic students** by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Establish streamlined office procedures	Allows for accurate data tracking Ensures consistency between students	August	HMS attendance procedures flowchart	Weekly admin team meetings Office staff meetings when changes are made
2	The behavior committee adopts major/minor flowchart to be used by all teachers - staff use as a tool to assist with management.	MTSS best practice	August Ongoing	Major/Minor flowchart	Monthly Reteach data Exclusionary discipline data Principal news updates
3	Responsibility Centered Discipline training for all teachers and interested para educators – this training will add to the tools that staff has in their repertoire in dealing with challenging behaviors	MTSS best practice John Hattie Larry Thompson	Ongoing	OSSI Grant \$20,000	Safety Survey Monthly Reteach data
4	Teachers track PBIS points at the classroom level using Navigate 360 subscription and other methods.	MTSS best practice	August	OSSI Grant \$3000	Exclusionary discipline data

SAFETY AND BELONGING

Highlands Middle School

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of students at Highlands Middle School reporting they feel safe, included and welcomed will go from **74% for all students** and from **60% for Black/African American students** as of Spring of 2024 to **at least 90%** by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Reinforce the Big 3 (Scotties are Safe, Responsible, Respectful) <ul style="list-style-type: none"> ● Admin via Scottie News 2 times per week ● Posters displayed in all classrooms ● Re-teach every 6 weeks or more as needed 	MTSS best practice	Ongoing	Posters Scottie News Teacher Videos	Safety Surveys Monthly Reteach data Principal news updates
2	Share Student Safety Survey data with staff <ul style="list-style-type: none"> ● Discuss possible reasons why Black/African American and other student groups responded less positively in several categories ● PLC's use student data as a way to engage with students 	John Hattie	Ongoing	PLC Data Discussion Protocols	Safety surveys
3	Development of PD opportunities for staff focused on Equity and Belonging	Creating Culture of Belonging John Hattie	October November	OSSSI Grant \$1750	Safety surveys

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL – % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Highlands Middle School will go from **27.5%** as of November 2023 to at least **30.5%** by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN – INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Case Managers work with incoming 6th grade students and their families to schedule them in the least restrictive learning environment while ensuring their IEP is still being served.	Inclusionary practices	April-May	UDL Inclusionary practices	Monitor success of students in their LRE.
2	Collaboratively work with 6th & 7th grade teams and their families to schedule students in their least restrictive learning environment while ensuring their IEP is still being served.	Inclusionary practices	April-May	UDL Inclusionary practices	Monitor success of students in their LRE.
3	Revise master schedule to more easily allow for students SDI needs to be met.	Inclusionary practices	June	UDL Inclusionary practices	Monitor success of students in their LRE.

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of students at Highlands Middle School meeting grade level state standards in ELA will go from **29.5% for all students** and from **4.2% for English Language Learners** as of Spring 2023 to at least **32.5% for all students** and **7.2% for English Language Learners** by Spring 2025 as reflected on the OSPI report card.
- The % of students at Highlands Middle School making high growth on state standards in ELA will go from **28.3%** to at least **31.3%** by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	PLCs discuss Star data every 6 weeks and adjust instruction accordingly <ul style="list-style-type: none"> ● Teachers are actively progress monitoring their own students 	DuFour	Every 6 weeks	Star Data WIDA Data PLC time Coaching sessions	PLC teams
2	Teachers use ELlevation to identify ML students' strengths and growth areas. Instructional coaches will collaborate with them to support student growth.	DuFour	September	ELlevation Coaching sessions PLC time Star Data	WIDA progress STAR Data
3	Students check in with their data weekly via homeroom time (grades, assessments, etc.) <ul style="list-style-type: none"> ● Chart their progress ● Report to their parent/guardian ● Set goals 	Hattie	Ongoing	PowerSchool Star	Teachers
4	Develop PD opportunities for staff focused on PLC work	DuFour	October/ November	OSSI Grant \$1750	ELA STAR Data

DISTRICT INDICATOR – MATH

- **TARGET** - The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL – MATH

- The % of students at Highlands Middle School meeting grade level state standards in Math will go from **19.1% for all students** and from **2.6% for English Language Learners** as of Spring 2023 to at least **22.1% for all students** and **5.6% for English Language Learners** by Spring 2025 as reflected on the OSPI report card.
- The % of students at Highlands Middle School making high growth on state standards in Math will go from **31%** to at least **34%** by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN – MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	PLCs discuss Star data every 6 weeks and adjust instruction accordingly <ul style="list-style-type: none"> • Teachers are actively progress monitoring their own students 	DuFour	Every 6 weeks	Star Data WIDA Data PLC time Coaching sessions	PLC teams
2	Teachers use ELlevation tools to identify ML students' strengths and growth areas. Instructional coaches collaborate with them to support student growth.	DuFour	September	ELlevation Coaching sessions PLC time Star Data	WIDA progress Instructional coach meetings
3	Students check in with their data weekly via homeroom time (grades, assessments, etc.) <ul style="list-style-type: none"> • Chart their progress • Report to their parent/guardian • Set goals 	Hattie	Ongoing	PowerSchool Star Outlook	Teachers
4	Develop PD opportunities for staff focused on PLC work	DuFour	October/ November	OSSI Grant \$1750	ELA MathData

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from **87.6%** in Spring of 2024 to **90.6%** as reflected on the 2024-2025 KSD Family Survey question #3.
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from **79.9%** in Spring of 2024 to **82.9%** as reflected on the 2024-2025 KSD Family Survey question #9.

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: <ul style="list-style-type: none"> • West Highlands Church • Swift Physical Therapy • Communities in Schools 	Karen Mapp Dual Capacity Framework for Family and Community Engagement			ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool	5 Benefits of Volunteering		Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4th AVE. • KENNEWICK, WA 99336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Highlands Middle School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$6,198,593	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$429,850	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$247,975 \$221,272	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior <u>supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$152,240	Intents/Purposes: To <u>provide</u> s services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assurances</u> , supplement classroom materials, professional development for staff.
Migrant- 53	\$157,856	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$30,000	Intent/Purposes: School Improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$7,437,786	

Horse Heaven Hills Middle School School Improvement Plan 2024-2025



Vision Statement

Our staff strives to provide a safe, inclusive, and positive learning environment to empower all students to be successful socially, emotionally, and academically for high school and beyond.

Culture of Equity Statement

Horse Heaven Hills Middle School is a place where diversity of all individuals is celebrated through Mustang Way (Safe, Responsible, Respectful) and Character Strong. Through the collaborative efforts of our community, staff, parents, and students, we believe that all students have the right to grow and learn in a safe and inclusive environment. We aspire to foster globally aware and productive citizens for today and tomorrow.

What Makes Us Proud

Horse Heaven Hills is proud of the participation in staff that are recognizing students showing their Mustang PRIDE. Staff have increased their use of PBIS rewards, celebrating within their classroom, grade level, and schoolwide.

Goals

Math

- By Spring 2025, math proficiency at Horse Heaven Hills Middle School will increase to at least 30% for all students and 33% for English Language Learners. High growth in math will reach at least 53% for all students and 50% for English Language Learners

Social Emotional Learning

- By the end of the 2025 school year, at least 90% of all students and 90% of English Language Learners at Horse Heaven Hills Middle School will report feeling safe, included, and welcomed.

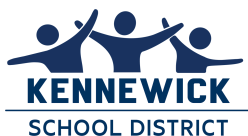
Reading

- By Spring 2024, reading proficiency at Horse Heaven Hills Middle School will increase to at least 52.6% for all students and 10% for English Language Learners. High growth in ELA will reach at least 58% for all students and 48% for English Language Learners.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Horse Heaven Hills Middle School
3500 S. Vancouver St.
Kenewick, WA 99337
(509) 222-6800

Principal:
Jeremy Fox

horseheavenhills.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

Site Team

Jeremy Fox-Principal

CD Williams-VP

Tanya Kennedy - VP

Susan Taber-Learning Facilitator

Team Leaders

Erin Newman-6th grade

Jennifer Putnam-6th grade

Debbie Roueche-6th grade

Lori Shimskey-7th grade

Jennifer Irby-Behavioral Specialist

Lezlee Hale-7th grade

Rob Tippet-6th grade

Cindy Steinborn 7th grade

Bryan Lawson-7th grade

Mark Litka-8th grade

Kara McCown-8th grade

Michelle Thompson-8th grade

Shawn Middleton-8th grade

Lisa Martin-Exploratory



Vision:

Our staff strives to provide a safe, inclusive, and positive learning environment to empower all students to be successful socially, emotionally, and academically for high school and beyond.

Equity Statement:

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OSPI School Report Card



848

Students Enrolled
2023-24 School Year



71.2%

Students Attending 90% or
More of School Days
2022-23 School Year

49.6%

Met ELA*
Standards

26.5%

Met Math
Standards
Spring 2023

37.1%

Met Science
Standard



\$14,469

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



46

Number of Classroom
Teachers
2022-23 School Year



32.7% **38.5%**

High Math
Growth

High ELA*
Growth

2022-23 School Year



14.4

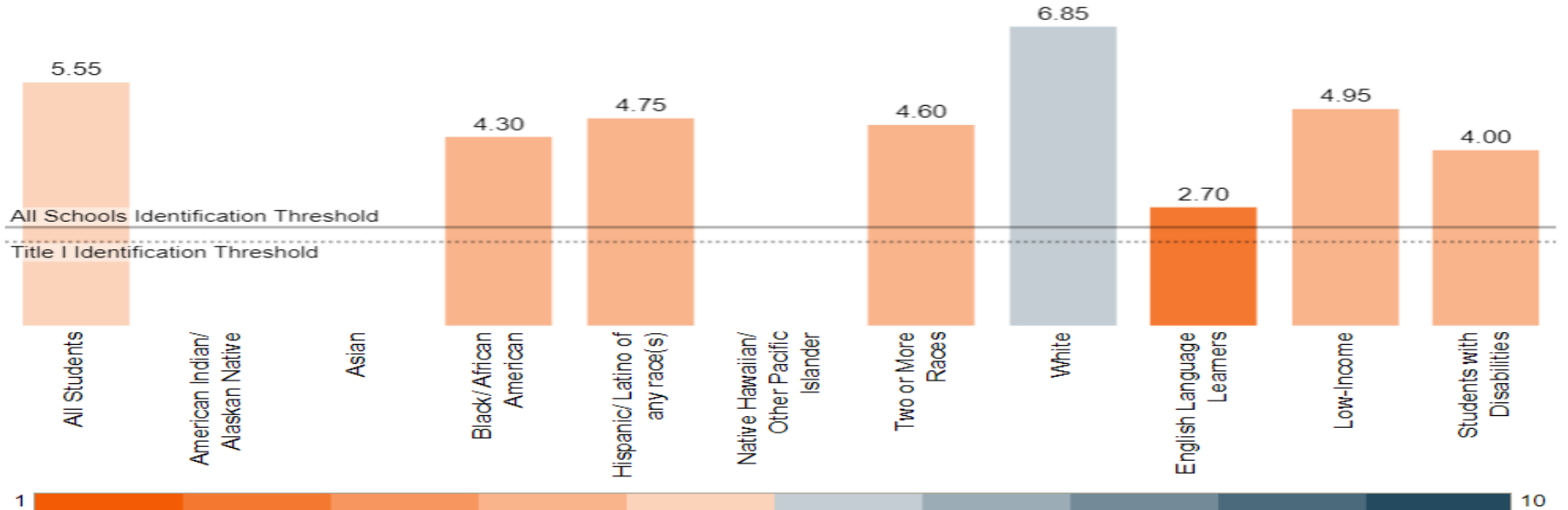
Average Years of Teaching
Experience
2022-23 School Year

*ELA = English Language Arts

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

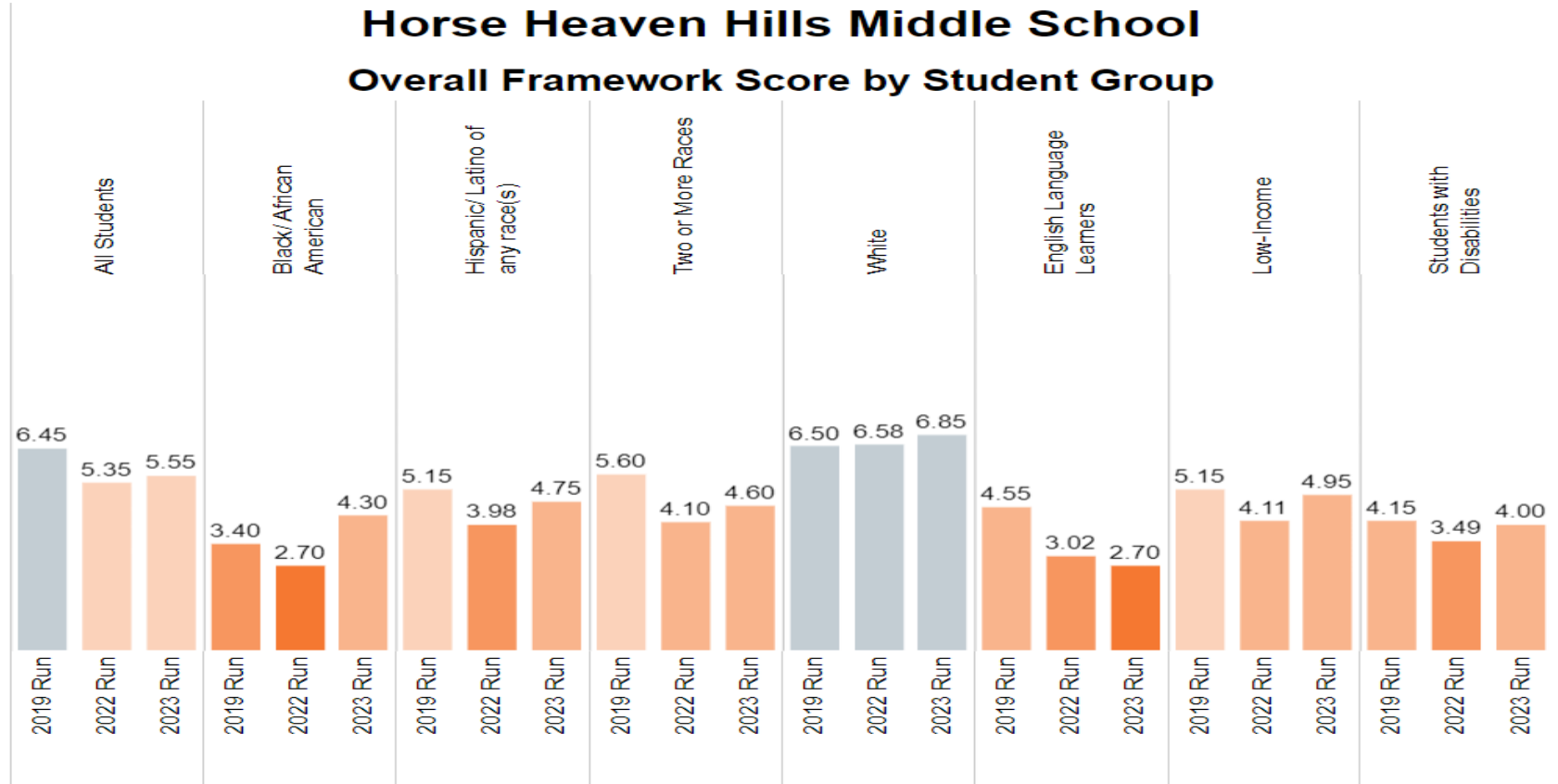
WSIF DATA

2023 Run Overall Framework Score by Student Group



WSIF DATA

Horse Heaven Hills Middle School Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

67 % Low Income, 62.2% ELL, 73.7% 504, and 64.4% Migrant students had fewer than two(2) absences per month, compared to 71.2% of ALL HHH students having fewer than 2 absences per month.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

11% of Low Income, 16.4% ELL, 12.5% of 504, and 10.4% of Migrant students received at least one short term suspension, compared to 9.7% of ALL HHH students receiving a short term suspension.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

76% of students at HHH feel safe while they are on school grounds. 75% feel at least some sense of belonging to HHH. 79% of students feel accepted at HHH. 87% of students feel staff think they can do good work. 87% of students feel included in activities at HHH. 71% of students are happy to be at HHH.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

The data is clear, all middle schools in KSD, including HHH are well below the district LRE average and goals. This is due to the current schedule restraints at the middle school level. We will continue to strive for options and pathways to ensure our students on IEP's are being individually supported while also being placed in the least restrictive learning environment possible.

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

26.5% of ALL HHH students met grade level proficiency compared to <3% of ELL students meeting grade level proficiency as measured by SBA Math assessments. Additionally, 37.6% of Non-Low Income students met grade level proficiency compared to 20.1% of Low Income students meeting grade level proficiency as measured by SBA Math assessments.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

49.6% of ALL HHH students met grade level proficiency compared to 7% of ELL students meeting grade level proficiency as measured by SBA ELA assessments. Additionally, 64.9% of Non-Low Income students met grade level proficiency compared to 40.7% of Low Income students meeting grade level proficiency as measured by SBA ELA assessments.

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Horse Heaven Hills Middle School will go from 71.2% and for English Language Learner students will go from 62.2% as of the 2022-2023 school year to at least 75% for all students and 65% for English Language Learner students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Daily communication to families about the importance of student attendance. We will use our migrant graduation counselor and community in schools to supports families.	Families who are informed, statistically, are more likely to support their child.	All Year	PowerSchool ParentSquare and Home visits	PowerSchool Data will be discussed monthly and monitored based on our attendance Stoplight.
2	Develop a simple Attendance Data Dashboard and inform staff monthly and discuss strategies to get students to school and identify trends with students that are not showing up.	Staff will have information on students who are struggling with attendance.	All Year	PowerSchool Data Dashboards	PowerSchool Data Dashboards
3	Admin and the attendance secretary will have Individual meetings to inform and support students with attendance issues or concerns. We got a ESD attendance advocate last year and will incorporate them into the interventions with our high absenteeism students	We want our students to know we want them being at school.	All Year	PowerSchool ESD Attendance Advocate	PowerSchool Data Dashboard Communication with families.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Horse Heaven Hills Middle School will go from 9.7% and for English Language Learner students from 16.4% as of the 2022-23 school year to 9% for all students and 16% for English Language Learner students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	All HHH students will receive PBIS/MTSS behavior expectations and reward systems through intentional teaching throughout the school year connected to the Mustang Way (Responsible, Safe and Respectful).	PBIS is evidence based framework for assisting school personnel in adopting and organizing behavioral interventions that enhances social and academic outcomes for all students.	All Year	Data Dashboard PBIS Program	Tier I behavior data will be communicated to all staff. Success Team/Team leaders data review & communication
2	HHH Tier II students have the opportunity to receive support from our behavioral interventionist who will provide targeted support for students who are not successful with Tier I supports alone. She will be meeting and supporting small groups of students to and directing who is the best support for students.	Tier II practices are implemented based on the individual behavioral needs on our students.	All Year	Tier I Data Dashboard PBIS behavior lessons	Tier II Tracking document Tier II team meetings
3	Our school is rebranding the Mustang Way and we will be monitoring PBIS with the new behavioral flowchart to support staff with Tier 1 interventions that support student learning.	For our Tier II systems to operate effectively the staff at HHH needs to be informed and educated on our Tier I behavior practices.	All Year	Staff PD Days Staff Meetings MTSS resources	Tier I data & Trends will be monitored and communicated to HHH and supported by the Advisory to help reteach based on trends.

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Horse Heaven Hills Middle School will go from 81% and for English Language Learner students will go from 82% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Continuous Tier I support through teaching about the Mustang Way, rewarding students for positive behaviors, and being consistent in our building-wide interventions.	Continuous re-teaching of schoolwide expectations	All Year	PBIS, data dashboards, support personnel.	Tier I school data
2	In the Advisory reboot we will be surveying students quarterly to make sure that they have an adult that they trust in the building. As part of the Advisory reboot we are focusing on student relationships as it pertains to academics, culture, and social aspects within the school.	Staff visibility creates a safe environment for students.	All Year	PBIS, data dashboards, support personnel.	Tier I & II school data Student safety surveys & SEL Checks
3	WEB activities, peer support, and Advisory lessons to encourage a sense of belonging to HHH. WEB work with our 6th grade week to help them with a sense of belonging. Last year was a huge success but we missed other grades. This year we intend to focus on how to support the 6th grade but make sure that we build on what we started with last year's 6th graders.	Strive to create activities and clubs that meet all students interests & needs.	All Year	Menu of available clubs WEB Days	Tier I & II school data Student safety surveys & SEL Checks Monitor students involved in activities and clubs after school.

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPs

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPs

- The inclusion rate for special education students at Horse Heaven Hills Middle School will go from 15% as of April 2024 to at least 18% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Work individually with all incoming 6th grade students and their families to schedule them in the least restrictive learning environment while ensuring their IEP is still being served.	Transition meetings with IEP team.	April-May	Evidence/data and input from 5th grade team.	Monitor success of students in their LRE.
2	Collaboratively work with 6th grade team and their families to schedule 7th graders in the least restrictive learning environment while ensuring their IEP is still being served.	6th & 7th grade team meetings to place each student individually.	April-May	Evidence/data and input from 6th grade team.	Monitor success of students in their LRE.
3	Collaboratively work with 7th grade team and their families to schedule 8th graders in the least restrictive learning environment while ensuring their IEP is still being served.	7th & 8th grade team meetings to place each student individually.	April-May	Evidence/data and input from 7th grade team.	Monitor success of students in their LRE.

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at Horse Heaven Hills Middle School will go from 49.6% and for English Language Learner students from 7% as of Spring 2023 to at least 52.6% for all students and 10% for English Language Learner students by Spring 2024 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at Horse Heaven Hills Middle School will go from 55% and for English Language Learner students from 45% as of Spring 2023 to at least 58% for all students and 48% for English Language Learner students by Spring 2024 as reflected on the OSPI report card.

ACTION PLAN- ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Progress Monitoring for ALL students	Staff will monitor student STAR assessments and set collaborative growth goals in PLC's	All Year	STAR Data SBA Data WIDA Data PowerSchool	PLC Teams
2	PLC Team setting collaborative goals centered around desired outcomes and grade level learning targets.	PLC Collaboration	By end of September	STAR Data SBA Data WIDA Data	PLC Teams
3	HHH MGS and Bilingual coach will coordinate a student Focus Groups, specifically for our ELL students. Approximately 90 students split up between adults	The MGS and Bilingual coach will create positive environment where students on Focus Group will take ownership in their success.	All Year	WIDA Powerschool	Communication from Admin to all Stakeholders at HHH

GROWTH AND PROFICIENCY - MATH

Horse Heaven Hills

DISTRICT INDICATOR-MATH

- TARGET- The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at Horse Heaven Hills Middle School will go from 26.5% and for English Language Learner students will go from 29.5% as of Spring 2023 to at least <3% for all students and at least 3% for English Language Learner students by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at Horse Heaven Hills Middle School will go from 50% and for English Language Learner students will go from 47% as of Spring 2023 to at least 53% for all students and at least 50% for English Language Learner students by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Progress Monitoring for ALL students	Staff will monitor student STAR assessments and set collaborative growth goals in PLC's	All Year	STAR Data SBA Data WIDA Data PowerSchool	PLC Teams
2	PLC Team setting collaborative goals centered around desired outcomes and grade level learning targets	PLC Collaboration	By end of September	STAR Data SBA Data WIDA Data	PLC Teams
3	HHH MGS and Bilingual coach will coordinate a student Focus Groups, specifically for our ELL students. Approximately 90 students split up between adults	The MGS and Bilingual coach will create positive environment where students on Focus Group will take ownership in their success.	All Year	WIDA Powerschool	Communication from Admin to all Stakeholders at HHH

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 75.8%, from Spring of 2024 to 78% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents being communicated with messages will increase the frequency of clear timely, and meaningful communication from 59.2%, from Spring of 2024 to 62.3% as reflected on the 2024-2025 KSD Family Survey question #8

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: Community in Schools	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Increase the ways that school staff communicate to families	5 Benefits of Volunteering		ParentSquare, Facebook	School Staff	Family Survey

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4th AVE. • KENNEWICK, WA 99336-5601
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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Horse Heaven Hills Middle School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$6,132,477	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$82,997	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$418,799 \$265,045	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include <u>academic readiness skill development</u> or <u>behavior supports</u> . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$59,208	Intents/Purposes: To <u>provide</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, <u>educator assistances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$61,041	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, <u>parent engagement activities</u> , <u>summer learning programs</u> .
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: <u>Professional development</u> , <u>supplement classroom materials</u>
Highly Capable - 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for <u>staffing to teach advanced lessons and/or programs and after school activities</u> .
Total	\$7,019,567	

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from ___%, from Spring of 2024 to ___% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from ___%, from Spring of 2024 to ___% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with:	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool (if applicable)	5 Benefits of Volunteering		Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Park Middle School School Improvement Plan 2024-2025



Vision Statement

To build an exceptional, world-class public school: that proves children from all backgrounds can succeed in college and in life. To be a school where diverse students, educators, families, and community empower every student with high quality, holistic education that prepares them by providing rigorous and engaging education, advancing students' abilities to strengthen their communities, and become strong leaders who are healthy and secure in their cultural identities.

Culture of Equity Statement

Build a world-class school where significant relationships are building and used in conjunction with innovative teaching, rigorous and relevant instruction, and character education to empower students to persevere, lead, and succeed.

What Makes Us Proud

At Park, we take great pride in our school's commitment to continuous improvement and collaboration among faculty. Through unpacking the curriculum and engaging in Evidence-Based Analysis of Assessments (EAAs), we collectively find clarity in our teaching direction, enabling students to achieve higher gains more rapidly. Additionally, our Professional Learning Communities (PLCs) foster a culture of sharing strengths and supporting each other's learning, ultimately benefitting our entire school community.

Goals

Math

By Spring 2025:

- The percentage of all students meeting grade level standards in math at Park Middle School will increase from 22.7% to 28.7%.
- For Multilingual (ML) students, this will increase from 14.5% to at least 20.5%.
- The percentage of all students making high growth in math will increase from 38.7% to 44.7%.
- For ML students, this will increase from 24.2% to at least 30.2%.

Reading

By Spring 2025:

- The percentage of all students meeting grade level standards in math at Park Middle School will increase from 22.7% to 28.7%.
- For Multilingual (ML) students, this will increase from 14.5% to at least 20.5%.
- The percentage of all students making high growth in math will increase from 38.7% to 44.7%.
- For ML students, this will increase from 24.2% to at least 30.2%.

Social Emotional Learning

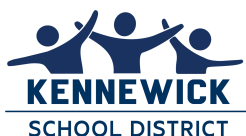
By the end of the 2025 school year:

- The percentage of all students at Park Middle School reporting they feel safe, included, and welcomed will increase from 64% to at least 90%.
- For Black students, this percentage will increase from 50% to at least 90%.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Park Middle School
1011 W. 10th Ave.
Kennewick, WA 99336
(509) 222-6900

Principal:
Shaun Espe-Amaya
park.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

<u>Success Team</u> Shaun Espe-Amaya Corie Kelly Alexia Waggle Gina Ferguson Lynnette Gunter Jessica Reyes Michelle Hudon	<u>Team Leaders</u> Gerardo Mendoza Diana Farias Ryan Blake Judy Brown Crystal Green Brad Luce Cara Suarez Francine Hicks	<u>Behavior Committee</u> Daciee Humphrey Morgan Roberts Kennedy Storaci Andrea Mann Anica West Jantz Garza Jan Walters	<u>Site Council</u> Lynnette Gunter Sara Rodgers Isabel Barron Ryan Blake Francine Hicks Sulema Pacheco Jacob Sanders Jared Stewart Emily Beck Ryan Engle	<u>ATP</u> Jantz Garza
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Park's Vision Statement:

To build an exceptional, world-class public school; that proves all children from all backgrounds can succeed in college and life. To be a school where diverse students, educators, families, and community members empower every student with a high quality, holistic education that prepares them by providing a rigorous and engaging education, advancing students' abilities to strengthen their communities, and become strong leaders who are healthy and secure in their cultural identity.

Park's mission: To create a world-class school where **significant relationships** are built and used in conjunction with **innovative teaching, rigorous and relevant instruction,** and **character education** to empower students to persevere, lead and succeed.

OSPI School Report Card



686

Students Enrolled
2023-24 School Year



57.7%

Students Attending 90% or
More of School Days
2022-23 School Year

30.2%

Met ELA*
Standards

22.7%

Met Math
Standards
Spring 2023

19.7%

Met Science
Standard



\$15,692

Per-pupil Expenditure
2022-23 School Year



Graduated in 4 Years
2022-23 School Year



43

Number of Classroom
Teachers
2022-23 School Year



38.7% **29.3%**

High Math
Growth

High ELA*
Growth

2022-23 School Year



11.6

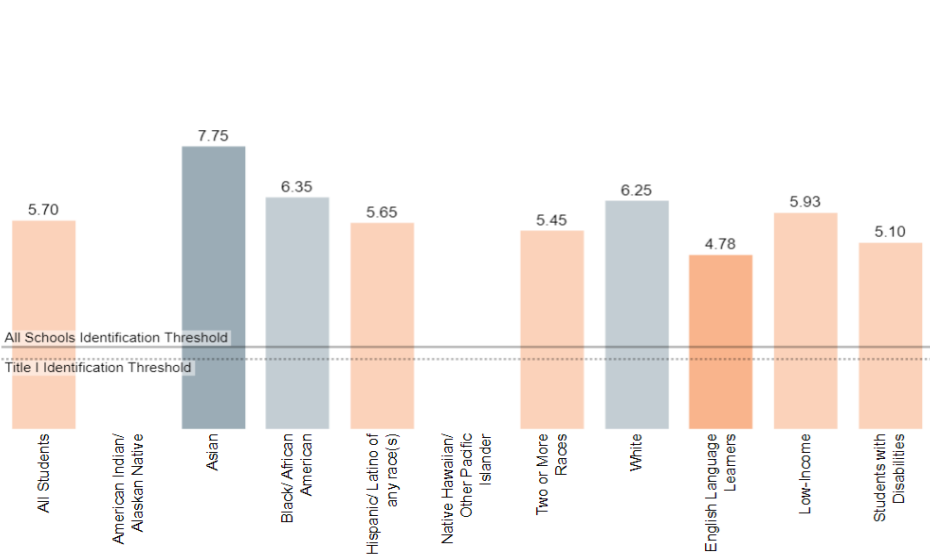
Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

*ELA = English Language Arts

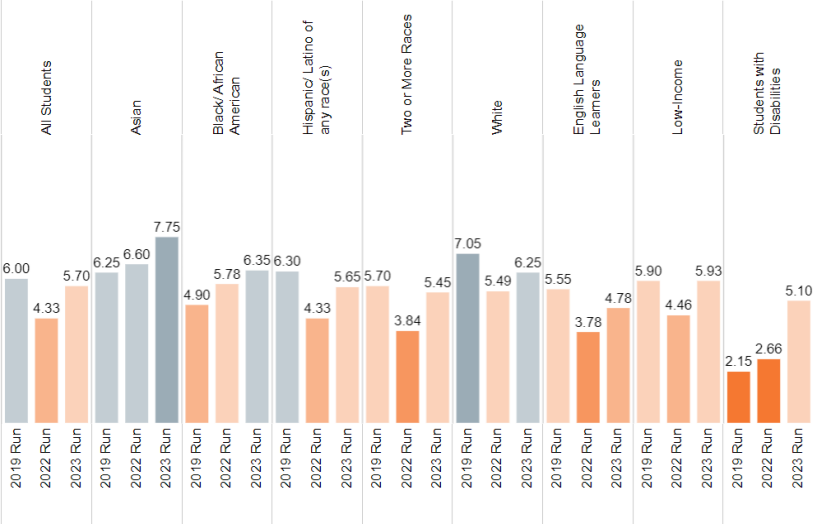
WSIF DATA

2023 Run Overall Framework Score by Student Group



Park Middle School

Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

The OSPI report card states that 57.7 percent of Park students attended at least 90% of the time during the 2022-23 school year. The subpopulation with the most absences at Park this school year were students with disabilities. Students with disabilities had 793 total absences this school year. This sub population consisted of 76 students.. The entire subpopulation missed 23% of the school year.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

0% of American Indians/Alaskan Natives had at least one referral. 33% of Asian students had at least one referral. Of the students identified as Black/African Americans 156% have at least one referral. 34% of students identified as Hispanic or Latino have at least one referral, 0% of students who identified as Pacific Islander/Native Hawaiian have one referral. 40% of students who identify as White have at least one referral. 3% of students who identify multiracial have at least one referral. Although there are only 9 students who identify as Black/African American, students who identified as Black have 4.67 times the risk of receiving at least on referral as all other students.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

The student survey showed similar scores between most subpopulations, with variation occurring on certain questions. In terms of belonging and know, students who identified as Black/African American had a lower percentage of belonging than other students. The survey question regarding students behave safely at school had the lowest scores, with 45% of 6th graders agreeing, 55% of 7th graders agreeing, and 53% of 8th graders agreeing. Looking at the written responses, students claimed that language and behavior in hallways or unstructured settings were the most concerning, and the use of put downs and bad language made them not feel safe.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Park's LRE all students with disabilities is 67.52% of the day spent in the general education setting. Five students who identify as Black qualify for special education and spend 62.79% of their day in the general education setting, fortytwo students who identify as Hispanic qualify for special education, those students average 66.25% of their day in the general education setting. Five students who identify as multi racial qualify for special education services and they spend 64% of their day in the general education setting. Nineteen students identify as white and qualify for special education services and they spend 65% of their time in the general education setting

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Asian: 43% Proficient, 37% growth (**above 50th percentile growth**)
 Black/African American: 13 % Proficient, 0% Growth
 Hispanic/Latino: 22% Proficient, 32% Growth
 White: 29% Proficient, 30% Growth
 IEP 2% Proficient, 27% Growth
 ML: 7.6% Proficient, 23% Growth

Our largest sub-population (ML students) are showing the least amount of growth and a low level of proficiency.

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Asian: 40% Proficient, 33% growth (**above 50th percentile growth**)
 Black/African American: 20% Proficient, 40% Growth
 Hispanic/Latino: 34% Proficient, 33% Growth
 White: 46% Proficient, 31% Growth
 IEP 9% Proficient, 27% Growth
 ML: 11% Proficient, 27% Growth

Our largest sub-population (ML students) are showing the least amount of growth and a low level of proficiency.

DISTRICT INDICATOR- % OF STUDENTS REGULARLY ATTENDING SCHOOL (<2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL- % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Park Middle School will go from 57.7% and for special education students will go from 77% as of the 2022-2023 school year to at least 59.9% for all students and 79% for special education students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Site Council will oversee attendance. They will learn about best practices regarding attendance based off of the OSPI website.	OSPI Best Practices for Attendance	September for kickoff, monthly meetings	PLC time	Progress will be monitored in Site Council meeting and communicated in staff notes
2	School-wide Strive for 5 Campaign. Regular parent communication regarding the importance of regular attendance.	OSPI Best Practices for Attendance	Twice a month	Parent Square, posters for classrooms	Site Council will gather data and share at monthly meeting
3	Site Council members will lead a weekly PLC meeting where they will identify students with attendance problems and generate Tier 2 solutions	OSPI Best Practices for Attendance	Weekly PLC Meeting	Common form to document PLC notes and interventions	Site Council members will share data at monthly meetings

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT OF SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Park Middle School will go from 160 total out of school suspensions and for Black students from 66.67% as of the 2022-23 school year to 156 for all students and 50% for Black students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	The behavior committee will read and discuss The Behavior Menu of Best Practices and Strategies on the OSPI website. We will then identify strengths and weaknesses of our current system. They will share the information with their PLC teams. We will determine what we want to grow, strengthen, or extinguish. We will establish if we have clear expectations school-wide.	OSPI research on best practices for behavior and strategies	September	OSPI handbook on behavior	Behavior Committee Notes, PLC Notes
2	The behavior committee teach their teams how to input data into SWIS. They will learn how to use SWIS data to make decisions and progress monitor.	SWIS	Weekly all year	SWIS	Monday Memo, PLC Notes, Behavior Committee Notes
3	The behavior committee will utilize the TIPS model to look at and respond to data. This includes preventative measures, teaching, acknowledging, and correcting behavior. We will utilize a school-wide acknowledgement system.	MTSS Model	Weekly all year	TIPS worksheet	Monday Memo, PLC Notes, Behavior Committee notes

SAFETY AND BELONGING

School Name Goes Here

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Park Middle School will go from 64% and for Black students will go from 50% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	The Site Council is in charge of these goals. They will spend time researching and learning about best practices for helping students feel connected to school so we can implement research based strategies and extinguish practices that have little impact.	OSPI and John Hattie	Monthly	Access to OSPI and John Hattie's research on connection	Monday Memo, Staff Meeting, PLC, and Site Council Notes
2	Each PLC will create activities to connect with students daily, weekly, and monthly. The Site Council will administer surveys to determine if the interventions are having the desired effect.	OSPI and John Hattie	Daily, Weekly, and monthly data will be collected	Possible supplies needed for activities that are created of increase connection	Monday Memo, Staff Meeting, PLC, and Site Council Notes
3	In PLCs, the Site Council members will use data and a modified TIPS sheet to document their work. Progress monitor, and adjust strategies.	John Hattie	Weekly, monthly		

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate for special education students at Park Middle School will go from 67.52% as of November 2023 to at least 69.52% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Park staff will receive information regarding the mindsets necessary for inclusion on a monthly basis	OSPI Website Inclusionary Practices Handbook	monthly	Inclusionary Practices Handbook	Monday Memo and staff meetings
2	Park staff will increase their knowledge of instructional practices which accelerate learning and increase the likelihood of students with disabilities finding success in the general education setting: progressions, gradual release of responsibility, close reads, self/peer assessing, vocabulary and looking at student evidence	All of these instructional practices are highlighted in John Hattie's work, "What works best."	Monthly emphasis on each strategy	Coaches, work with Lisa C. from the Core Collaborative	Monday Memo, Staff meetings, Team Leader Meetings

DISTRICT INDICATOR (ELA)-% of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The number of **all students** meeting grade level state standards in ELA at Park Middle School will go from 30.2% in Spring of 2023 to 36.2 in Spring of 2025.
- **ML students** will go from 11% meeting grade level standards in ELA as of Spring 2023 to at least 17% by Spring 2025 according to the OSPI report card.
- The percentage of **all students** making high growth (above the 50 th percentile) on state standards in ELA at Park Middle School will go from 29.3% in Spring of 2023 to 35.3% in Spring of 2025.
- **ML students** will go from 32% student making high growth as of Spring 2023 to at least 38% by Spring 2025 as reflected on the OSPI report card

ACTION PLAN- ELA

[LINK TO ELA ACTION PLAN](#)

DISTRICT INDICATOR-MATH

- **TARGET-** The number of students in Spring 2023 meeting grade level state standards in math is 34%. **This number will increase by 3% each year over the next four years.** The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of **all students** meeting grade level state standards in math at Park Middle School will go from 22.7% in Spring of 20 23 to 28.7 in Spring of 20 25.
- **ML students** will go from 14.5 % meeting grade level standards in math as of Spring 20 23 to at least 20 .5% by Spring 20 25 according to the OSPI report card.
- The percentage of **all students** making high growth (above the 50 th percentile) on state standards in Math at Park Middle School will go from 38.7% in Spring of 20 23 to 44.7 in Spring of 20 25.
- **ML students** will go from 24.2% student making high growth as of Spring 20 23 to at least 30 .2% by Spring 20 25 as reflected on the OSPI report card.

ACTION PLAN- MATH

[LINK TO MATH ACTION PLAN](#)

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 85.2%, from Spring of 2024 to 88% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 76.4%, from Spring of 2024 to 78% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: Americorp, Kiwanis, Hill Spring Church, Boys and Girls Club	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool	5 Benefits of Volunteering		Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Park Middle School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$5,138,040	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$451,430	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$370,109 \$214,582	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u> , <u>skill</u> development or behavior supports. Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need <u>additional support in learning to read</u> .
Bilingual- 65	\$184,826	Intents/Purposes: To <u>provide</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assurances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$127,276	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day <u>opportunities</u> , <u>parent engagement activities</u> , <u>summer learning programs</u> .
OSSI- 5120	\$0	Intent/Purposes: School Improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u>
Highly Capable - 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for <u>staffing to teach advanced lessons and/or programs and after school activities</u> .
Total	\$6,486,263	

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Needs Assessment Summary: What is your proficiency and growth data in the area of **MATH** telling you for all of your subpopulations?

Needs Assessment Summary: What is your proficiency and growth data in the area of **ELA** telling you for all of your subpopulations?

Endeavor High School School Improvement Plan 2024-2025



ENDEAVOR
HIGH SCHOOL

Vision Statement

The vision of the Endeavor Direct Instruction Program is to build on student's strengths and to provide mentors and community support while creating opportunities for the future by helping students master the basics, demonstrate knowledge and apply themselves through internships and advanced studies. Endeavor's online learning is one option for students who wish to study and learn in their own time and space without the need to come into a physical school building. Endeavor students build on existing time management skills, initiative, self-motivation, responsibility, planning, and self-discipline behaviors. Students will interact with certificated Kennewick School District teachers who will guide them through their learning program.

What Makes Us Proud

Knowing that every day we are making a difference in the lives of our students.

Culture of Equity Statement

Endeavor High School is dedicated to valuing the uniqueness of every individual in our school. By viewing our differences as strengths, we will continue to develop an appreciation for each other. We commit to building a culture that empowers students, certificated and classified staff, and community partners so that every Endeavor student can feel supported in reaching their full potential.

Goals

Engaged Learners

- The inclusion rate at Endeavor High School will increase from 63% in November 2023 to at least 70% by November 2024, as reflected in the LRE portfolio by implementing the outlined actions, activities, and strategies.

Ready For The Future

- The 4 year graduation rate will go from 52% to 60% for all students and from 39% to 50% for Hispanic students by the end of the 2024 / 2025 school year by implementing our actions, activities, and strategies.
- The 5 year graduation for both all students and Hispanic students will increase by 8%.

Safety and Belonging

- The rate of students feeling safe, included, and welcomed at Endeavor High School will increase from 89% in Spring 2024 to at least 92% by the end of 2025.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Endeavor High School
4624 W. 10th Ave.
Kennewick, WA 99336
(509) 416-7860

Principal:
Guy Strot
endeavor.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

Guy Strot, Travis Hatke, Betti Gregg, Ryan Downing, Jaime Downing, Ronny Coleman, Julie McInturf, Tanya Davis

Endeavor High School

Our Guiding Principle

Love all, serve all, believe in all
as we construct a space in which
all are wanted, are respected, are enough, and matter.

Our Core Beliefs

We believe that students must be active partners in their learning.

We believe that trying is success; that not trying is failure.

We believe that today is an opportunity to improve upon yesterday.

We believe that celebrating diversity strengthens us.

We believe that responding to the person is more constructive
than reacting to the behavior.

We believe that for students to advance to their full potential they must
feel physically and emotionally safe and accepted in the classroom.

OSPI School Report Card

Report Card



138

Students Enrolled
2023-24 School Year

17.7%

Met ELA*
Standards

<4%

Met Math
Standards

<4%

Met Science
Standard

Spring 2023



51.7%

Graduated in 4 Years
2022-23 School Year



High Math
Growth

High ELA*
Growth

2022-23 School Year

*ELA = English Language Arts



31.0%

Students Attending 90% or
More of School Days
2022-23 School Year



\$10,362

Per-pupil Expenditure
2022-23 School Year



8

Number of Classroom
Teachers
2022-23 School Year



16.3

Average Years of Teaching
Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

WSIF DATA- Foundational Supports

How did each student group perform on the Washington School Improvement Framework?

Endeavor High School
2023 Run
Measures by Student Group

	All Students	American Indian/Alaskan Native	Asian	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate											
Math Proficiency Rate											
ELA Median SGP											
Math Median SGP											
Graduation Rate	51.7%					38.5%	50.0%				66.5%
EL Progress Rate*											
Regular Attendance Rate	31.0%					36.6%	35.7%				28.2%
Ninth Grade On Track Rate	21.7%					16.0%					28.6%
Dual Credit Rate	43.0%				53.3%	42.9%	40.7%		43.5%	44.1%	

*The EL Progress measure only applies to students who are English Learners and is only calculated for the All Students group..

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

The data shows that student engagement is a issue at our school. ALE programs only require weekly contact and so we also feel that this data is a little off. However, with passing rates at 63% and only 20 % of students completing an average of 3 classes per quarter, we feel that attendance has a direct correlation to academic success. Our plan is to create more activities for students to be involved and engaged and create more one-on-one time for teachers to meet with students.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

Being that we are online, student behavior has not been an issue in terms of students being excluded. All students have access to the school work and can zoom with teachers if they need to. One area of concern though is digital citizenship. Teaching kids and monitoring appropriate behavior, online, can be a struggle.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

Our survey data shows us that, overall, students feel safe know and valued. However, we do see areas of improvement that we can focus on for the upcoming year. We have decided to create monthly SEL time for students. He goal would be that student feel more connected to their teachers and give them the opportunity to connect with other online students. Being that we are an online school, we don't personally see all our students on a regular basis so we need to think outside the box to create community and connection.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

The data shows us that we do a decent job of serving students o IPE’s but that we can still do more to provide accommodations and modifications in their online curriculum. We need to look for creative ways to adjust the curriculum, provide scaffolding and differentiation in the online world. I believe we will do a much better job this year as we now have a dedicated special education case manager, in building, to help teachers create modifications and accommodations for our students.

Needs Assessment Summary: What does your **PASSING GRADE AND CREDIT ACQUISITION DATA** telling you for all of your subpopulations?

Our data shows us that many students are not being successful online. Only 20% of our students passed an average of 3 classes per quarter and we had a failing rate of 37%. It shows us that we need to take a deep look at the curriculum and look for ways to adjust while still maintaining a high level of rigor. Focusing on the district’s essential will be important as we look for ways to differentiate for the students. We need to provide more option for students to show mastery and not rely so heavily on the APEX curriculum only. Our students decide to attend online for many different reasons and we need to do a better job of providing different ways for students to learn and show mastery.

Needs Assessment Summary: What does your **4 and 5 YEAR GRADUATION RATES** tell you for all of your subpopulations?

Our data shows us that we have low graduation rates. One of the struggles with a school like ours is the constant movement of students. Very few students attend online for 4 years. Many of our students come to our program already credit deficient and only stay for a short period of time. Hispanic students struggle to most at our school with a graduation rate of 38.5%

SAFETY AND BELONGING

Endeavor High School

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Endeavor High School will go from 89% as of Spring of 2024 to at least 92% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Monthly SEL Activity focused on belonging	KSD Strategic Goals	Monthly	All Staff	Winter and Spring Survey
2	Interest Surveys	KSD Strategic Goals	SY 24-25	All Staff, Google Form	Monthly Meetings
3	Invitations to LHS events	KSD Strategic Goals	SY 24-25	All Staff	Event Attendance

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate at Endeavor High School will go from 63% as of November 2023 to at least 70% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Assigning new Special Education case manager for all EHS students on an IEP	Students perform better when there are less transitions in their education. This will ensure consistency for the student.	SY 24-25	SPED Case Manager	Monthly
2	Creating more alternative learning options/assignments for students to show Mastery	UDL	SY 24-25	UDL/Staff/PD	Monthly
3	Teachers will collaborate with our Special Education Case manager to create and design assignments and assessments to meet the learning needs of the individual student.	Inclusionary Practices	SY 24-25	SPED Case Manager, Teachers	Monthly

GROWTH AND PROFICIENCY

Endeavor High School

DISTRICT INDICATOR- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- TARGET: % increase of students passing all classes from semester 1 to semester 2 is increasing by $\geq 3\%$ each year

BUILDING GOAL- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- The % increase of all students passing all class for the 2024-2025 School year at Endeavor will go from 63% for all students by the end of the 2024- 2025 school year to 70% as reflected in PowerSchool by implementing the actions/activities/strategies outlined below.

ACTION PLAN-STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Unpack the Curriculum and align to Essential Standards	Solution Tree: Unpacking Essential Standards	Monthly	District Essential Standards, CAC, Individual Teacher, PD	Grade Reports, Monthly Meetings to look at Data
2	Increase scaffolding, differentiation and learning options for students for students	WIDA, UDL,	SY 24-25	Teachers, Ellevation Platform, UDL, District PD	Grade Reports, Monthly Meetings to look at Data
3	Counselor Monthly Communication/Check-Ins	KSD Strategic Goals	Monthly	Teachers and Counselor	Monthly Meetings/Share outs

DISTRICT INDICATOR- % of students graduating

- DISTRICT TARGET: % is increasing by $\geq 1\%$ each year

BUILDING GOAL- GRADUATION RATE

- The 4 year graduation rate for all students at Endeavor will go from 52 % and for Hispanic students from 39 % as of the 2022-2023 school year to at least 60 % for all students and to at least 50 % for Hispanic students by the end of the 2023-24 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.
- The 5 year graduation rate for all students at Endeavor will go from 52 % and for Hispanic students from 39 % as of the 2022-2023 school year to at least 60 % for all students and to at least 50 % for Hispanic students by the end of the 2023-24 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- GRADUATION RATE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Counselor Monthly Communication/Check-Ins	KSD Strategic Goals	Monthly	Teachers and Counselor	Counselor	Monthly Meetings/Share outs
2	Individualized Timeline on SLP	ALE Guidance	All Year	Counselor and Teachers	Counselor and Teacher	Monthly Meeting w/ Counselor & Admin
3	Dual Credit Options/Work Study type Programs to earn extra credits.	Increasing options for students who are credit deficient	Continuously throughout the year.	Counselor and Admin	Counselor and Admin	Monthly Meetings with Counselor and Admin

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 88.8, from Spring of 2024 to 92% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 85.1%, from Spring of 2024 to 91% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Identify Key Community Partner	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Endeavor High School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$19,059	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$20,646	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$21,883 \$41,000	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness , skill development or behavior supports . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$0	Intents/Purposes: To provide services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator assistances , supplement classroom materials, professional development for staff.
Migrant- 53	\$0	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable - 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$102,406	

Kamiakin High School School Improvement Plan 2024-2025



Vision Statement

Kamiakin High School is committed to promoting the academic and social growth of all its students. The Kamiakin staff is committed to meeting individual student needs and directing education toward future opportunities. It is dedicated to teaching basic skill acquisition, clear thinking, and sound personal qualities. Kamiakin High School seeks to provide the Tri-Cities community with citizens who are academically and socially equipped to meet their potential, adapt to change, accept responsibility, and be life-long learners.

Culture of Equity Statement

Kamiakin High School values each individual and the unique stories and perspectives they contribute to our community. To ensure that every person feels connected and represented, we pledge to teach relevant, authentic learning experiences that intentionally highlight various histories, contexts, and aspirations. We believe in the fundamental worth and value of each student. We are many stories, many perspectives, and many possibilities. And we are one Tribe.

What Makes Us Proud

There is a saying, "There are two types of people in this world, Braves, and those that wish they were." Kamiakin students, staff, alumni and community take great pride in all facets of our school. Our school motto, Be The Best You Can Be, permeates every facet of Kamiakin. Ranging from academics, athletics, arts, school spirit~ we strive to take the talents that we have been blessed with and hone them to a fine edge.

Goals

Engaged Learners

- By November 2024, the inclusion rate at Kamiakin School will increase from 41.9% to at least 44.9%, as indicated in the LRE portfolio.

Ready For The Future

- waiting for information
-

Social-Emotional Learning

- The rate of all students at Kamiakin School reporting they feel safe, included, and welcomed will increase from 89% in Spring 2024 to at least 90% by the end of the 2025 school year, as reflected in the KSD Student Survey.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Kamiakin High School
600 N. Arthur St.
Kennewick, WA 99336
(509) 222-7000

Principal:
Chris Chelin

kamiakin.ksd.org



2024-2025

School Improvement Plan

SIP Team Members:
KaHS Admin Team
KaHS Dept. Heads
KaHS Site Council

Vision:

Kamiakin High School is committed to promoting the academic and social growth of all its students.

The Kamiakin staff is committed to meeting individual student needs and directing education toward future opportunities. It is dedicated to teaching basic skill acquisition, clear thinking, and sound personal qualities.

Kamiakin High School seeks to provide the Tri-Cities community with citizens who are academically and socially equipped to meet their potential, adapt to change, accept responsibility, and be life-long learners.

Short Version~ “Be The Best You Can Be”

Equity Statement:

- Kamiakin High School values each individual and the unique stories and perspectives they contribute to our community. To ensure that every person feels connected and represented, we pledge to teach relevant, authentic learning experiences that intentionally highlight various histories, contexts, and aspirations. We believe in the fundamental worth and value of each student. We are many stories, many perspectives, and many possibilities. And we are one Tribe.

OSPI School Report Card

Report Card



1,951

Students Enrolled
2023-24 School Year

69.2% **40.7%** **41.2%**
Met ELA* Standards Met Math Standards Met Science Standard
Spring 2023



89.1%

Graduated in 4 Years
2022-23 School Year



High Math Growth High ELA* Growth
2022-23 School Year

*ELA = English Language Arts



64.1%

Students Attending 90% or More of School Days
2022-23 School Year



\$13,790

Per-pupil Expenditure
2022-23 School Year



87

Number of Classroom Teachers
2022-23 School Year



14.6

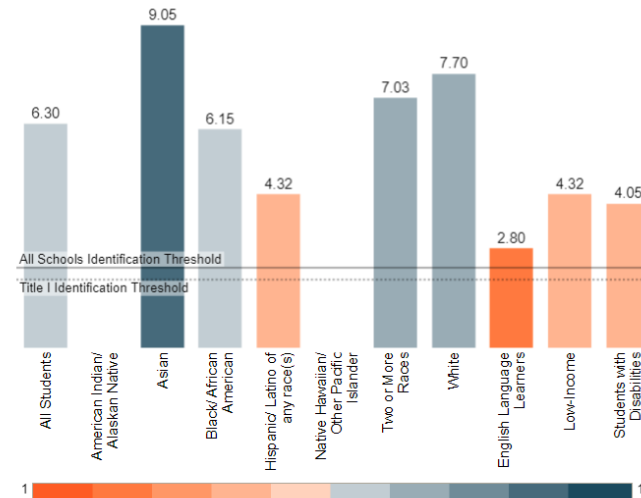
Average Years of Teaching Experience
2022-23 School Year

Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

WSIF DATA

How did each student group perform on the Washington School Improvement Framework?

Kamiakin High School
2023 Run
Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Data shows a clear correlation (causation) between attendance patterns and student academic success. Reflections from 22-23 showed correlation of chronically absent and tardy with poor academic performance. With that in mind, Kamiakin emphasized a MTSS Attendance Specialist to address multiple tiers of issues. This person worked to create more awareness of impact on attendance (MTSS level 1), meets with targeted students daily (MTSS level 2) and is facilitating our Becca process.

When we drill down into ethnicity data~ It appears that students who are part of non-dominant culture are impacted by attendance more than their counterparts.

When we drill down into specific S2 data it shows~ 78.91% of A grades have 0-9 absences total as compared to 48.03% of F grades have greater than 21 absences.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

In an export out of powerschool on June 5th, looking at 2023-24 data it showed that Kamiakin had a total of 474 incidents logged. The most common results of incidents were ISS (127), suspension (132), no intervention applied (143). The most common incident was Failure to Comply (239), Disruptive Conduct (149), Tobacco (51), Fighting (42), Cannabis (40), Multiple Minor (23), Violence (21), Bullying (16).

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

In general students at Kamiakin report that they feel safe, known and valued. Specifically, 89% of students reported that they had a safe and trusted adult whom they could go to. 76% of students reported that they were proud to attend Kamiakin. According to the data the areas of growth were around adults noticing when students did something good as well as campus safety issues.

For specific sub groups see this [presentation](#)

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

According to the May 2024 special services dashboard~ Kamiakin students had a LRE 1 of 46.6%. This is the highest % among any secondary school in KSD and speaks to the commitment that Kamiakin has had in working to push students into gen ed classes whenever possible. Credit accrual for students who are on an IEP are slightly below general student credit earning (82.45 vs 87.43 for S2 as of June 2)

Needs Assessment Summary: What does your **PASSING GRADE AND CREDIT ACQUISITION DATA** telling you for all of your subpopulations?

Similar to the attendance data. Males are lagging behind female in overall academic achievement at KaHS. Specifically, female have a 47.22% A rate and a 88.87% credit accrual rate compared to males where 36.98% A rate and 85.05% pass rate. Our largest area of growth is male, hispanic students who disproportionately have a lower credit earning pattern than their peers. Specifically, 71.42% of grades were passing compared to white male students 91.98%.

For Mid Quarter S1 2024-25 Male Hispanic students had a 50.51% A rate.

Needs Assessment Summary: What does your **4 and 5 YEAR GRADUATION RATES** tell you for all of your subpopulations?

First, the school report card from OSPI shows a graduation rate of 89.1% for the previous school year. A meeting with the KSD's superintendent confirmed know data reporting errors. Graduation rates reflect a proactive effort by Kamiakin staff to get kids caught up on credits through an effective credit retrieval program and summer school. Grad rates also reflect a passive effort, as the SBE has provided a generous waiver (GREW) to lower grad credit requirements for students who were impacted during the COVID 19 pandemic.

Initial data from P210 for graduation cohort shows a 95% extended grad rate (cohort 2023) and a 88.86% on time graduation (cohort 2024).

DISTRICT INDICATOR - % OF STUDENTS REGULARLY ATTENDING SCHOOL

(Regularly attending = < 2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL - % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Kamiakin will go from 64.1% and for freshmen students will go from 67% as of the 2022-2023 school year to at least 66.1% for all students and 69% for freshmen students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated ?
1	Emphasis on single period truanancies	By allowing students to skip indiscriminately we fear that it encourages further academic disengagement. By targeting early intervention we hope to create an atmosphere where students are engaged in academics	24-25	Stefanie Jones Assistant Principals Attendance Secretaries MTSS AB	Stefanie Jones Assistant Principals Attendance Secretaries	Daily runs of attendance

DISTRICT INDICATOR - % OF STUDENTS REGULARLY ATTENDING SCHOOL

(Regularly attending = < 2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL - % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Kamiakin will go from 64.1% and for freshmen students will go from 67% as of the 2022-2023 school year to at least 66.1% for all students and 69% for freshmen students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
2	Emphasis on students with chronic tardy issues (both Top 10 as well as threshold)	Students needs to build healthy habits of attending class, on time and prepared	24-25	MTSS~ Attendance Stefanie Jones Assistant Principals Attendance Secretaries	MTSS~ Attendance Stefanie Jones Assistant Principals Attendance Secretaries	Track number of students who hit Tardy Threshold~ compare to 23-24
3	Create "Student Attendance Teams" to focus on individual students stories and help them build bridges back to school		24-25	MTSS~ Attendance Stefanie Jones Assistant Principals Attendance Secretaries Counselors Success Coordinator	Cohort team of MTSS, AP, counselor, Success Coordinator, MGS and Bilingual Facilitator will review students and determine which students require direct interventions.	Cohort team of MTSS, AP, counselor, Success Coordinator, MGS and Bilingual Facilitator will review students and determine which students require direct interventions.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Kamiakin will go from 4.3% and for freshmen students from 7.3 % as of the 2022-23 school year to 4.1 % for all students and 7.1 % for freshmen students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Clearly teach and reteach behavior expectations for all students.		24-25	Create opening year expectations that every teacher will communicate	Communicate expectations in every interaction with students regarding their choices
2	Freshmen only day		8/23	LINK Crew ASB Admin	Participation rate Anecdotal Reflection
3	Instituting cell phone free instructional time		24-25	Entire staff	Anecdotal reflection on student engagement Track # of electronic device incidents

SAFETY AND BELONGING

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Kamiakin School will go from 89% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Student Voice as part of weekly admin team meetings Student Voice is active on Site Council.		Weekly Monthly	ASB officers ASB delegates	Reflections on student engagement and voice
2	LINK Crew/ASB Activities~ Peer mentorship program that focuses on creating connections between upperclassmen and 9th graders to support them socially, emotionally, and academically. This includes freshmen only day			LINK/ASB	Anecdotal data collected
3	Teachers focus on building relationships with students~ focus on creating culture where all are included and welcomed		daily	Staff bulletin Monthly staff meetings Walk throughs	Annual survey

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate at Kamiakin School will go from 41.9% as of December 2023 to at least 44.97% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Professional Development is scheduled establishing the “why” behind inclusionary practices, examples of best practice. Professional Development is scheduled around legal requirements for accommodations and modifications to ensure all staff compliance.	Lexie Buschbach presenting	2024-2025	KSD Special Services	Completion of professional development by all teachers
2	Emphasis on push-in programs for special services, seed planting for co-teach model		Fall 2024	KaHS special services Donais Saari Admin	Grade distribution pattern % LRE
3	PD on inclusionary instructional practices provided by KaHS staff who participate in the KSD’s inclusionary practices committee/task force.	District Inclusionary practices task force	24-25	KaHS staff, KSD Presenters	Professional Development participation

DISTRICT INDICATOR- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- TARGET: % increase of students passing all classes from semester 1 to semester 2 is increasing by $\geq 3\%$ each year

BUILDING GOAL- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- The % increase of all students passing all classes from quarter 1 to Semester 1 and from Quarter 3 to Semester 2 will go increase by 3% by implementing the actions/activities/strategies outlined below.

ACTION PLAN-STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier 2 Interventions with targeted students		August 2024- June 2025		Grade and attendance reports will be created and distributed to staff each month. Cohort teams will review data and collaborate with teachers to determine who need a Tier 2 intervention
2	MTSS expectations on student engagement will be taught to all classes		August 24 and refreshed as needed		Completion of training
3	Cell phone policy to increase student academic engagement		8/24-6/25		Entire building commitment to electronic device policy. Parents communication plan.

DISTRICT INDICATOR- % of students graduating

- DISTRICT TARGET: % is increasing by $\geq 1\%$ each year

BUILDING GOAL- GRADUATION RATE

- The 4 year graduation rate for all students at Kamiakin will go from 89.1% and for hispanic students from 83.2 % as of the 2022-2023 school year to at least 90.1 % for all students and to at least 84.2 % for hispanic students by the end of the 2023-24 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.
- The 5 year graduation rate for all students at Kamiakin will go from 92.1% 2022-23 to at least 92.2 % for all students.

ACTION PLAN- GRADUATION RATE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Emphasis on early supports for freshmen so that they are successful including Core+more classes in ELA and Math		24-25	LAP	Chelin ELA Math	STAR scores Grade patterns Credits earned
2	Counselor support for Juniors & Seniors		24-25	counselors	Counselors	Credits earned Post-secondary readiness
3						

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 73.8%, from Spring of 2024 to 85% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 56.1%, from Spring of 2024 to 85% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Identify Key Community Partner	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support Team, ATP, KSD Communications	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool	5 Benefits of Volunteering		Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4TH AVE. • KENNEWICK, WA 98336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Kamiakin High School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$10,822,172	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$130,426	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$612,382 \$0	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness skill development or behavior supports. Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$88,456	Intents/Purposes: To provides services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator assistances, supplement classroom materials, professional development for staff.
Migrant- 55	\$129,008	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$11,782,444	

Kennewick High School School Improvement Plan 2024-2025

KENNEWICK
= HIGH SCHOOL =



Vision Statement

To provide a safe environment in which every student reaches his or her highest potential and is well prepared for success in secondary school education, work and life.

Culture of Equity Statement

To provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps that have historically existed in our local, state, and national communities.

What Makes Us Proud

- 90% of our students graduate on time
- We are the oldest high school in our community, serving Kennewick for well over 100 years
- Our student population is diverse, accepting, and proud to be Kennewick Lions
- Our IB program offers an excellent college prep and dual credit opportunities for students
- Our staff is committed to the safety, wellbeing, and success of our students

Goals

Engaged Learners

- The inclusion rate at Kennewick High School will increase from 43.2% in March 2024 to at least 46.3% by November 2024

Ready For The Future

- The 4-year graduation rate at Kennewick High will increase from 85.5% in the 2022-2023 school year to at least 86.6% by the end of the 2024-2025 school year.

Social-Emotional Learning

- The rate of all students at Kennewick High School reporting they feel safe, included, and welcomed will rise from 83% in Spring 2024 to at least 90% by the end of the 2025 school year.

Family Engagement

- Our Action Team for Partnerships (ATP) focuses on improving academics, social/emotional learning, and family and community partnerships.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Kennewick High School
560 W. 6th Ave.
Kennewick, WA 99336
(509) 222-7100

Principal:
Ron King

kennewick.ksd.org



2024-2025 School Improvement Plan

SIP Team Members: Ron King, Anna Harris, Twila Wood, Stacy
Estes, Kayla Monroe
Contributors: KHS staff

Vision: Our mission is to provide a safe environment in which every student reaches his or her highest potential and graduates well prepared for success in post-secondary education, work and life.

Equity Statement: To provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps that have historically existed in our local, state, and national communities.

Mission of the IB Program and Kennewick High: At Kennewick High, we embrace the principles of the International Baccalaureate mission. We foster academic preparedness as a Baccalaureate program, but also foster preparation for a complete life as a capable adult, a member of the community, a globally minded citizen, and as future leaders. We believe that to do this, students need to embody the spirit of inquiry, reflection, and action central to the IB philosophy.

OSPI School Report Card

Report Card



1,938

Students Enrolled
2023-24 School Year



64.2%

Students Attending 90% or
More of School Days
2022-23 School Year

58.0%

Met ELA*
Standards

20.2%

Met Math
Standards

23.1%

Met Science
Standard

Spring 2023



\$14,720

Per-pupil Expenditure
2022-23 School Year



85.5%

Graduated in 4 Years
2022-23 School Year



88

Number of Classroom
Teachers
2022-23 School Year



High Math
Growth

High ELA*
Growth

2022-23 School Year



15.6

Average Years of Teaching
Experience
2022-23 School Year

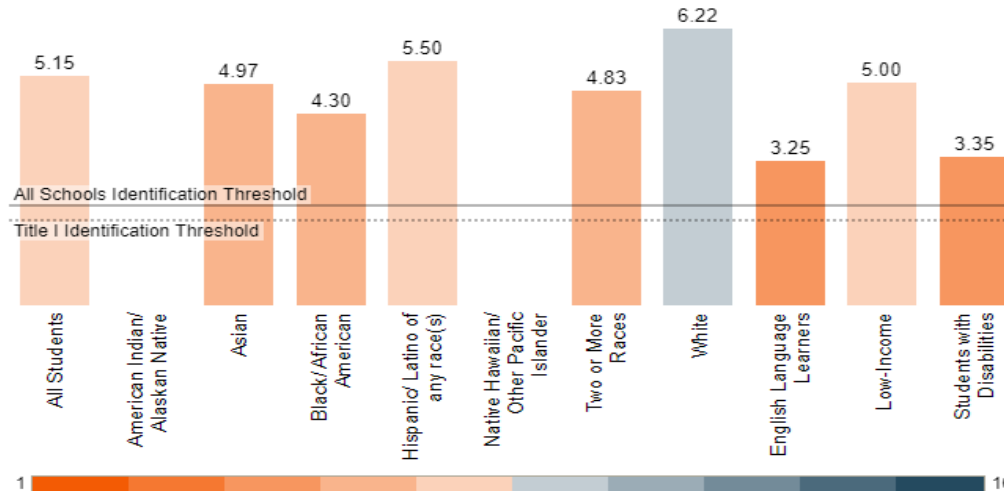
Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data become available.

*ELA = English Language Arts

WSIF DATA

How did each student group perform on the Washington School Improvement Framework?

Kennewick High School
2023 Run
Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Data shows that students who have more than 12 absences in a semester (S1 23-24 data) have a course failure rate 4 times higher than those who have 12 or fewer. Excused or unexcused, the number of absences is our strongest single predictor of academic success. And, the problem is growing as high school aged students have learned that they have little to no short term consequences for missing classes. Telling data shows:

- Course failure rate for all courses was 12.5%
- Course failure rate for students with 12 or fewer absences was 6%
- Course failure rate for students with 13 or more absences was 28%
- 28% of grades for S1 has 13 or more absences.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

Data shows that discipline rates drop at KHS when compared to the two primary feeder middle schools, Park MS and Horse Heaven MS. Serious behaviors include weapons, drugs, assaults, and fighting.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

The majority of students respond that they feel safe at Kennewick High, with 83%% of students reporting so on the Safe, Known, and Valued survey. Yet, this reflects a drop from 85% last year in perceived safety. Years prior, survey results reflected over 90% of students feeling safe at school. A telling detail is that only 58% of students reported that “students at my school behave safely”. Vaping and drug use in bathrooms is visible to students. Students with a history of violent behaviors or who demonstrate defiant and disruptive behaviors are less likely to be excluded from school and are thus more visible than in years past.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

KHS has reduced IP course offerings and only offers IP Math, ELA, and Learning Lab, and those for our Tier 3 self contained classrooms. KSD has shared that with three Tier 3 classrooms it will be difficult to change our LRE data and improve our inclusion rates. What should be of concern is that students on IEP show a true achievement gap on basic education course when compared to students who are not on an IEP. Attendance problems plague students on IEP's as well, adding to learning deficits because they miss instruction.

Needs Assessment Summary: What does your **PASSING GRADE AND CREDIT ACQUISITION DATA** telling you for all of your subpopulations?

See comments on attendance needs assessment. We also have significant challenges in getting students to pass the following courses: English 1-2, English 3-4, Biology, Physical Science, Algebra Block, and Geometry. Those courses have higher failure rates and are significantly impacted by students with poor attendance. Students in these courses will be given priority with a refreshed Tier 2 intervention plan for the 24-25 school year.

Needs Assessment Summary: What does your **4 and 5 YEAR GRADUATION RATES** tell you for all of your subpopulations?

First, the school report card from OSPI shows a graduation rate of 85.5% for the previous school year. A meeting with the KSD's superintendent Dr. Traci Pierce confirmed known data reporting errors. Graduation rates reflect a proactive effort by KHS staff to get kids caught up on credits through an effective credit retrieval program and summer school. Grad rates also reflect a passive effort, as the SBE has provided a generous waiver (GREW) to lower grad credit requirements for students who were impacted during the COVID 19 pandemic. Graduation rates are predicted to decline over time due to the increase in poor attendance and engagement over the past few years. However, the Class of 2023 is projected to have a graduation rate of over 93%. We will remain challenged to convince students that the waiver will not be as generous as it has been in years past. What is positive is the growth of our CTE programs, as many students are accessing CTE courses as the graduation pathway. This is a win/win!

DISTRICT INDICATOR - % OF STUDENTS REGULARLY ATTENDING SCHOOL (Regularly attending = < 2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL - % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Kennewick HS will go from 64.2% for students as of the 2022-2023 school year to at least 66.3% for all students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Follow Kennewick School District lead in a district wide campaign to communicate with students and families the importance of regular daily attendance.	TBD	TBD	TBD	TBD
2	Continue to contact parents when students are absent, including BECCA bill attendance letters, . This is for all students- Tier 1.	Past practices and research from Benton Country JJC truancy staff prior to elimination of BECCA Court and Truancy Board	August-June 24-25	Attendance secretaries, Parent Square, US mail	Monthly attendance data will be reported to the staff by the principal
3	Identify students with 5 or more absences in class within the first month of each semester for Tier 2 interventions. Monitor all students for possible Tier 2 academic interventions.	MTSS A and MTSS Attendance framework from OSPI's best practices information	1st month of each semester	Principal provided attendance and grade data, and/or teacher recommendation	Cohort team of AP, counselor, Success Coordinator, MGS and Bilingual Facilitator will review students and determine which students require direct interventions.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Kennewick HS will go from 5.9 % for all students to 5.7 % for all students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.
- 9th grade exclusion rate will show a 50% reduction from the averaged discipline rates of the two middle schools that primarily feed KHS. That rate will be 6.15% at the high school compared to 12.3% from Park and Horse Heaven Hills MS.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Clearly teach and re-teach behavior expectations based on KHS Essential Expectations: Be Here, Participate, Earn and Show Respect. Admin to make classroom visits.	OSPI Menu of Best Practices for Behavior	Daily	Classroom monitors,	Schedule will be sent to teachers for classroom visits. Admin team will make teaching of expectations a requirement of all teachers they supervise.
2	9th grade only day	Character Strong Research	August 28, 2024	ASB and student leadership	Stacy Estes will work with student leaders and staff to create a day that includes identifying trusted adults and behavior expectations
3	Note- efforts to improve daily attendance will result in more students with behavior issues attending school which may challenge our behavior goals.				Cohort teams will need to support students who struggle to meet and improve behaviors.

SAFETY AND BELONGING

Kennewick High School

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Kennewick HS will go from 83% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Weekly discussions with admin team to review student reactions to incidents and behaviors on campus (fights, gang appearance, drug use in bathrooms, etc.) Admin will make classroom visits to review safety procedures and their rationale.		Ongoing 2024-25 / september for classroom visits		Principal will add to weekly meeting agenda, develop safety presentation, and require admin team to present to students in their cohorts. Monthly meetings with ASB officers and visits to Leadership class to discuss Safe, Known, and Valued
2	Promote positive support students can expect from staff members.	Character Strong Research	24-25	TV monitors around school	Messages to ID staff and their role in supporting staff; announcements: Did you know (info about a staff person and their role highlighted. Role of counselors, security, etc..
3	Communicating positive things happening at school to parents and community.	Belonging Through a Culture of Dignity- John Crownapple	24-25	Parent Square, social media	

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPs

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPs

- The inclusion rate at ___ Kennewick High ___ School will go from ___ 43.2 ___ % as of March 2024 to at least ___ 46.3% ___ % by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier 2 supports for IEP students who are basic ed courses with high failure rates will be provided in the regular education classroom and IP Learning Labs. Those supports will include improved communication with case managers and teachers especially in 9th and 10th grade ELA, Alg Block and Geometry, Physical Science and Biology (courses with high failure rates)	OSPI Menu of Best Practices for Academics “Before and After School Programs”	24-25	Grade reports provided by principal	Cohort meetings, IEP review
2	PD on inclusionary instructional practices provided by KHS staff who participate in the KSD’s inclusionary practices committee/task force.	TBD- KSD committee members to report to principal during 24-25 school year	TBD	TBD	LRE reporting data

DISTRICT INDICATOR- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- TARGET: % increase of students passing all classes from semester 1 to semester 2 is increasing by $\geq 3\%$ each year

BUILDING GOAL- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- The % increase of all students passing all classes from semester 1 to semester 2 at Kennewick will go from -.4 % as of the 2023- 2024 school year to at least 2.7% for all students by the end of the 2024- 2025 school year as reflected in PowerSchool by implementing the actions/activities/strategies outlined below.

ACTION PLAN-STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

	Actions/Activities/Strategies	Research to support actions/ activities	Timeline	Resources	How will progress be monitored and communicated?
1	Tier 2 Intervention Plan Implementation to focus on 9th and 10th grade core courses with higher than average failure rates.	OSPI Menu of Best Practices- Before and After School Programs	August 2024- June 2025	PD from principal, cohort teams, ER days	Grade and attendance reports will be created and distributed to staff each month. Cohort teams will review data and collaborate with teachers to determine who need a Tier 2 intervention
2	MTSS A committee will establish student engagement and participation expectations that will be taught in classes.		24-25	Faculty council appointed MTSS A Committee/ paid extra hours	Principal will supervise
3	Cell phone policy to improve student academic engagement	Harvard Graduate School of Ed. "Weighing the Costs and Benefits of Cell Phones in School"	August 2024-June 2025	Student handbook, classroom visits, teacher expectations	Supervising admin will work with teachers to fairly and consistently implement building policy. Parents will be notified early and often.

DISTRICT INDICATOR- % of students graduating

- DISTRICT TARGET: % is increasing by $\geq 1\%$ each year

BUILDING GOAL- GRADUATION RATE

- The 4 year graduation rate for all students at Kennewick High will go from 85.5% as of the 2022-2023 school year to at least 86.6% for all students by the end of the 2024-25 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.
- The 5 year graduation rate for all students at Kennewick HS will go from % and as of the 2022-23 to at least % for all students and to at least % by the end of the 2023-24 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- GRADUATION RATE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Create and maintain close monitoring of student achievement with cohort teams supporting counselors and success coordinators who make an effort to reduce failure rates and/or provide effective credit recovery opportunities.		Every two weeks in 24-25 school year	Power School, Parent Square,	APs, counselors, Migrant and Bilingual specialists, success coordinators	AP's will report weekly in meeting with principal
2	Communicate clearly to seniors that GREW waivers are not in effect for the Class of 2025				Admin team and counselors	Classroom visits and Parent Square
3	Counselors will work with credit deficient students and their parents to create a feasible plan for earning a hs diploma or GED- either at KHS or by enrolling in another high quality educational program (Job Corps, WA Youth Academy, HS Completion Academy, etc.) This may include		All of 24-25	Milca Mendoza, Program outreach staff for programs listed in "Actions"		

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 93.3%, from Spring of 2024 to 94.3% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 76.1%, from Spring of 2024 to 77.1% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with Community in Schools	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation tool	5 Benefits of Volunteering		Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4TH AVE. • KENNEWICK, WA 99336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Kennewick High School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$10,901,611	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$312,114	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$472,199 \$576,845	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness skill development or behavior supports . Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read .
Bilingual- 65	\$254,962	Intents/Purposes: To <u>provide</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u> , <u>supplement classroom materials</u> , <u>professional development for staff</u> .
Migrant- 53	\$279,613	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u>
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$12,797,344	

Legacy High School School Improvement Plan 2024-2025



Vision Statement

Our Vision is to forge positive, interconnected relationships so students can build confidence, develop resilience, exhibit perseverance, achieve independence, and attain their academic goals. Our resolve is to prepare students to move forward with a strong sense of self into a life filled with possibility.

Culture of Equity Statement

Legacy High School is dedicated to valuing the uniqueness of every individual in our school. By viewing our differences as strengths, we will continue to develop an appreciation for each other. We commit to building a culture that empowers students, certificated and classified staff, and community partners so that every Legacy student can feel supported in reaching their full potential.

What Makes Us Proud

At Legacy, our commitment extends to ensuring that every student finds success. We demonstrate patience and understanding, tailoring our approach to support each individual on their journey. We are dedicated to creating a safe and supportive environment where every student has the opportunity to thrive, especially those who may face challenges in larger schools. Our approach is centered on building meaningful relationships with each student. We go beyond merely knowing names; we take the time to understand each student's unique needs, strengths, and aspirations. From the moment they walk through our doors, we greet them with warmth and encouragement and help them through their journey, while fostering an atmosphere where they feel valued and motivated to achieve their dreams.

Goals

Engaged Learners

- The inclusion rate at Legacy will go from 75% in 2023/2024 to 100% in 2024/2025 as reflected in the LRE portfolio.

Ready for the Future

- The 4 year and 5 year graduation rate for 2025 at Legacy High School will increase by 5% over the 2024 graduation rate.

Safety and Belonging

- The rate of all students reporting they are safe, included, and welcomed at Legacy High School, will grow from 90% in 2023/2024 to 93% in 2024/2025 as reflected in the KSD Student Survey.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Legacy High School
4624 W. 10th Ave.
Kennewick, WA 99336
(509) 222-6552

Principal:
Guy Strot
legacy.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

All Staff

Legacy High School Belief Statements

Our Guiding Principle

Love all, serve all, believe in all
as we construct a space in which
all are wanted, are respected, are enough, and matter.

Our Core Beliefs

We believe that students must be active partners in their learning.

We believe that trying is success; that not trying is failure.

We believe that today is an opportunity to improve upon yesterday.

We believe that celebrating diversity strengthens us.

We believe that responding to the person is more constructive
than reacting to the behavior.

We believe that for students to advance to their full potential they must
feel physically and emotionally safe and accepted in the classroom.

Our Vision

Our goal is to forge positive, interconnected relationships so students can build confidence, develop resilience, exhibit perseverance, achieve independence, and attain their academic goals.

Our resolve is to prepare students to move forward with a strong sense of self into a life filled with possibility.

Our Mission

Our mission is to provide a haven where everyone is valued and respected.

All staff members, in partnership with parents and families, are fully committed to students' graduation from high school and their progression toward college and career readiness. Students are empowered to embrace challenges to develop civic responsibility, social awareness, and personal growth. Students receive support as they mature into productive and informed citizens in a global community.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Legacy High School

Address and Phone
4624 W 10TH AVE
KENNEWICK, WASHINGTON 99338
5092226552

Enrollment

incorrect → Enrollment
2023-24 School Year
324

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year
9.6%

Finance

Per Pupil Expenditure
2022-23 School Year



\$24,932

Assessment

ELA
2022-23 School Year



Math
2022-23 School Year



Science
2022-23 School Year



Growth & Attendance



Have High ELA Growth
2022-23 School Year



Have High Math Growth
2022-23 School Year



Regular Attendance
2022-23 School Year

55.8%

Educators

Average Class Size
2022-23 School Year



11.7



Teacher Count
2022-23 School Year

12



Percent Teachers with Master's Degree or Higher
2022-23 School Year

83.3%



Teacher Experience
2022-23 School Year

16.4

Some data is not disclosed to protect student privacy and will be represented by N<10. Blank fields indicate no data was submitted to OSPI for this district or school. Due to reporting cycles, the most recent data for each measure may be from different school years. If a measure is blank, there is no data for that organization in the currently reported year. To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/>. If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

During our 1st quarter our average daily attendance was 68% and in the 3rd quarter is was 71%. The good news is we improved the number but we have a long way to go. In surveying the students they cited having to stay home and care for siblings, not having a ride, not wanting to ride the bus, not seeing the point, and apathy. We do not have a subgroup that is worse than another. Our students struggle across the board.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

Our student behavior has improved for several reasons both from the principal observations and student comments. Reasons from a principal perspective include hiring campus security, being more proactive in holding students accountable, engaging the staff to get more involved in both writing students up as well as entering the data in PowerSchool, engaging parents in the conversations via both phone calls as well as meetings, asking the students to be reflective and actually listening to the, going back and having conversations with just admin, with admin and the students or admin, the student, and a parent. We also had a number of students who had passed no classes for several quarter, came very little, and were very disruptive and we moved some of those students to another program. Many students commented that the student behavior has improved but can still get better.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

The survey is showing mixed results. Overall it is positive but the negative number goes from 0% to 50%. 50% is too high for any negative number. The junior class seemed to feel the least valued. The data is saying two things. Number one, it is an area we can improve on. Number two, next year I will insist on every student filling out the survey. This year we relied on the teachers completing the surveys in their classes and some teachers did not ask their students to fill the survey out.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

We excel in this area. In previous years we were at 100%. This year we were not because we had several students take a class with our special education teacher. Many students were more successful but it hurt our LRE data. Next year our special education teacher and paras will be going into the classrooms so our LRE should be back to close to 100%

Needs Assessment Summary: What does your **PASSING GRADE AND CREDIT ACQUISITION DATA** telling you for all of your subpopulations?

Our staff worked hard to improve in this area with mixed results. Starting in the second quarter, a group met weekly and listed all the D and F data on two spreadsheets, one for existing students and one for students that started that quarter. Even with these meetings and data, many students still were not successful. We also placed special emphasis on seniors and our staff involvement and were more successful getting our seniors to the finish line.

Needs Assessment Summary: What does your **4 and 5 YEAR GRADUATION RATES** tell you for all of your subpopulations?

DISTRICT INDICATOR - % OF STUDENTS REGULARLY ATTENDING SCHOOL

(Regularly attending = < 2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL - % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Legacy High School will go from 71% as of the 2023-2024 school year to at least 78% for all students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Get the students who cannot attend school because of physical, mental, sibling, or parent issues to do the work remotely. We will complete this by creating a process that includes making sure students are bringing work home and a staff member calling when they are absent and encouraging them to complete the work. We also need to make sure staff give the student credit for the work turned in.	Students told our consultant this spring that they stay home many times for this reason.	We will begin with the start of school and continue all year	Attendance secretary and the counselor, admin, and graduation specialist.	We will track how many students complete work while staying home because of physical, mental, sibling, or parent issues.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
2	Create a weekly or bi weekly attendance goal which is posted by grade level. The grade level with the highest percent of students attending school will be rewarded.	This creates a competition along with a reward which students enjoy.	We will start this by the 1st week of school and analyze at the end of the first quarter.	Need student leadership to promote this and staff and students to buy in.	The attendance data will be created and posted and tracked in a overall spreadsheet.
3	Hire an ELL TOSA that one of her duties will be tracking all our migrant and ELL students attendance and engaging the students and parents in a partnership	Hire an ELL TOSA that one of her duties will be tracking all our migrant and ELL students attendance and engaging the students and parents in a partnership	This year	\$43,763 from OSSI	Student survey in spring and tracking attendance improvement
4	We will give an additional temporary hour each day to a para. This person will call parents to see what we can do to help support both the family and the student.	https://www.edweek.org/leadership/does-parent-involvement-really-help-students-heres-what-the-research-says/2023/07	This year	\$5850 from OSSI	Student survey in the spring and did we see an improvement in grades.
5					

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at Legacy High School will go from 38 % and for IEP students from 46 % as of the 2022-23 school year to 5 % for all students and 5 % for IEP students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Admin having an in person meeting with every student and parents who are out of school suspended. This could include both before the suspension starts and a re-engagement meeting when the suspension ends.	The more a parent is involved, the more they are engaged, the better partnership we can create.	At the start of the year.	Admin	Power School

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
2	Admin will work to utilize in school suspension whenever it is possible.	MTSS document from OSPI	At the start of the year	3 cubicles in the principal's office	Power School
3	Open our fitness room for one hour before school or after school.	Managing Student Behavior - The Power Of Physical Activity PLT4M	All year	Staff to manage the room	TBD
4	Hiring an ELL TOSA to advocate for all ELL students and be part of the discipline process	Alternatives to OSS are available at Legacy	All year	\$43,763	Track OSS year over year

SAFETY AND BELONGING

Legacy High School

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Legacy High School will go from 90% as of Spring of 2024 to at least 92% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Counseling groups during lunch or class time either both our counselor and our ELL TOSA.	Intentional connections by the staff will increase students connections to the school	All year	\$43,763 from OSSI	Student survey
2	Continue to have our campus security and staff walking the halls concentrate on making our students feel safe and welcome rather instead of just catching them doing bad things.	Catching someone doing good things creates a relationship which makes communicating consequences for bad behavior easier.	All year	All staff and campus security person	Student survey

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
3	Implementing 5 pillars for all staff. 1) Be Welcoming. 2. Do no Harm. 3) Use Choice Words. 4. It is Never too Late to Learn; and 5. Be the Best school in the Universe.	https://ascd.org/books/how-to-create-a-culture-of-achievement-in-your-school-and-classroom?variant=111014	All year, emphasize in principal communications and staff meetings	https://ascd.org/books/how-to-create-a-culture-of-achievement-in-your-school-and-classroom?variant=111014	Student survey

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPs

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPs

- The inclusion rate at Legacy School will go from 85 % as of November 2023 to at least 100% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Moving away from having a Sped class to meeting with student inside the general education classroom.	https://ospi.k12.wa.us/sites/default/files/2022-12/Myths-Facts-Inclusionary-Practices.pdf	All year	Sped Case Manager will manage	Power School
2	Hire an ELL TOSA to partner with our Sped Case Manager on ELL students with an IEP	https://ospi.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss	All year	\$43,763 from OSSI	Power School
3					

GROWTH AND PROFICIENCY

Legacy High School

DISTRICT INDICATOR- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- TARGET: % increase of students passing all classes from quarter 1 to quarter 3 is increasing by $\geq 3\%$ each year

BUILDING GOAL- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- We will track the percent of students passing all classes during Q1 and use that as a benchmark for quarters 2, 3, and 4. The % increase of all students passing all classes from quarter 1 to quarter 2, 3, and 4 at Legacy High School will increase 3% each quarter and for ELL students will increase 5% as of as reflected in PowerSchool by implementing the actions/activities/strategies outlined below.

ACTION PLAN-STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Implementing AVID strategies to improve attendance and passing rates. We chose the organization piece or AVID with a concentration on interactive notebooks. Hire an ELL TOSA to support this work with our ELL population.	https://avidopenaccess.org/wp-content/uploads/2021/08/AVID-WICOR-flyer-080521_proofed.pdf	All year	All staff plus \$43,768 from OSSI	Monthly PD and PLC Meetings
2	Have the staff know their Q1 pass rates and as part of TPEP, work with them on strategies to improve the pass rate in their own classes.	When a teacher has to explain why a student failed their class, this reflection and data will allow them to figure out interventions.	End of each quarter	All staff	Meetings with admin with a summary document to all staff

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
3	<p>Compile a list of students who failed one or more classes during Q1 and having our graduation specialist and Community in School person along with admin meet with them and work on a plan to pass all their classes. If they are ELL, then our ELL TOSA will join in the conversation.</p>	<p>Involving the student in the conversation and setting goals with the students will get them more engaged in future quarters.</p>	<p>End of 1st quarter</p>	<p>All staff</p>	<p>In individual meetings with a summary document to all staff.</p>

DISTRICT INDICATOR- % of students graduating

- DISTRICT TARGET: % is increasing by $\geq 1\%$ each year

BUILDING GOAL- GRADUATION RATE

- The 4 year graduation rate for all students at Legacy will be accurately generated as at present OSPI has Legacy with over 300 seniors. This rate will be generated for both 2022/ 2023 and 2023 / 2024 to form a base rate. Legacy will increase the number of all students graduating by 3% from 2023 / 2024 to 2024 / 2025 and by 5% for ELL students by implementing the actions/activities/strategies outlined below.
- The 5 year graduation rate for all students at Legacy will be accurately generated as at present OSPI has Legacy with over 300 seniors. This rate will be generated for both 2022/ 2023 and 2023 / 2024 to form a base rate. Legacy will increase the number of all students graduating by 3% from 2023 / 2024 to 2024 / 2025 and by 5% for ELL students by implementing the actions/activities/strategies outlined below.

ACTION PLAN- GRADUATION RATE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Empower the graduation specialist to help motivate and get more students to graduate.	Exposure and information about colleges increases the likelihood of students attending college.	All year	8 colleges will be presenting at Legacy	Graduation Specialist	Attendance will be taken and sent to administration.
2	Create a spreadsheet of ALL the classes each senior needs to graduate by the end of October and then have at least 3 meetings before the start of 4th quarter with the parents. These meetings must have an admin and counselor participating. We will communicate to all staff how these meetings go and what they can do to help. The TOSA will also be a part.	Consistent communications with a written and easily understood goal will allow us to create a partnership with the parents and give the student concrete information on how to accomplish the goal of graduation	Monthly after October and increasing as we move into spring	Power School	All staff	Credits earned and classes still needed.

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
3	Work with i Bloom to create better post secondary plans for our students. When they know what they can achieve once they graduate, they will be more motivated to graduate.	https://www.ncan.org/news/668124/Rethinking-Curriculum-Why-Postsecondary-Planning-Cant-Wait-Until-12th-Grade.htm	3rd and 4th quarter	\$4,078 from OSSI	Graduation Specialist	Survey results communicated by admin to all staff

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 88.8, from Spring of 2024 to 92% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 85.1%, from Spring of 2024 to 91% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with Community in Schools and 21st Century	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Mid-Columbia Partnership School Improvement Plan 2024-2025



Vision Statement

Parents and teachers partnering to empower students to achieve educational success and lifelong skills.

Culture of Equity Statement

Our community focuses on giving students what they need to meet their learning and well-being requirements. Our teachers meet regularly to discuss and celebrate the success of students and set goals for future growth and development of students and staff.

We are committed to...

- training teachers on issues of equity and cultural awareness
- ensuring all students are represented in our course materials
- offering opportunities for students to help design their own learning experiences and help set classroom expectations, norms, and rules
- celebrating diversity in our community

What Makes Us Proud

In our educational community, we've crafted a nurturing environment where students find not only quality education but also a sense of safety, and families experience a profound connection to their child's learning journey. We take pride in the strong partnership we've established with families, recognizing their vital role in our educational mission. Our students eagerly embrace the school experience, demonstrating a genuine enthusiasm for learning that speaks volumes about the positive atmosphere we've cultivated. This pride extends to the collaborative spirit among our dedicated staff, whose teamwork ensures that we effectively meet the diverse needs of each learner. Together, we are committed to fostering an educational setting where students feel safe, families feel connected, and everyone shares in the joy of learning.

Goals

Math

- The % of all students meeting grade level state standards in math at MCP will increase by >3% by Spring 2025.

Reading

- The % of all students meeting grade level state standards in reading at MCP will increase by >3% by Spring 2025

Social-Emotional Learning

- More than 90% of MCP students will report feeling safe, included and welcomed.

Family Engagement

- The Helping Hands (PTO) focuses on engaging families to help with academics and SEL

Attendance

- The attendance rate for all students at MCP will increase from 96% to at least 97% by Spring 2025.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Mid-Columbia Partnership
5980 W. 12th Ave.
Kennewick, WA 99338
(509) 222-5039

Principal:
Carrie DeForest
mcp.ksd.org




2024-2025 School Improvement Plan

SIP Team Members:

Carrie DeForest - Principal
Travis Hatke - Assistant Principal
Sara Barnes - Teacher
Kathryn Carnevale - Teacher
Brooke Canada - Teacher
Isabel Child - Teacher
Tammy Darling - Teacher
Melissa Schneider - Teacher
Holli Simmilink - Teacher
Susan DeFord - Teacher

Kylee Durham - Teacher
Cody Freeze - Teacher
Sandi Howland - Teacher
Katie Powell - Teacher
Heather Lee - Teacher
Michelle Williams - Teacher
Julie Nelson - Teacher
Julie Rheinschmidt - Teacher
Megan Sagen - Teacher
Jackie Hulvey - Teacher



Vision: Parents and teachers partnering to empower students to achieve educational success and lifelong skills.

Equity Statement: MCP community members are committed to equity to ensure that our vision, mission, and strategies allow all students to succeed in their education, personal growth, as well as their social and emotional wellness goals.

Our students have regular meetings with consultants and/or our counselor for high school and beyond planning. Our parents and students have online access to data and progress.

Our teachers and staff provide equal opportunities for students to express their ideas and beliefs, and encourage students to embrace the diversity in our MCP community creating a culture of unity.

Our community focuses on giving students what they need to meet their learning and well-being requirements. We will be fair, but not always equal.

Our teachers meet regularly to discuss and celebrate the success of students and set goals for future growth and development of students and staff.

We are committed to...

- training teachers on issues of equity and cultural awareness
- ensuring all students are represented in our course materials
- offering opportunities for students to help design their own learning experiences and help set classroom expectations, norms, and rules
- celebrating diversity in our community

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Mid-Columbia Parent Partnership

Address and Phone
5980 W 12TH AVE
KENNEWICK, WASHINGTON 99338
5092225036

Enrollment

Enrollment
2023-24 School Year
500

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year
1.8%

Finance

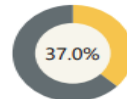
Per Pupil Expenditure
2022-23 School Year



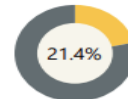
\$9,855

Assessment

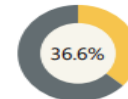
ELA
2022-23 School Year



Math
2022-23 School Year



Science
2022-23 School Year



Growth & Attendance



Have High ELA Growth
2022-23 School Year
31.0%



Have High Math Growth
2022-23 School Year
33.1%



Regular Attendance
2022-23 School Year
96.1%

Educators

Average Class Size
2022-23 School Year



9.6



Teacher Count
2022-23 School Year

19

Percent Teachers with Master's Degree or Higher
2022-23 School Year



47.4%



Teacher Experience
2022-23 School Year

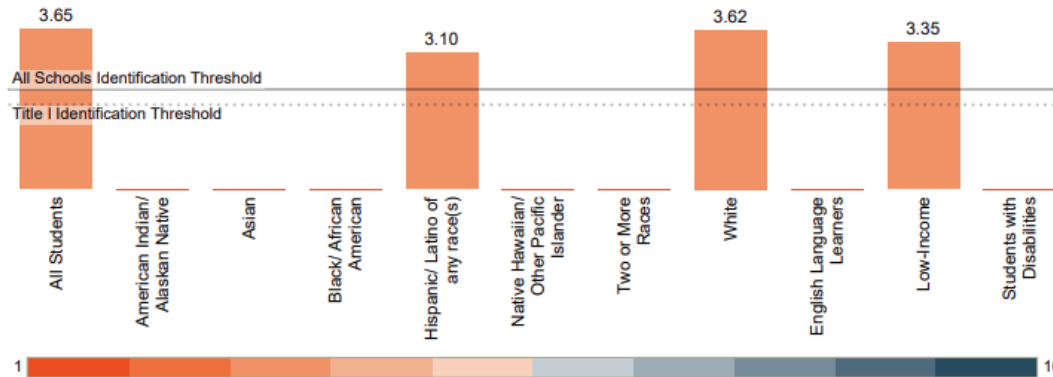
9.9

Some data is not disclosed to protect student privacy and will be represented by N < 10. Blank fields indicate no data was submitted to OSPI for this district or school. Due to reporting cycles, the most recent data for each measure may be from different school years. If a measure is blank, there is no data for that organization in the currently reported year.

To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/>
If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

WSIF DATA

Mid-Columbia Parent Partnership 2023 Run Overall Framework Score by Student Group



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

During the **2022-23** school year, of 538 of students in **Mid-Columbia Parent Partnership**, **96.1%** had fewer than 2 absences per month. **Female** students in **Mid-Columbia Parent Partnership**, **96.8%** had fewer than 2 absences per month. **Male** students in **Mid-Columbia Parent Partnership**, **95.4%** had fewer than 2 absences per month.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

The data indicates there were 3 reportable incidents by 3 students from September 2023 through June 2024. We have very little student behavior. All three incidents were boys and one student is on an IEP.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

The 2023-2024 student safety survey had 230 respondents. The data indicates the following: 90% of students reported they felt like they belonged at MCP. 88% reported they were treated with respect. 87% reported they were proud to be at MCP. 85% reported teachers take their opinions seriously and 85% felt that the adults at MCP were interested in them.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

100% of all MCP students are included in programs.

Needs Assessment Summary: What does your **PASSING GRADE AND CREDIT ACQUISITION DATA** telling you for all of your subpopulations?

Attendance is the greatest indicator of success at MCP. MCP has a passing rate of 99.5% last 2 semesters. Grade and attendance data indicates very similar distributions across subgroups.

Needs Assessment Summary: What does your **4 and 5 YEAR GRADUATION RATES** tell you for all of your subpopulations?

Students who are enrolled at MCP tend to graduate on time. 2023-2024 school year, we had 83% of our students graduate on time. We had two female students who did not graduate. One plans to earn her GED and the other planned to be a 5th year senior to give her the gift of time. In 2022-2023, we had 100% of our students graduate on time.

DISTRICT INDICATOR - % OF STUDENTS REGULARLY ATTENDING SCHOOL

(Regularly attending = < 2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL - % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at The Mid-Columbia Partnership will increase from 96% as of the 2022-2023 school year to at least 97% for all students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Implement free breakfast and lunch for students	From OSPI."Children who eat a good breakfast perform better in school, have better attendance, and exhibit fewer behavior problems."	All Year	KSD Nutritional Services	We will pull attendance data monthly
2	Consistent communication to families about the importance of student attendance.	Families who are informed, statistically, are more likely to support their child.	All Year	PowerSchool Parentsquare Communication with families	PowerSchool Parentsquare Communication with families.
3					

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- Continue to maintain <1% of discipline for all student population by the end of 2025 school year as measured by the discipline logs.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Staff will continue to emphasize the MCP Core Values with all students.	Teaching and reminding students of expectations on a regular basis helps in the learning process. Restorative Practices Staff Training	2024-2025	All MCP Staff Restorative Practices	Monitoring behavior and reporting to staff periodic updates.
2					
3					

SAFETY AND BELONGING

Mid-Columbia Partnership

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at The Mid-Columbia Partnership will increase from 88% to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Counseling Groups During Lunch Time	Intentional connections by the staff will increase students connections to the school.	All Year	School Counselor	Student Survey in the Winter and Spring
2	Staff will continue to emphasize the MCP Core Values with all students.	Teaching and reminding students of expectations on a regular basis helps in the learning process.	All Year	All MCP Staff	Monitoring behavior and reporting to staff periodic updates.
3	ASB, clubs, family nights and after school activities,	It is important to strive to create activities and clubs that meet all students interests & needs.	All Year	Staff, Parents, ASB Leadership	Student safety surveys and reporting to staff periodic updates.

DISTRICT INDICATOR - MATH

- **TARGET-** The number of students in Spring 2023 meeting grade level state standards in math is 34%. This number will increase by 3% each year over the next four years. The number of students meeting grade level state standards in math in the KSD will go from 34% as of Spring 2023 to at least 40% by Spring 2025 according to the OSPI report card.

BUILDING GOAL- MATH

- The number of all students meeting grade level state standards in math at MCP will increase from 21.4% as of Spring 2023 to at least 40% for all students by Spring 2025 according to the OSPI report card.
- The % of all students making high growth on state standards in Math at MCP will increase from 33.1% as of Spring 2023 to at least 40% by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN- MATH

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Progress Monitoring for ALL students focused on essential standards	Staff will monitor student Math assessments and set collaborative growth goals	All Year	STAR Data SBA Data WIDA Data PowerSchool	MCP Staff
2	Teachers setting collaborative goals centered around desired outcomes and grade level learning targets	MCP Staff	By end of September	STAR Data SBA Data WIDA Data	MCP Staff
3					

GROWTH AND PROFICIENCY

DISTRICT INDICATOR(ELA) - % of student making annual growth and % of students meeting grade level standards

- TARGET: % is increasing by $\geq 3\%$ each year

BUILDING GOAL- ELA

- The % of all students meeting grade level state standards in reading at MCP will increase from 37% as of Spring 2023 to at least 40% for all students by Spring 2025 as reflected on to the OSPI report card.
- The % of all students making high growth on state standards in ELA at MCP will increase from 33.1% as of Spring 2023 to at least 36.1% by Spring 2025 as reflected on the OSPI report card.

ACTION PLAN - ELA

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Progress Monitoring for ALL students focused on essential standards	Staff will monitor student ELA assessments and set collaborative growth goals	All Year	STAR Data SBA Data WIDA Data PowerSchool	MCP Staff
2	Teachers setting collaborative goals centered around desired outcomes and grade level learning targets	MCP Staff	By end of September	STAR Data SBA Data WIDA Data	MCP Staff
3					

DISTRICT INDICATOR- % of students graduating

- DISTRICT TARGET: % is increasing by $\geq 1\%$ each year

BUILDING GOAL- GRADUATION RATE

- The 4 year graduation rate for all students at MCP will go from 83% 2023-2024 school year to at least 90% for all students by the end of the 2024-25 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.
- The 5 year graduation rate for all students at MCP is currently 100% as of the 2022-23 school year. We want to maintain the 100% for all students by the end of the 2024-25 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- GRADUATION RATE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Emphasis on freshman and sophomores students and parents to educate them on credits needed for graduation	High School and Beyond Plan and Career Specialists	2024-25	High School and Beyond Plan and Career Specialists	All HS Staff	Grades, Credit Earned, STAR scores
2	Create and maintain close monitoring of student achievement with counselors and teachers who make an effort to reduce failure rates.		2024-25	Powerschool and Schoology	Counselor & HS Teachers	Credits and grades earned

Phoenix High School School Improvement Plan 2024-2025



Vision Statement

A learning environment centered on rigor, relevance, relationships, and reflection fosters a passion for lifelong learning and empowers students to become responsible members of their community and the world around them.

Culture of Equity Statement

- We respect the integrity and worth of each individual.
- Small schools and small advisories allow each student to be known well and to have a personal learning plan that is designed to meet individual learning needs.
- Ongoing performance assessment of students, staff, and programs is essential to sustainable success.
- Joy is an essential part of learning, and laughter mixes naturally with serious discussion and hard work.
- Learning is better evidenced by performance than by seat-time.
- Project-based learning promotes ongoing reflection and self-regulated learning by asking students to generate their own strategies for problem definition, information gathering, data analysis, and hypothesis building and testing, and to compare their strategies to those of other students and mentors.

What Makes Us Proud

A personalized and flexible learning structure that motivates students to direct their own education, initiating projects and meeting learning standards in ways that are unique to their own interests and abilities. Students are challenged to learn to use their minds well, to reflect, to dream, to plan, and to transform their goals into realities through authentic, rigorous, and excellent work. Positive relationships among students, staff, parents, and community mentors create a solid foundation for learning experiences that are relevant to the real world. These experiences ensure that students are college-ready, workplace-ready, community-ready, and that they have the desire as well as the means to make sure that learning never ends.

Goals

Engaged Learners

- The inclusion rate at Phoenix High School will remain at 100% from November 2023 to November 2024 as reflected in the LRE portfolio.

Social-Emotional Learning

- The rate of all students at Phoenix High School reporting they feel safe, included, and welcomed will increase from 90% and for 9th graders from 80% as of Spring 2024 to at least 90% by the end of the 2025 school year.

Ready For The Future

- The 4- and 5-year graduation rates for students who enrolled in Phoenix High School on track for graduation will increase by 2% from the 2022-2023 school year to the 2024-2025 school year.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Phoenix High School
1315 W. 4th Ave.
Kennewick, WA 99336
(509) 222-7400

Principal:
Guy Strot
phoenix.ksd.org



2024-2025 School Improvement Plan

SIP Team Members: Guy Strot, Sarah Ard, Jill Mulhausen, Patrick Yecha, Alicia Senger, Kai Dygert, Tracy Money



Vision:

A learning environment centered on rigor, relevance, relationships, and reflection fosters a passion for lifelong learning and empowers students to become responsible members of their community and the world around them.

What makes us proud:

A personalized and flexible learning structure that motivates students to direct their own education, initiating projects and meeting learning standards in ways that are unique to their own interests and abilities. Students are challenged to learn to use their minds well, to reflect, to dream, to plan, and to transform their goals into realities through authentic, rigorous, and excellent work. Positive relationships among students, staff, parents, and community mentors create a solid foundation for learning experiences that are relevant to the real world. These experiences ensure that students are college-ready, workplace-ready, community-ready, and that they have the desire as well as the means to make sure that learning never ends.

Culture of Equity

- We respect the integrity and worth of each individual.
- Small schools and small advisories allow each student to be known well and to have a personal learning plan that is designed to meet individual learning needs.
- Interdisciplinary learning projects develop habits of mind and work, marketable communication skills, citizenship and life skills, and simultaneously meet the essential academic learning standards set by the State of Washington.
- In a democratic learning community all members of the school (including students, staff, parents, and community members) are involved in decision-making.
- Technology opens up worlds of inquiry and educational opportunity.
- Learning is better evidenced by performance than by seat-time.
- Advisors are facilitators of learning and see themselves as generalists first and specialists second.
- Access to community mentors and industry standards helps all students obtain the knowledge and skills necessary to succeed.
- Project-based learning promotes ongoing reflection and self-regulated learning by asking students to generate their own strategies for problem definition, information gathering, data analysis, and hypothesis building and testing, and to compare their strategies to those of other students and mentors.
- Ongoing performance assessment of students, staff, and programs is essential to sustainable success.
- Joy is an essential part of learning, and laughter mixes naturally with serious discussion and hard work.

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Phoenix High School

Address and Phone

3520 SOUTHRIDGE BOULEVARD
KENNEWICK, WASHINGTON 99338
509.222.6039

Enrollment

Enrollment
2023-24 School Year
55

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year

9.1%

Finance

Per Pupil Expenditure
2022-23 School Year



\$17,268

Assessment

ELA
2022-23 School Year

Math
2022-23 School Year

Science
2022-23 School Year

Growth & Attendance



Have High ELA Growth
2022-23 School Year



Have High Math Growth
2022-23 School Year



Regular Attendance
2022-23 School Year

Educators

Average Class Size
2022-23 School Year



9.2



Teacher Count
2022-23 School Year

4

Percent Teachers with Master's Degree or Higher
2022-23 School Year



100.0%



Teacher Experience
2022-23 School Year

15.4

Some data is not disclosed to protect student privacy and will be represented by N<10. Blank fields indicate no data was submitted to OSPI for this district or school. Due to reporting cycles, the most recent data for each measure may be from different school years. If a measure is blank, there is no data for that organization in the currently reported year.

To see more, visit <https://washingtonstaterreportcard.ospi.k12.wa.us/>

If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

Overall attendance for 2023 -2024 was greater than 95.2%. Males (89.3%) and females (90.6%) attended almost equally and Gender X was too small a population to report. White students' attendance was reported as greater than 92.7% and Hispanic students' attendance at greater than 90.2%. Other populations were too small to report. These numbers were taken from the OSPI Report Card. In-house data shows that on many days our attendance is at 75%. We serve a high needs population and know that the most frequent reason for absence is mental health issues. We need additional mental health support. When we had Mental Health Therapist and Prevention/Intervention specialist needs were better addressed and attendance was better.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

OSPI data shows that only 4.1% of our population has received some sort of out of school suspension. Discipline for White students is less than 6.3% and for Hispanic students the percentage is less than 15.8% Compared to our students' records at former schools, Phoenix has decreased disciplinary incidents at 77%. Students report that they feel safe at Phoenix and have fewer needs to be defiant or act out. Our greatest behavior issues stem from students with diagnosed mental health issues and/or those receiving mental health therapy. As with attendance, behaviors for these students were better when they worked regularly with a Mental Health Therapist and/or Prevention/Intervention Specialist.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

Data from the KSD Safety shows that this is an area of strength for Phoenix. 90% are proud of their school. 96% claim that adults respect them. 90% state that they are treated with respect. 90% feel they belong at their school. 90% agree that most adults take their opinions. 90% agree that students take their opinions. 95% believe that adults are interested in them. 95% feel accepted. In each area 10th graders rated lowest though no percentages were below 80%. Hispanic students scored high in all categories except: Proud of school=50%; Belongingness=50%

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

Phoenix only has one environment. All students work together and have access to the same resources. 100% are in their least restrictive environment.

Needs Assessment Summary: What does your **PASSING GRADE AND CREDIT ACQUISITION DATA** telling you for all of your subpopulations?

At Phoenix, no student receives credit unless their work is assessed at at least a “B” or 80% level so our passing grade rate is 100%.

Students Credit Deficient Prior to Enrollment = 89%.

Increase in Credits Earned Per Semester since attending Phoenix = 38%.

On average, Phoenix students earn 2.41 credits per semester. This is a 37% increase over what most were earning in prior schools. We also look at our data in terms of these subpopulations - ELL=14%; Students on IEP=27%; Students on 504=14%; Students with ADHD or Autism diagnosis=38%; LGBTQ Students = 41%; Students With Known Mental Health Diagnosis and/or in Therapy = 68%; Students Who Are Retrieved Dropouts = 32%; McKinney-Vento/Homeless = 5%; Students in Foster Care = 8%; Death of a Parent = 6%; Household Instability = 49%; Reported Suicidal Attempts or Self-Harm = 35%; Have Experienced Abuse = 22%

Needs Assessment Summary: What does your **4 and 5 YEAR GRADUATION RATES** tell you for all of your subpopulations?

OSPI lists our 4 year graduation rate at 29%. Phoenix just received an award from the Washington State School Recognition Program for for **high growth in the graduation rate, extended graduation rate, and dual credit completion by the whole school and one or more student groups** for the 2021-2022 school year. Our numbers in those areas are higher in this year's OSPI data report. Here is a closer look at the graduates of 2023:

- 75% were on-time graduates.
- 50% were on track for graduation when they started at Phoenix.
- 50% spent their entire high school career at Phoenix.
- 100% overcame an extraordinary challenge to graduate.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school discipline rate for all students at <School> will go from ____% and for _____ students from ____% as of the 2022-23 school year to ____% for all students and ____% for _____ students by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.
- **The out of school discipline rate for all students at Phoenix High School will decrease by .4% from the 2022-2023 school year to the 2024-2025 school year.**

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Phoenix staff will encourage and provide opportunities for students to develop their own executive functioning skills.	A study in the <i>Journal of School Psychology</i> (Riggs, Greenberg, Kusché, & Pentz, 2006) indicated that students with better EF skills exhibited fewer behavioral problems and were less likely to engage in disruptive behavior. Teaching EF skills helped students manage their emotions and behaviors more effectively.	Continuous	We are losing a mental health counselor this year. There is no indication that our mental health needs will decrease.	Staff will review each out of school discipline incident in a collaborative manner as it occurs. Staff will review whole school discipline data at the end of each semester.
2	Phoenix staff will increase opportunities for peers to know each other and participate in improving their school culture.	A study published in the <i>Journal of School Psychology</i> (Ma, Williams, & Williams, 2015) found that increased opportunities for positive social interaction were associated with reduced disruptive behavior in the classroom. Programs that promoted peer interactions and collaborative activities led to fewer incidents of misbehavior and better classroom management.	Continuous	Collaborative planning time	Staff will review each out of school discipline incident in a collaborative manner as it occurs. Staff will review whole school discipline data at the end of each semester.
3	Phoenix staff will continue to increase awareness about Phoenix's model, staffing, strengths, and limitations to ensure that students are not inappropriately placed.	Longitudinal research indicates that appropriate placement is associated with better long-term academic and behavioral outcomes. For example, a study in <i>Developmental Psychology</i> (Eisenberg et al., 2005) found that students placed in settings that matched their needs showed better academic achievement and fewer behavioral problems over time.	Continuous	Ability to control social media, recruit, interview, and approve placement of students.	Staff will communicate with building administration about placement of students at regularly scheduled staff meetings.

ATTENDANCE

Phoenix High School

DISTRICT INDICATOR - % OF STUDENTS REGULARLY ATTENDING SCHOOL

(Regularly attending = < 2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL - % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Phoenix will go from _____% and for _____ students will go from _____% as of the 2022-2023 school year to at least _____% for all students and _____% for _____ students by the end of the 2024-2025 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.
- **Phoenix students will improve their attendance by 4% in the 2024-2025 school year compared to 2022-2023.**

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Monitored and communicated?
1	Develop and implement robust, useful PLPs that are accessed regularly	U.S. Dept of Ed PLPs	Quarter 1 Continuous	Staff time Parent involvement	Progress tracking documents Quarter Reports
2	Expand public relations to build and leverage parent, community, and district support.	Present and Accounted for: Improving Student Attendance Through Family and Community Involvement	Fall 2024	Marketing media PTA	Monitored monthly. Regular staff meetings with building administrative support.
3	Reintroduce and expand on campus mental health support for students.	Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs School-Based Mental Health Services Grant Program Mental Health Grant Funding Guide	August 28	Budget to support- Grant? Lead- Guy Strot	Monitored Monthly. Regular staff meetings with building administrative support.

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of all students reporting they feel safe, included and welcomed at Phoenix High School will grow from 90% and for 9th grade students will go from 80% as of Spring of 2024 to at least 90% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Monitored and communicated?
1	Staff will ensure that peers know each other well within and across advisories and operate as a learning community this year creating greater opportunities for advisory cross-pollinating, students sharing projects in advisories other than their own.	The Power of Peers Students' Wellbeing and Sense of Belonging	Staff will start the year with community building activities and continue on ever Thursday and Friday afternoon of the school year.	Art supplies, puzzles, board games would be nice.	Staff will monitor and support student interactions throughout the school year and collect and review data from our school safety survey in the spring.
2	Staff will greet each student at the door with "I'm glad you're here." "How are you" is risky with students with mental health issues.	Effects of Teacher Greetings on Student On-Task Behavior New study suggests that greeting students with a positive message yields benefits	The beginning of every day.	Awesome staff, which we have.	Staff will monitor and support student/staff interactions throughout the school year and collect and review data from our school safety survey in the spring.
3	Provide more opportunities for students to experience and be involved with the larger Tri-Cities community and ensure that we bring community members in.	How Community Involvement in Schools Will Help Students Prosper The Case for Community Engagement	Continuous	Engaged community members	Staff will invite speakers for Tuesday advisories and invite community members and district leaders to our fall, Winter, and Spring Expos.
4	Phoenix staff will continue to Connect activities and learning to students' backgrounds, interests, and prior knowledge in authentic ways. For instance, encourage your staff to choose literature that reflects the students in your school culturally, racially, and socioeconomically. Weave in students' hobbies or extracurricular activities when relating new concepts to real life or when creating word problems in mathematics.	Why Student Belonging Matters: October 2020	Continuous	Awesome staff, which we have.	Staff will monitor and support student interactions throughout the school year and collect and review data from our school safety survey in the spring.

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPs

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPs

- The inclusion rate at Phoenix High School will go from 100% as of November 2023 to at least 100% by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Monitor & Communicate?
1	Since its founding in 2007, Phoenix High School has a 100% inclusion model for students on IEPs. We will continue our policy of 100% inclusion.	A study published in the Journal of Special Education found that lower adult-to-student ratios were associated with higher academic achievement for students with disabilities. The study indicated that more individualized attention allowed for better tailoring of instructional strategies to meet students' unique needs (Hattie, 2005).	Continuous	Our support staff for IEP students has declined since 2020, but our percentage of IEP students has increased. We will continue to advocate for our students on IEPs to have adequate support.	Regular staff meetings with building administrative support.
2	Staff will our Data Review and Action Plan professional development to create a new master schedule that fosters student engagement.	A well-known case study from the <i>Centers for Disease Control and Prevention (CDC)</i> examined schools in Minneapolis that shifted their start times from 7:15 a.m. to 8:40 a.m. The study found notable improvements in students' grades, attendance, and reduced tardiness (Wahlstrom et al., 2014).	Master schedule will be developed before the first day of school, implemented at the beginning of the school year, monitored throughout the year, and adjusted over the summer if needed.	Nutrition services scheduling flexibility.	Student attendance and credit accrual rates will be monitored continuously.
3	Staff will challenge students to go beyond slideshows and informational reporting and create more diverse and intriguing deliverables.	A study published in <i>Educational Leadership</i> by Thomas Markham (2011) found that project-based learning (PBL), where students create meaningful projects, leads to higher engagement and deeper learning. Students involved in PBL reported higher levels of motivation and interest in their subjects.	Staff will begin with the end in mind with our first Shared Project of the year in which students will create meaningful deliverables.	Adequate team and individual planning time, funds for Family Information Night pizza.	Staff will monitor progress on student tracking spreadsheets.

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Monitor & Communicate?
4	Hire a student support para to work one on one or in small groups with all students including ones on an IEP.	EJ1379916.pdf (ed.gov)	We would hire the person for the remainder of the school year	Hiring the person 33k	Monthly meetings

GROWTH AND PROFICIENCY

DISTRICT INDICATOR- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- TARGET: % increase of students passing all classes from semester 1 to semester 2 is increasing by $\geq 3\%$ each year

BUILDING GOAL- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- The % increase of all students passing all classes from semester 1 to semester 2 at <School> will go from ___% and for _____ students from ___% as of the 2022- 2023 school year to at least ___% for all students and ___% for _____ students by the end of the 2024- 2025 school year as reflected in PowerSchool by implementing the actions/activities/strategies outlined below.
- The % of all students earning 3 credits/semester will increase by 3% by the end of the 2024 school year compared to the 2022-2023 school year.

ACTION PLAN-STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Staff will find the data about our % of students earning 3 credits/semester and set a goal that is 3% higher.	A comprehensive study conducted by the <i>RAND Corporation</i> (Hamilton et al., 2009) titled " Using Student Achievement Data to Support Instructional Decision Making " found that teachers who used data to inform their instruction saw significant improvements in student achievement.	We will find and analyze the data for 2022-2023 credit accrual during our fall PD day. Staff will monitor and analyze 2024-2025 data at the end of every quarter and adjust strategies accordingly.	Time during fall PD to analyze data.	Staff will monitor and analyze 2024-2025 data at the end of every quarter and adjust strategies accordingly. Progress will be reported to building administrative support at regular staff meetings.
2	Staff will develop and implement a Peer Assistance Learning (PAL) program which increases our students' ability to ask for and receive academic support.	Research on Peer-Assisted Learning Strategies (PALS) by Fuchs, Fuchs, and Karns (1997) published in the <i>American Educational Research Journal</i> demonstrated that PALS, a structured peer tutoring program, led to significant improvements in reading and mathematics performance among elementary and secondary school students. The study highlighted the effectiveness of structured peer interactions in promoting academic growth.	Retreat- August 28 PALS Project- SY 24-25	Just a dynamite staff, which we already have.	PALs will be continuously monitored by staff. Staff will review data about credit accrual and project completion at the end of each academic quarter.
3	Adopt and implement district policy to support Mastery-Based Learning	Mastery-Based Learning Collaborative Evaluation Report, Year 2 - Aurora Institute (aurora-institute.org) The RAND Corporation conducted a study on personalized learning, which includes competency-based approaches. The study found that schools implementing personalized, mastery-based learning saw significant gains in student achievement, particularly in mathematics and reading, compared to traditional schools (Pane et al., 2017).	Monthly Progress Check-Ins Lead- Guy Strot	Funding for PD and travel.	Regular staff meetings with building administrative support.

DISTRICT INDICATOR- % of students graduating

- DISTRICT TARGET: % is increasing by $\geq 1\%$ each year

BUILDING GOAL- GRADUATION RATE

- The 4 year graduation rate for all students at <School> will go from ____% and for _____ students from ____% as of the 2022-2023 school year to at least ____% for all students and to at least ____% for _____ students by the end of the 2023-24 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.
- The 5 year graduation rate for all students at <School> will go from ____% and for _____ students from ____% as of the 2022-23 to at least ____% for all students and to at least ____% for _____ students by the end of the 2023-24 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.
- **The 4 and 5 year graduation rates for students who enrolled in Phoenix High School on track for graduation will increase by 2% from the 2022-2023 school year to the 2024-2025 school year.**

ACTION PLAN- GRADUATION RATE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	Monitored and communicated?
1	Staff will develop and implement a Peer Assistance Learning (PAL) program which increases our students' ability to ask for and receive academic support.	Research on Peer-Assisted Learning Strategies (PALS) by Fuchs, Fuchs, and Karns (1997) published in the <i>American Educational Research Journal</i> demonstrated that PALS, a structured peer tutoring program, led to significant improvements in reading and mathematics performance among elementary and secondary school students. The study highlighted the effectiveness of structured peer interactions in promoting academic growth.	PAL Retreat- August 28 PAL Project- Quarter 1 PAL Initiative- SY 24-25	Just a dynamite staff, which we already have.	PALs will be continuously monitored by staff. Staff will review data about credit accrual and project completion at the end of each academic quarter.	
2	Staff will improve Personal Learning Plan (PLP) forms and processes so that they are more useful to staff and students.	The Linked Learning initiative in California integrates PLPs into its educational approach. A study by the James Irvine Foundation (2013) found that students in Linked Learning pathways, who used PLPs to set and track academic and career goals, had higher graduation rates compared to their peers in traditional programs. The personalized planning helped students stay focused and complete their high school education.	Staff wo;; use the Fall Professional Development day to to review our current PLP and make improvements. Staff will roll out the new PLP in October and revisit PLPs with students throughout the year.	Time during the Fall Professional Day.	Phoenix Staff	PLPs will be shared with Parents at the end of each quarter. Staff will review PLPs with students during each project finalization meeting.
3	Staff will plan engaging field trips that help students master Essential Academic Learning Requirements and earn credit toward graduation.	A study by the <i>American Institutes for Research</i> (AIR, 2005) on the impact of field trips in Title I schools indicated that students from low-income backgrounds particularly benefited from field trips. These experiences helped bridge gaps in cultural capital, providing equitable access to enriching educational opportunities that might otherwise be unavailable to them.	Staff will plan a fall field trip to the B Reactor and a spring field trip to another location.	Planning time, transportation fuding.	Phoenix Staff	Staff will review the impact of field trips on credit accrual toward graduation and after the completion of each field trip.

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 83.3%, from Spring of 2024 to 86% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will be above 90%, as the last score was a 100% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: Lutheran Community Services, Support Advocacy and Resource Center, PFLAG Benton Franklin, KEY Connections, Southeast Washington FYSPRT, Washington State Community Connectors, Benton Franklin Community Health Alliance, Take Strides Tri-Cities, Project Linus Tri Cities,	Karen Mapp Dual Capacity Framework for Family and Community Engagement Language Access		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs

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COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Phoenix High School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$465,960	<p>Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed.</p> <p>Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.</p>
Title 1 Part A - 51	\$9,013	<p>Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards.</p> <p>Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.</p>
LAP-55 LAP High Poverty 5504	\$231,097 \$16,500	<p>Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic <u>readiness</u>, <u>skill</u> development or behavior <u>supports</u>.</p> <p>Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.</p>
Bilingual- 65	\$0	<p>Intents/Purposes: To <u>provide</u> services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening.</p> <p>Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator <u>assistances</u>, <u>supplement classroom materials</u>, <u>professional development for staff</u>.</p>
Migrant- 53	\$0	<p>Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards.</p> <p>Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent <u>engagement activities</u>, <u>summer learning programs</u>.</p>
OSSI- 5120	\$53,500	<p>Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes.</p> <p>Use of funds to support intents/purposes: Professional development, <u>supplement classroom materials</u></p>
Highly Capable – 74	\$0	<p>Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable.</p> <p>Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.</p>
Total	\$776,070	

Southridge High School School Improvement Plan 2024-2025



SOUTHRIDGE
HIGH SCHOOL

Vision Statement

To provide a safe environment in which ALL students reach their highest potential, graduate well-prepared for success in life, and positively impact their communities. And we are proud of all of the students and staff as bright shining Suns.

Culture of Equity Statement

We value both the diversity and perspectives of our students, families, staff and community. We are committed to removing barriers and empowering students and staff through voice and access. We believe excellence and success can be found through shared experiences and the unity they find through our school. In order to ensure the diversity, inclusion, community, and equity of our school, we have implemented Multi-Tiered Systems of Support using RISE as our theme. Respect. Integrity. Safety. Engagement.

What Makes Us Proud

Southridge is proud of all the students and staff. We are as bright as the shining sun!!

Goals

Engaged Learners

- The inclusion rate at Southridge School will increase from 43% in November 2023 to at least 46% by November 2024.

Ready For The Future

- The 4-year graduation rate at Southridge will increase from 86.6% in the 2022-2023 school year to at least 87.6% by the end of the 2023-2024 school year, as reflected in the OSPI report card.

Social-Emotional Learning

- The rate of students at Southridge reporting feeling safe, included, and welcomed will increase from 87% in Spring 2023 to at least 90% by the end of the 2025 school year.

Family Engagement

- The ATP (Action Team for Partnerships) team focuses on three goals: Academic, SEL and Partnership.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Southridge High School
3520 Southridge Blvd.
Kennewick, WA 99336
(509) 222-7200

Principal:
John Griffith

southridge.ksd.org



2024-2025 School Improvement Plan

SIP Team Members: John Griffith, Mike Christman, Rick Wells, Liz Stiles, Cassie Loffler, Lisa Page, Southridge Site Council.

Mission: To provide a safe environment in which ALL students reach their highest potential, graduate well prepared for success in life and positively impact their communities.

Vision:

Equity Statement:

OSPI School Report Card



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Southridge High School

Address and Phone
3520 SOUTHRIDGE BOULEVARD
KENNEWICK, WASHINGTON 99338
5092227200

Enrollment

Enrollment
2023-24 School Year
1,656

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year
13.8%

Finance

Per Pupil Expenditure
2022-23 School Year



\$15,142

Assessment

ELA
2022-23 School Year

Math
2022-23 School Year

Science
2022-23 School Year

Growth & Attendance



Have High ELA Growth
2022-23 School Year



Have High Math Growth
2022-23 School Year



Regular Attendance
2022-23 School Year

Educators

Average Class Size
2022-23 School Year



22.7

Teacher Count
2022-23 School Year



79

Percent Teachers with Master's Degree or Higher
2022-23 School Year



79.7%

Teacher Experience
2022-23 School Year



16.5

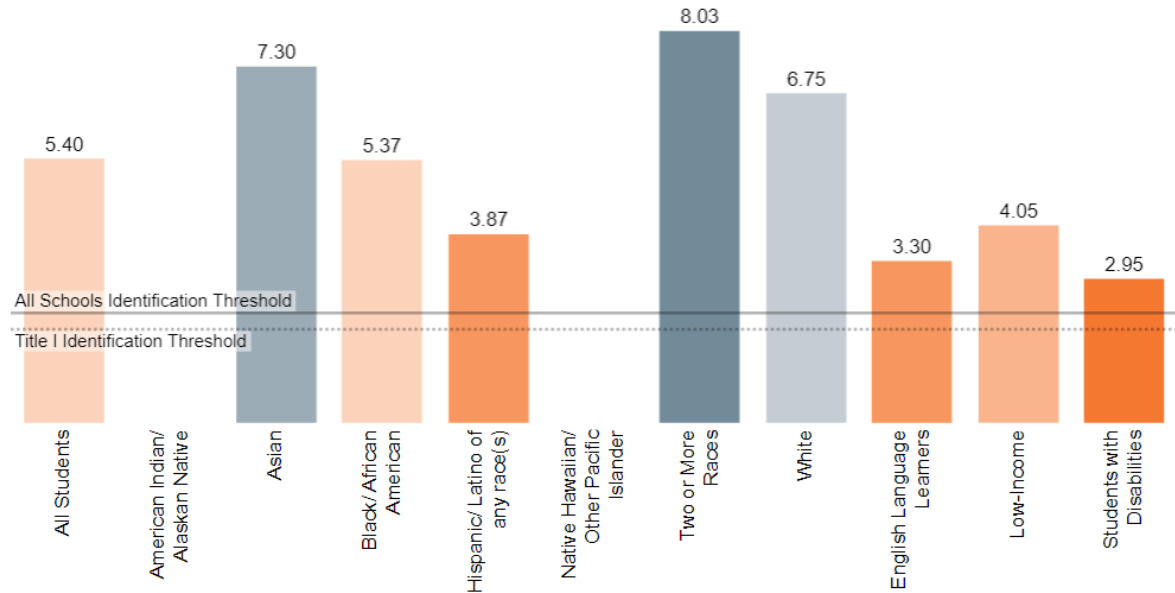
Some data is not disclosed to protect student privacy and will be represented by N<10. Blank fields indicate no data was submitted to OSPI for this district or school. Due to reporting cycles, the most recent data for each measure may be from different school years. If a measure is blank, there is no data for that organization in the currently reported year.

To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/>
If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

WSIF DATA

**Southridge High School
2023 Run
Overall Framework Score by Student Group**

	# Students
White	842
2 or more	86
Asian	50
Black/AA	35
Low income	At least 51%
Hispanic	591
SpED	157



WSIF DATA

Southridge High School 2023 Run Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	English Language Learners	Hispanic/ Latino of any race(s)	Low-Income	Native Hawaiian/ Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate	71.6%		87.0%	73.9%	19.2%	56.7%	58.4%		22.7%	77.4%	79.0%
Math Proficiency Rate	33.3%		52.2%	17.4%		14.5%	22.1%		12.3%	41.3%	42.3%
ELA Median SGP											
Math Median SGP											
Graduation Rate	84.6%		88.6%	83.3%	70.6%	79.5%	78.5%		63.8%	93.5%	86.6%
EL Progress Rate*	19.1%										
Regular Attendance Rate	76.8%	70.8%	82.5%	77.0%	60.7%	71.0%	70.8%	83.9%	71.4%	78.0%	80.0%
Ninth Grade On Track Rate	56.9%		77.3%	70.4%	29.7%	41.1%	45.0%		51.1%	64.4%	65.9%
Dual Credit Rate	59.5%	66.7%	68.4%	62.1%	49.2%	53.7%	55.1%	60.7%	51.0%	67.1%	61.8%



Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?
 Hispanic, low income, SpED and ML students attend less than the average Southridge students.

ALL students: 76.8% attend	Hispanic students: 71% attend
	ML students: 60.7% attend
	Low income: 70.8% attend
	SpED students: 71.4% attend

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?
 Hispanic, migrant, and ML students were excluded at higher rates than the average Southridge student. (Exclusion rates used for comparison.)

ALL students: 2.2%	Hispanic students:
	ML students:
	Low income:
	SpED students:

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations? (Focus on this survey question: At least one teacher at school that I can talk to if I have a problem.)

ALL students: 83% Safe	Hispanic students: 82%
	ML students: 84%
	Low income: 82%
	SpED students: 82%
ALL students: 86% 1 adult	Hispanic students: 84%
	ML students: 86%
	Low income: 84%
	SpED students: 88%

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations? 48% of Southridge students on an IEP are enrolled in a Special Education only class. LRE 1

ALL students: 48%

Hispanic students: 72%

White 62%

ML students:

Low income:

Needs Assessment Summary: What does your **PASSING GRADE AND CREDIT ACQUISITION DATA** telling you for all of your subpopulations? Hispanic, migrant, students on an IEP, and ML students fail more classes than the average Southridge student. Data: WSIF, Ninth grade on track rate.

ALL students: 56.9%on track, grade 9 Hispanic students: 41.1%on track, grade 9

ML students: 29.7%on track, grade 9

Low income: 45.0%on track, grade 9

SpED students: 51.1%on track, grade 9

Needs Assessment Summary: What does your **4 and 5 YEAR GRADUATION RATES** tell you for all of your subpopulations? Hispanic, ML students, low income and SpED students have lower graduation rates than the average Southridge student.

ALL students: 84.6%graduate

Hispanic students: 79.5%graduate

ML students: 70.6%graduate

Low income: 78.5%graduate

SpED students: 63.8%graduate

DISTRICT INDICATOR - % OF STUDENTS REGULARLY ATTENDING SCHOOL

(Regularly attending = < 2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL - % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate at Southridge I will go from 89% as of the 2022-2023 school year to at least 91% by the end of the 2024-2025 school year as reflected in the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	ACTIONS/ACTIVITIES/STRATEGIES	RESEARCH TO SUPPORT ACTIONS/ACTIVITIES	TIMELINE	RESOURCES	WHO WILL BE INVOLVED/TAKE THE LEAD	HOW WILL PROGRESS BE MONITORED AND COMMUNICATED?
1	Grade level teams Admin, Counselor, Support staff by grade level	<ol style="list-style-type: none"> 1. NW PBIS Conference 2. Reducing Chronic Absenteeism article 3. Univ of Chicago research article 	Weekly Meetings	Building budget,	John Griffith/adm in	Success of students on attendance contracts
2	Celebrate student with 90+% attendance at the Academic Awards Night 2x/yr	Attendanceworks.org article	September 3 February 24	Data Processor, building budget	John Griffith	Once per month

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- The out of school exclusion rate at ___ Southridge ___ School will go from ___ 2.2 ___ % as of the 2022-2023 school year to 2.0 % by the end of the 2024-2025 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- BEHAVIOR

	ACTIONS/ACTIVITIES/STRATEGIES	RESEARCH TO SUPPORT ACTIONS/ACTIVITIES	TIMELINE	RESOURCES	WHO WILL BE INVOLVED/TAKE THE LEAD	HOW WILL PROGRESS BE MONITORED AND COMMUNICATED?
1	MTSS-SEB: framework that focuses on system-level change and continuous improvement across the classroom and school to provide each student with opportunities to maximize academic achievement and develop skills for success.	<ol style="list-style-type: none"> NW PBIS Conference EdWeek.org, What is MTSS? 	SY24-25	Federal Programs	Tricia Haggard, MTSS-SEB team	Monthly wing leaders to share TFI info, bulletin board in staff room updated regularly
2	Wing Leader Meeting	Research about communication and PBIS	1x/month	-	Tricia Haggard, Stacey Blake, Wing Leaders	Wing leaders report back to MTSS-SEB large group monthly
3	Utilizing SWIS to track and target behavior	PBIS Team Handbook, Team Initiated Problem Solving		-	Tricia Haggard, Mike Christman, Heather Bjorge,	Wing leaders, weekly email, staff meeting as needed

SAFETY AND BELONGING

Southridge High School

DISTRICT INDICATOR- 87% OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The rate of students reporting they feel safe, included and welcomed at Southridge will go from 87% as of Spring of 2023 to at least 90% by the end of the 2025 school year according to the KSD student survey by implementing the actions/activities/strategies outlined below.

ACTION PLAN- SAFETY AND BELONGING

	ACTIONS/ACTIVITIES/STRATEGIES	RESEARCH TO SUPPORT ACTIONS/ACTIVITIES	TIMELINE	RESOURCES	WHO WILL LEAD?	HOW WILL RESULTS BE SHARED?
1	Student Voice Committee: Two-way conversations about how to ensure school is a place where students feel welcome and successful.	<ol style="list-style-type: none"> 1. PBIS Team Handbook 2. PBIS Field Guide 	All year	Building budget	Jennifer McMurray	TFI, Monitored monthly
2	Fun Under the Sun: During the school day celebration (2 hrs) when students earned 20 lbs of RISE tickets. 40+ tickets earned food.	<ol style="list-style-type: none"> 1. PBIS Team Handbook 2. NCES research paper 	All year, May 30	Building budget	Tricia, MTSS-SEB Committee	Wing meetings, weekly emails, main hallway bulletin board
3	Tier 2 Behavior: Grade level teams will do Check In, Check Out interventions weekly.	<ol style="list-style-type: none"> 1. PBIS, book resource 2. The PBIS Team Handbook 	Fall 2024	Building budget	Tier 2 MTSS-SEB Committee, classroom teachers	Students check in with their teachers each day, long term data will be tracked and monitored
4	Ignite Mentors with freshmen: This peer mentorship program focuses on connecting upperclassmen & 9th graders to support them socially, emotionally, & academically.		1x/month	Building budget	Jennifer McMurray	TFI

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate at Southridge School will go from 43 % as of November 2023 to at least 46 % by November 2024 as reflected in the LRE portfolio by implementing the actions/activities/strategies outlined below.

ACTION PLAN- INCLUSION OF STUDENTS

	ACTIONS/ACTIVITIES/STRATEGIES	RESEARCH TO SUPPORT ACTIONS/ACTIVITIES	TIMELINE	RESOURCES	WHO WILL BE INVOLVED/TAKE THE LEAD?	HOW WILL PROGRESS BE MONITORED AND COMMUNICATED?
1	Guiding Coalition: <ol style="list-style-type: none"> 1. Become PLC experts by learning about the PLC process & disseminating info to teacher teams 2. Lead by example by focusing on improving student learning, student data and teacher collaboration. 	Powerful Guiding Coalition book, p. 13-14 District PD provided by Solution Tree at KSD office (Facilitator: Dan Cohan)	GC meets 2x monthly	Federal Programs	Cassie Loffler, Teachers apply to this committee via application process	Plan monthly ER building capacity time
2	PLC Process - Priority PLC classes <ol style="list-style-type: none"> 1. Classes that most freshmen take. 2. Classes that most sophomores take. 3. Classes that are graduation req's . 4. Classes that most students take. 	Learning By Doing book Common Formative Assessment book(s) Global PD videos	SY24-25	Federal Programs	Guiding Coalition	The spreadsheet of SHS PLC Products Early Release Schedule
3	Book Study: Tier 1 strategies to engage learners and support students	UDL Now, 3rd Edition Common Formative Assessment book(s) Building Thinking Classrooms	SY24-25	Federal Programs	Staff/PD Committee	Monday Bulletin

DISTRICT INDICATOR- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- TARGET: % increase of students passing all classes from semester 1 to semester 2 is increasing by $\geq 3\%$ each year

BUILDING GOAL- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- The % increase of students passing all classes from semester 1 to semester 2 at Southridge will go from ___% as of the 2022- 2023 school year to at least ___% by the end of the 2024- 2025 school year as reflected in PowerSchool by implementing the actions/activities/strategies outlined below.

ACTION PLAN-STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

	ACTIONS/ACTIVITIES/STRATEGIES	RESEARCH TO SUPPORT ACTIONS/ACTIVITIES	TIMELINE	RESOURCES	WHO WILL BE INVOLVED/TAKE THE LEAD	HOW WILL PROGRESS BE MONITORED AND COMMUNICATED?
1	<p><u>PLC Process</u>- Priority PLC classes</p> <ol style="list-style-type: none"> 1. Classes that most freshmen take. 2. Classes that most sophomores take. 3. Classes that are graduation requirements . 4. Classes that most students take. 	<p><u>All the things PLC</u></p> <p><u>Global PD</u></p>	Fall 2024	<p>15 Day Cycle book</p> <p>In person PD at KSD</p>	<p><u>Guiding Coalition</u></p> <p>Goals from</p>	Grades pulled biweekly
2	<p>Tier 2 Academic: Grade level teams will do <u>Check In, Check Out</u> interventions weekly.</p>		Fall 2024		Liz, Success Coordinators, Counselors, Adrianna	Grades pulled weekly

Continued...

DISTRICT INDICATOR- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- TARGET: % increase of students passing all classes from semester 1 to semester 2 is increasing by $\geq 3\%$ each year

BUILDING GOAL- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- The % increase of students passing all classes from semester 1 to semester 2 at Southridge will go from ___% as of the 2022- 2023 school year to at least ___% by the end of the 2024- 2025 school year as reflected in PowerSchool by implementing the actions/activities/strategies outlined below.

ACTION PLAN-STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

	ACTIONS/ACTIVITIES/STRATEGIES	RESEARCH TO SUPPORT ACTIONS/ACTIVITIES	TIMELINE	RESOURCES	WHO WILL BE INVOLVED/TAKE THE LEAD	HOW WILL PROGRESS BE MONITORED AND COMMUNICATED?
3	All staff complete a 15 day cycle in the month of October.	Units by Semester Documents	Fall 2024	15 Day Cycle book In person PD at KSD	Guiding Coalition Cassie, Lisa	
4	Raise the number of SHS staff that has worked with our Instructional Coaches from 61% to 100%.	Student Centered Coaching	Spring 2025	Student Centered Coaching Docs	Instructional Coaches, Admin	Monday Bulletin, Faculty meetings
5	Raise the number of courses who have identified essential standards from 87 to 130+.	All the things PLC Global PD	Spring 2024	Federal Dollars for Subs	Instructional Coaches, Teachers	The Spreadsheet

DISTRICT INDICATOR- 100% of students graduating

- DISTRICT TARGET: % is increasing by $\geq 1\%$ each year

BUILDING GOAL- GRADUATION RATE

- The 4 year graduation rate at Southridge will go from 86.6 % as of the 2022-2023 school year to at least 87.6 % by the end of the 2023-24 school year as reflected by the OSPI report card by implementing the actions/activities/strategies outlined below.
- The 5 year graduation rate at Southridge will go from ___% in 2022-23 to at least % by the end of the 2023-24 school year as reflected on the OSPI report card by implementing the actions/activities/strategies outlined below.

ACTION PLAN- GRADUATION RATE

	ACTIONS/ACTIVITIES/STRATEGIES	RESEARCH TO SUPPORT ACTIONS/ACTIVITIES	TIMELINE	RESOURCES	WHO WILL LEAD?	MONITORED AND COMMUNICATED?
1	<p>PLC Process</p> <ul style="list-style-type: none"> 15 Day Cycle: Each PLC course will complete at least 1 cycle in the fall & spring, including CFAs and CSAs. Common Syllabus for each SHS course 	Building Capacity time this fall will focus on CFA and using data to drive instruction	<p>SY24-25</p> <p>Spring 2025</p>	<p>Federal Programs</p> <p>PD Budget</p>	<p>Guiding Coalition</p> <p>Instructional Coaches</p> <p>Department Chairs</p> <p>Admin</p>	The Spreadsheet
2	<p>Increase the number of students in CiHS and AP classes</p> <ul style="list-style-type: none"> AP students 2023-24: 365 Goal for 2024 -25: 369 CiHS 2023-24 (Fall,Spring): 179, 152 Goal for 2024 -25: 181, 154 		<p>August 2024</p> <p>February 2025</p>	<p>Experience SR booths</p> <p>CiHS outreach</p> <p>Parent Nights (ATP)</p>	<p>CiHS Coordinators: Joe, Laura</p> <p>AP Coordinator: Kristina</p>	Fall Enrollment data: College Board & CWU
3	<p>Number of students that walked at graduation vs. students that did not graduate</p> <ul style="list-style-type: none"> 2024 -25: 364 vs. 18 did not graduate Class of 2025: 388 students 	<p>Number of kids that earned waivers? 34</p> <p>Number of kids that will complete their credits during summer school??</p>	<p>Touch base monthly with "may not graduate" students</p>		#Finish strong-faculty volunteers	Communicated monthly to group of volunteers

DISTRICT INDICATOR- Family and Community Engagement

DISTRICT TARGET:

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

BUILDING GOAL- % of parents reporting they feel respected, welcome and engaged in schools on the annual family survey

- The rate of parents reporting they feel welcome at their children’s school will go from 78.4%, from Spring of 2024 to 80.1% as reflected on the 2024-2025 KSD Family Survey question #3
- The rate of parents reporting they have been provided with clear information as well as opportunities to learn and provide input about school policies, programs, and improvement efforts will go from 57.8%, from Spring of 2024 to 60% as reflected on the 2024-2025 KSD Family Survey question #9

ACTION PLAN- Parent and Family Engagement

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	Who will be involved/take the lead	How will progress be monitored and communicated?
1	Action Team for Partnership (ATP) One Year Plan	Joyce Epstein's framework of 6 types of involvement	2024-2025 School Year	Student and Family Support Team	ATP Chairs	Family Survey
2	Partner with: CIS, Gear Up, Financial Literacy, SARC, Heritage University, CBC, CWU, Yakima Valley Farm, Catholic Charities, Key Connections, Mid-Columbia Reading Foundation, Benton Franklin Health, and Mid-Columbia Libraries.	Karen Mapp Dual Capacity Framework for Family and Community Engagement		Student and Family Support will fill in	ATP, KSD Communications	End of year reflections and feedback
3	Increase opportunities for volunteering at schools	Language Access 5 Benefits of Volunteering		KSD Volunteer Tracking Form	School Office Staff	Monthly Monitoring
4	Implement Instant Language Assist translation Tool			Pending grant funding	KSD Communications School Office Staff	Family Survey Data

Coordination of Federal, State & Local Services



Sarah Del Toro • Director of Learning Supports & Programs
 1000 W. 4th AVE. • KENNEWICK, WA 99336-5601
 P: (509) 222-5031 • F: (509) 222-5054

COORDINATION OF FEDERAL, STATE AND LOCAL SERVICES 2024-2025

Southridge High School

Program	Amount	How intents and purposes of the Program will be met.
Basic Ed - 01	\$9,599,466	Intents/Purposes: To provide all students with instruction aligned to grade level specific state standards including intervention and enrichment services as needed. Use of funds to support intents/Purposes: Basic education funds are combined to support the activities listed above, as well as the intents and purposes of the federal programs combined in this schoolwide plan. Examples include: classroom teachers, classified staff, textbooks, and support materials, supplies, equipment, technology, staff development, substitutes, extended learning opportunities and parent involvement.
Title 1 Part A - 51	\$157,298	Intents/Purposes: To help students at the greatest risk of not meeting Washington State Learning Standards. Use of funds to support intents/Purposes: Funds are combined to support a variety of areas including but not limited to: regular school day educational support programs, reading specialists, educational assistants providing additional small group intervention, targeted professional development for instructional staff to raise their level of effectiveness as educators, extended learning opportunities; parental involvement activities; transition activities; and supplemental materials.
LAP-55 LAP High Poverty 5504	\$98,346 \$493,716	Intents/Purposes: To coordinate the use of state Learning Assistance (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at risk of not meeting state/local graduation requirements. LAP offers supplemental services for K-12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. They may include academic readiness skill development or behavior supports. Use of funds to support intents/purposes: Funds are used to support supplemental reading programs for struggling readers, reading specialists, behavior specialists to assist with building PBIS, educational assistants in primary classrooms providing additional small group intervention for students who need additional support in learning to read.
Bilingual- 65	\$200,087	Intents/Purposes: To provides services to students who have a primary language other than English. Competence in English language skills is the major objective of the program, and instructional assistance is provided to those students in need of help. Students are assessed annually to measure progress in English reading, writing, speaking and listening. Use of funds to support intents/purposes: Funds are used to support EL Specialists, educator assistances, supplement classroom materials, professional development for staff.
Migrant- 53	\$289,522	Intent/Purposes: To meet the unique educational needs of migrant children. The Kennewick School District program is designed to serve migrant students and their families by providing services that support student progress toward meeting district and state academic standards. Use of funds to support intents/purposes: Funds Migrant Graduation Specialists, extended day opportunities, parent engagement activities, summer learning programs.
OSSI- 5120	\$0	Intent/Purposes: School improvement funding is available to schools that have been identified for improvement (e.g., Comprehensive, Targeted) by state and federal accountability processes. Use of funds to support intents/purposes: Professional development, supplement classroom materials
Highly Capable – 74	\$0	Intents/Purposes: Provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Use of funds to support intents/Purposes: Funds are used to provide extension activities for students as well as advance placement opportunities within the school day. Most of the funding is used to pay for staffing to teach advanced lessons and/or programs and after school activities.
Total	\$10,838,435	

Tri-Tech Skills Center School Improvement Plan 2024-2025



Vision Statement

The mission of Tri-Tech Skills Center is to equip students with the technical skills, work ethic, attitudes, and professional behaviors necessary to successfully enter the changing world of work, continuing education and preparation to be a lifelong learner.

Culture of Equity Statement

Tri-Tech Skills Center is open to and values all individuals. Our role is to equip all students with the technical skills, work ethic, attitudes, and professional behaviors necessary to successfully enter the changing world of work and continuing education. Tri-Tech Skills Center is based on and dedicated to the following concepts:

- Positive Experiences and Expectations
- Relevant, Contextual, Interdisciplinary Sequential Learning
- Competency Based Individualized Learning
- Continual Personal Growth and Leadership Development
- All Staff Teach - All Teachers Give Guidance
- Cooperation and Coordination with Business and Industry
- Job Readiness and Placement
- Preparation to be a Lifelong Learner

What Makes Us Proud

Tri-Tech aspires to be the school of choice, prioritizing students, and the business community to prepare them for fulfilling careers. The commitment to high-quality technical and professional training is evident at Tri-Tech Skills Center, where industry-experienced instructors make a significant impact. Aligned with local, state, and national standards, programs facilitate strong industry connections, offering students opportunities like job shadows and internships. This firsthand exposure equips students with an advantage in the workforce or post-secondary pursuits. Beyond industry roles, the imparted workplace skills such as communication and problem-solving become invaluable assets, making Tri-Tech a transformative choice for a promising future.

Goals

Social-Emotional Learning

- At Tri-Tech, the average rate of students feeling safe, included, and welcomed is 95.3% as of Spring 2024. This average will increase to at least 96.3% by the end of the 2025 school year.

Ready For The Future

- Students at Tri-Tech Skills Center are well-prepared for their future by gaining the technical skills, strong work ethic, positive attitudes, and professional behaviors needed to succeed in the evolving workforce, pursue further education, and embrace lifelong learning.

Family Engagement

- Each of Tri-Tech's twenty programs has an Advisory Committee with members from business, industry, education, and other groups. They help design, develop, and improve the Career and Technical Education programs.

If you would like to view the School Improvement Plan, have questions or suggestions please contact the principal.



Tri-Tech Skills Center
5929 W. Metaline St.
Kennewick, WA 99336
(509) 222-7300

Director:
Paul Randall

tritech.ksd.org



2024-2025 School Improvement Plan

SIP Team Members:

Jayme Brackett

Sarah Blasdel

Sherrie Croshaw

Charity Upton

Nathen Allington

Mat Adelmund

Paul Randall

Vision:

The mission of Tri-Tech Skills Center is to equip students with the technical skills, work ethic, attitudes, and professional behaviors necessary to successfully enter the changing world of work, continuing education and preparation to be a lifelong learner.

Equity Statement:

Tri-Tech Skills Center is open to and values all individuals. Our role is to equip all students with the technical skills, work ethic, attitudes, and professional behaviors necessary to successfully enter the changing world of work and continuing education. Tri-Tech Skills Center is based on and dedicated to the following concepts: • Positive Experiences and Expectations • Relevant, Contextual, Interdisciplinary Sequential Learning • Competency Based Individualized Learning • Continual Personal Growth and Leadership Development • All Staff Teach - All Teachers Give Guidance • Cooperation and Coordination with Business and Industry • Job Readiness and Placement • Preparation to be a Lifelong Learner

OSPI School Report Card *(this data is not accurate as it does not capture KSD students)*



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Tri-Tech Skills Center

Address and Phone

5929 WEST METALINE AVENUE
KENNEWICK, WASHINGTON 99336
509.222.7300

Enrollment

Enrollment
2023-24 School Year
672

Low-Income
2023-24 School Year

English Language Learners
2023-24 School Year

Finance

Per Pupil Expenditure
2022-23 School Year



\$14,650

Assessment

ELA
2022-23 School Year

Math
2022-23 School Year

Science
2022-23 School Year

Growth & Attendance



Have High ELA Growth
2022-23 School Year



Have High Math Growth
2022-23 School Year



Regular Attendance
2022-23 School Year

Educators

Average Class Size
2022-23 School Year
11.6



Teacher Count
2022-23 School Year
25



Percent Teachers with Master's Degree or Higher
2022-23 School Year
36.0%



Teacher Experience
2022-23 School Year
9.4

Some data is not disclosed to protect student privacy and will be represented by N<10. Blank fields indicate no data was submitted to OSPI for this district or school. Due to reporting cycles, the most recent data for each measure may be from different school years. If a measure is blank, there is no data for that organization in the currently reported year. To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/>. If you have questions or comments, contact ReportCardRedesign@k12.wa.us.

Needs Assessment Summary: What is your data telling you about **STUDENT ATTENDANCE** for all of your subpopulations?

The attendance rate for all students at Tri-Tech for 2023-2024 (8/31/23-5/23/24) is 92.56%. The attendance data indicates similar attendance patterns across subpopulations. The largest subgroups are Hispanic (45%), White (48%) followed by Multiracial (3%) with the other subgroups (1%). Data indicates males have more absences (53%) and females (47%). Absences by subgroups are proportional.

Needs Assessment Summary: What is your data telling you about **STUDENT BEHAVIOR** for all of your subpopulations?

The data indicates there were 42 reportable incidents by 37 students from September 2022 through February 2024. Three students had two incidents, one student had three incidents. The highest rate of incidents occur in Q1 and Q4 of the year. As far as incident type, 11 were truant, 9 disruptive behaviors, 7 bullying and harassment and 3 inappropriate comments.

Needs Assessment Summary: What is your student survey telling you about **STUDENTS FEELING SAFE, KNOWN & VALUED** for all of your subpopulations?

The 2023-2024 student safety survey had 558 respondents. The data indicates the following: 93.55% students reported they felt like they belonged at Tri-Tech. 91.94 reported they were treated with respect. 96.77% reported they were proud to be at Tri-Tech. 91.58% reported teachers take their opinions seriously and 89.43% felt that the adults at Tri-Tech were interested in them.

Needs Assessment Summary: What is your **LRE** data telling you for all of your subpopulations?

100% of all TTSC students are included in programs.

Needs Assessment Summary: What does your **PASSING GRADE AND CREDIT ACQUISITION DATA** telling you for all of your subpopulations?

Attendance is the greatest indicator of success at Tri-Tech. Tri-Tech has a >99% passing rate last 4 semesters. Grade and attendance data indicates very similar distributions across subgroups.

Needs Assessment Summary: What does your **4 and 5 YEAR GRADUATION RATES** tell you for all of your subpopulations?

NA

DISTRICT INDICATOR - % OF STUDENTS REGULARLY ATTENDING SCHOOL

(Regularly attending = < 2 excused or unexcused absences on average per month)

- TARGET: % is increasing by >2% each year over the next four years

BUILDING GOAL - % OF STUDENTS REGULARLY ATTENDING SCHOOL

- The attendance rate for all students at Tri-Tech will go from 92.56% (8/31/23-5/23/24 date range) average attendance rate to 93.06 % average attendance rate in 2024-2025 (8/28/2024-5/22/25 date range) as reflected in the "TT – Absent Percentage Report" by implementing the actions/activities/strategies outlined below.

ACTION PLAN- ATTENDANCE

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Emphasis by all TT staff that attendance is directly related to employability.	Relating to real-world implications.	2024-2025	TT Staff	Regularly monitoring the "TT – Absent Percentage Report."
2	Emphasis by TT staff to make contact with parents and students when a student is absent.	Making connections with families.	2024-2025	Instructional Staff	Sharing attendance data throughout the year with staff on progress using the 2023-2024 "TT – Absent Percentage Report" data as base line.
3	Request more detailed attendance data report containing student demographic, program information and attendance code data.	Data based decision making.	2024-2025	KSD IT, TT Front Office Staff	Site Council will review data and share at staff meetings.

DISTRICT INDICATOR- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- TARGET- % is decreasing by >0.2% each year over the next four years

BUILDING GOAL- % OF STUDENTS RECEIVING OUT-OF-SCHOOL EXCLUSIONARY DISCIPLINE

- The 2023-2024 out of school discipline rate for all students at Tri-Tech is .001% or one student out of 982.

ACTION PLAN- BEHAVIOR

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Staff will continue to emphasize the TT behavior mantra of "what would your employer say" as a way to frame behavior.	Relating to real-world implications.	2024-2025	All TT staff	Monitoring behavior and reporting to staff periodic updates.
2	Data indicate Q1 and Q4 as higher rates of incidents. Staff will instruct and remind students of expectations.	Clarifying and reminding students of expectations is helpful.	2024-2025	All TT staff	Reminder at staff meetings.
3					

SAFETY AND BELONGING

DISTRICT INDICATOR- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- TARGET: % is greater >90% each year

BUILDING GOAL- % OF STUDENTS REPORTING THEY FEEL SAFE, INCLUDED, AND WELCOMED AT SCHOOL ON THE ANNUAL STUDENT SURVEY

- The average rate (95.3%) of all students reporting they feel safe (95.59%), included (Belonged 93.55%) and welcomed (Proud to be at TT 96.77%) at Tri-Tech is as of Spring of 2024 to an average of these three factors to at least 96.3% by the end of the 2025 school year as reflected in the KSD Student Survey.

ACTION PLAN- SAFETY AND BELONGING

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Increase the number of students taking the safety survey to 100% of the enrolled students attending the day of the survey is deployed.	Increasing the number of participants will help obtain a better picture of student perception.	Spring 2025	KSD Student Safety Survey	Site Council will share the results at staff meetings.
2					
3					

DISTRICT INDICATOR: % INCLUSION RATE FOR STUDENTS WITH IEPS

- TARGET: % is increasing by $\geq 3\%$ each year over the next four years

BUILDING GOAL- % INCLUSION RATE FOR STUDENTS WITH IEPS

- The inclusion rate at Tri-Tech is 100%

ACTION PLAN- INCLUSION OF STUDENTS

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1					
2					
3					

GROWTH AND PROFICIENCY

Tri-Tech

DISTRICT INDICATOR- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- **TARGET: % increase of students earning As and Bs semester 1 and semester 2 by $\geq 1.5\%$ each year**

BUILDING GOAL- STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

- **The number of students earning a B (85%) or better semester 1 and 2 at Tri-Tech will increase by 1% by the end of the 2024- 2025 school year as compared to 2023-2024 grade data by implementing the actions/activities/strategies outlined below.**

ACTION PLAN-STUDENTS ON TRACK TO GRADUATE AND CREDIT ACQUISITION

	Actions/Activities/Strategies	Research to support actions/activities	Timeline	Resources	How will progress be monitored and communicated?
1	Staff will emphasize high expectations and skill attainment with a focus on earning B (85%) and eligibility for college credit.	John Hattie's work in Visible Learning and high effect size strategies.	2024-2025	Instructional staff	S1 and S2 grade reporting and sharing at staff meetings.
2	Bi-weekly grade monitoring.	Data driven decision making.	2024-2025	Front office staff	Weekly grade monitoring and reporting at staff meetings.
3	Explore developing a recognition for students earning a B or better at the end of the year or certification.	Celebration of student success.	2024-2025	Site Council	Site council meetings and sharing at staff meetings.

Family & Community Engagement Plan

Each of the twenty programs at Tri-Tech has an Advisory Committee consisting of business representation, industry, education, labor organizations, special populations, community, government, students, parents and teachers. Most of these members share a working knowledge of the job tasks and competencies required for related occupations, related labor market needs and courses necessary to meet these needs.

The committee provides advice in the design, development, delivery, evaluation and continuous improvement of Career and Technical Education programs.

The committee meets on a regular basis (typically three times a year) and minutes are on file in the TAEC office.

In addition, Tri-Tech is guided by the General Advisory Council (GAC). The GAC provides direction and guidance to administrators and governing boards for the entire Career and Technical Education program offered by a district or institution.

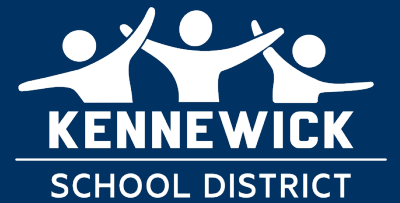


Board Meeting Presentation Overview
Date: October 23, 2024

Topic	Enrollment Update														
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Enrollment Update

October 23, 2024



Topic Overview

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Kennewick School District #17

October Student Enrollment Headcount

Student Headcount	Oct 1, 2019	Oct 1, 2020	Oct 1, 2021	Oct 1, 2022	Oct 1, 2023	Oct 1, 2024	
Elementary	8,682	8,176	8,271	8,300	8,202	8,243	<i>District is paid based on student FTE, focus for budgeting is on student FTE.</i>
Middle School	4,494	4,383	4,208	4,247	4,260	4,312	
High School	5,947	6,018	6,073	6,316	6,510	6,466	
Running Start Only	173	163	127	142	170	189	
Open Doors	33	29	32	53	83	126	
Total Student Headcount	19,329	18,769	18,711	19,058	19,225	19,336	

Kennewick School District #17

October Student Enrollment FTE



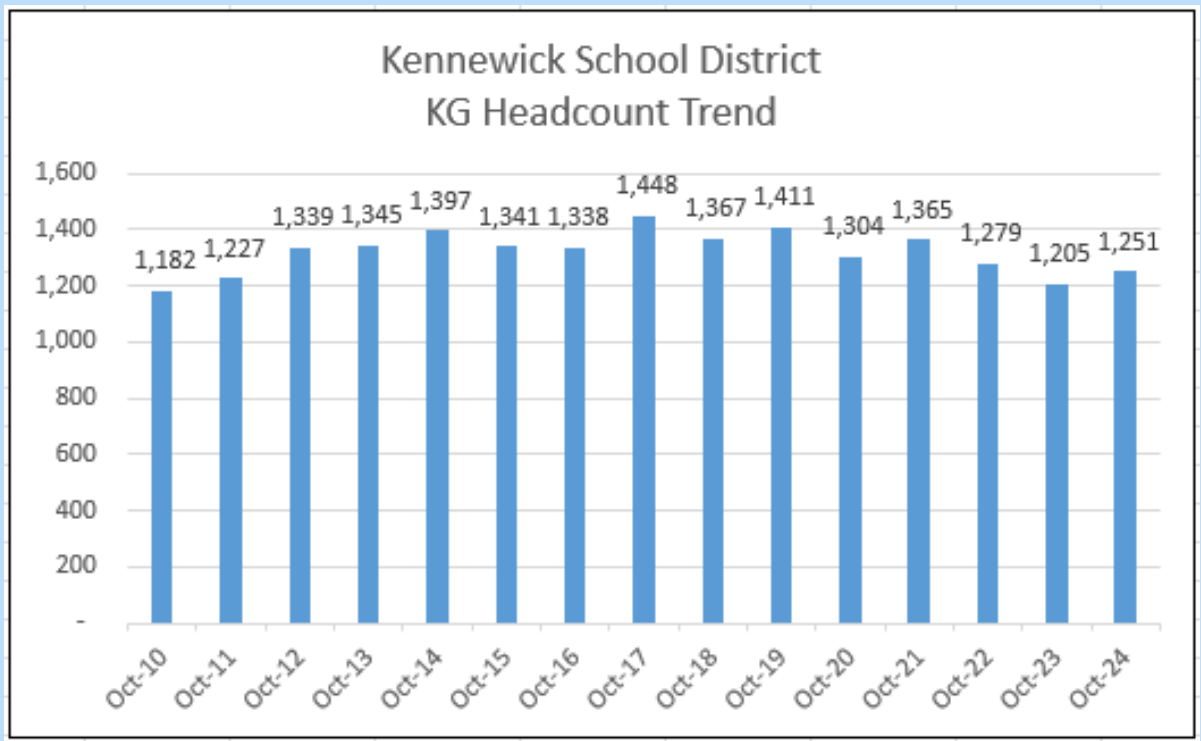
Grade Span/Program	Oct 1, 2019 FTE	Oct 1, 2020 FTE	Oct 1, 2021 FTE	Oct 1, 2022 FTE	Oct 1, 2023 FTE	Oct 1 2024 FTE	Change From Prior Yr
Elementary	8,480	7,871	7,861	8,045	7,935	7,948	13
MCP Elementary	158	236	354	174	184	216	32
MCP Online Elementary	-	-	-	32	39	32	(7)
Elementary	8,638	8,107	8,215	8,251	8,158	8,196	38
Middle School	4,197	4,083	3,815	3,905	3,959	4,007	48
Middle School CTE	170	149	159	152	134	130	(4)
MCP Middle School	104	125	217	106	101	109	8
MCP Online Middle School	-	-	-	63	50	43	(7)
Middle School	4,471	4,357	4,191	4,226	4,244	4,289	45
High School	3,813	3,890	3,820	3,882	4,002	3,890	(112)
High School CTE	842	863	987	929	973	999	26
MCP High School	45	65	56	55	68	73	5
Phoenix	59	53	45	56	54	60	6
Endeavor Online	40	38	109	174	124	89	(35)
Legacy 9th - 12th	99	84	156	128	115	104	(11)
High School	4,898	4,993	5,173	5,224	5,336	5,215	(121)
Subtotal Prior to Tri Tech	18,007	17,457	17,579	17,701	17,738	17,700	(38)
Tri Tech	478	508	442	546	536	619	83
Total W/out R-Start/Open Doors	18,485	17,965	18,021	18,247	18,274	18,319	45
CBC Academy	19	11	21	14	24	19	(5)
Running Start	410	376	296	360	452	453	1
Open Doors (CBC & ESD)	28	29	32	53	83	126	43
Total Student FTE	18,942	18,381	18,370	18,674	18,833	18,917	84
<i>MCP Program Enrollment Included Above</i>							
MCP Home School	307	426	627	335	353	398	45
MCP Online	-	-	-	95	89	75	(14)
MCP Total Enrollment	307	426	627	430	442	473	31

Kennewick School District #17
October Student FTE



School Name	Oct 1, 2023 FTE	Oct 1 2024 FTE	Change From Prior Yr
Amistad	620	641	21
Amon Creek	755	590	(165)
Canyon View	369	350	(19)
Cascade	540	512	(28)
Cottonwood	450	473	23
Eastgate	484	468	(16)
Edison	342	381	39
Fuerza	597	636	39
Hawthorne	459	422	(37)
Lincoln	402	435	33
Ridge View	321	475	154
Sage Crest	652	514	(138)
Southgate	420	420	-
Sunset View	362	411	49
Vista	336	406	70
Washington	393	387	(6)
Westgate	433	427	(6)
Elementary	7,935	7,948	13
Desert Hills MS	895	903	8
Chinook	924	951	27
Highlands MS	728	744	16
Park MS	686	686	-
Horse Heaven Hills MS	851	853	2
Legacy	9	-	(9)
Middle School	4,093	4,137	44
Kamiakin High	1,696	1,707	11
Kennewick High	1,797	1,757	(40)
Southridge High	1,482	1,425	(57)
Phoenix High	54	60	6
Endeavor High School	124	89	(35)
Legacy	115	104	(11)
High School	5,268	5,142	(126)
Mid-Columbia Parent & MCP Online	442	473	31
Subtotal Prior to Tri Tech	17,738	17,700	(38)
TriTech FTE	536	619	83
Total Prior To Pass Through FTE	18,274	18,319	45
<i>Boundary Change To Increase Enrollment</i>			
<i>Boundary Change To Decrease Enrollment</i>			

Kennewick School District									
June 2024 to Oct 2024 Increase/(Decrease) In Headcount									
	KG	1st	2nd	3rd	4th	5th	6th	7th	8th
Jun-24	1,229	1,346	1,456	1,420	1,439	1,393	1,448	1,451	1,379
Oct-24	1,251	1,275	1,361	1,470	1,436	1,450	1,388	1,456	1,468
New Students		46	15	14	16	11	(5)	8	17



	KG	1st	2nd	3rd	4th	5th	6th	7th	8th
Student FTE 10/01/2024	1,242	1,267	1,354	1,462	1,429	1,441	1,377	1,449	1,463
Budget	1,180	1,213	1,338	1,462	1,422	1,436	1,382	1,440	1,462
Over/(Under Budget)	62	54	16	-	7	5	(5)	9	1

Enrollment Summary Projected vs Budget

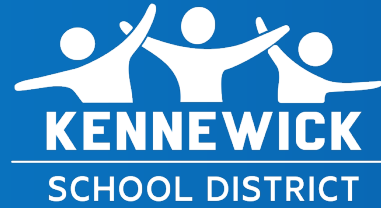


Grade Level	Oct 1,	Oct 1	Budget	24-25	Over/	Prelim projection for 2024-25 school year average student FTE
	2023 FTE	2024 FTE	24-25	Projected Avg	(Under) Budget	
Elementary	8,158	8,196	8,051	8,204	153	Elem 24-25 avg project > budget by at least 153 FTE = +\$1.61M
Middle School	4,244	4,289	4,284	4,280	(4)	Middle school counts generally do not change much from Sept.
High School	5,336	5,215	5,105	5,065	(40)	Basic Ed/ALE (75FTE) = (\$750K) CTE +35FTE = +\$350K
Subtotal Prior to Tri Tech	17,738	17,700	17,440	17,549	109	Project student FTE enrollment to exceed 2024-25 budget by 148
Tri Tech	536	619	525	591	66	Tri Tech school yr avg +66FTE = +\$750K
Total W/out R-Start/Open Doors	18,274	18,319	17,965	18,140	175	Revenue > Budget = + \$1.61M Elem (\$750K High School) +\$350K CTE +\$750K Tri Tech = +\$1.96M
CBC Academy	24	19	20	20	-	Student FTE funding is passed through for these programs. Increased enrollment = more funding to CBC, Running Start, etc. Enrollment > Budget = +\$450K to CBC & ESD
Running Start	452	453	430	430	-	
Open Doors (CBC & ESD)	83	126	80	125	45	
Total Student FTE	18,833	18,917	18,495	18,715	220	

Upcoming Financial Presentations

December 11, 2024

- 2023-24 Financial Re-Cap
- 2024-25 Updated Financial Projections



Board Member Questions/Comments





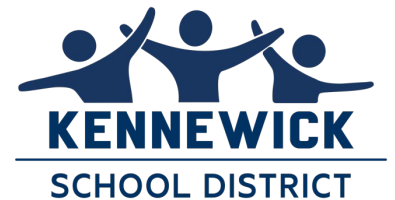
Board Meeting Presentation Overview

Date: October 23, 2024

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Highly Capable Program: Cluster Model and Middle School Update

October 23, 2024



Topic Overview

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Key Considerations for Board Discussion	<ul style="list-style-type: none"> N/A 															
Next Steps	<ul style="list-style-type: none"> N/A 															

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.



STUDENTS

GOAL: 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

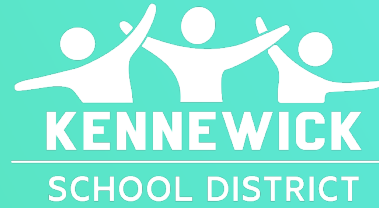
- Strengthen inclusionary practices and implementation of high leverage practices for students with disabilities.

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 [View 2023-24 results at www.ksd.org/strategicplan](http://www.ksd.org/strategicplan)

- 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.



Presentation Outline



Improvement
Efforts



Cluster Model Update
Middle School Update



Improvement
Efforts

- Brief Review
- Highly Capable Screener Implementation
- 2024-25 Program Model/Continuum of Services
- Current Data
- After School Enrichment Opportunities

2022-23 and 2023-24 Strategic Objectives

District

GOAL: 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.

2022-23 Annual Objectives

Future Facilities Planning

- We will continue to implement the 2019 voter-approved bond program, ensuring construction projects are completed on time and on budget.
 - Completed projects include Kennewick High School, Amistad Elementary, and expansions at Kamiakin High School and Southridge High School.
 - Ridge View Elementary construction began in June 2022. The school is being replaced and expanded to 30 classrooms.
- We will continue to assess enrollment and capacity needs, updating our 10-Year Capital Facilities Plan to ensure we have property and school facilities to serve students and families now and in the future.
- We will conduct a boundary review study and process to determine if school boundaries need to be adjusted to balance enrollment between elementary schools.
- We work with our Long-Term Facility Planning Committee and Executive Committee to plan for future bond measures to replace aging facilities and build new schools as needed for enrollment.

Future Facilities Planning

- We will determine a path forward for our Educational Programs & Operations Levy.
 - We will use federal Elementary and Secondary School Emergency Relief (ESSER) funding and existing fund balance to continue to fund important programs and staff for the 2022-23 school year.
 - We will implement \$5 million in budget reductions for the 2022-23 school year.
- We will continue to maintain a long-term budget strategy to align revenue and expenditures and ensure good stewardship of public funds.

Continuous Improvement, Transparency, and Strategic Planning

- We will place board policies and procedures on a regular review cycle, ensuring that policies remain up-to-date and consistent with practice and law.
- We will place district programs on a regular review cycle to assess effectiveness, efficiency and fiscal accountability and determine areas for improvement.
- We will continue to update our Strategic Plan each fall. The Strategic Plan and our District Performance Indicators and Targets – Annual Report, will continue to be posted on our district website.
- We will continue to publish an Annual Community Report in January.

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.

2023-24 Annual Objectives

Support for Student Learning

- Provide high dosage online tutoring services for students and on-demand 24/7 on demand homework help for high school students through Varsity Tutors.
- Conduct universal screening assessments for elementary students to identify students who may qualify for highly capable program placement.

Curriculum and Instruction

- Conduct curriculum review, instructional materials assessment, and adoption for K-5 mathematics.
- Review and update district Literacy Plan.
- Conduct curriculum review for K-5 English Language Arts (ELA).
- Conduct curriculum review and instructional materials/equipment assessment for visual and performing arts.
- Implement new middle school arts [requirement](#) to ensure every student receives instruction in at least one arts discipline throughout grades K-8.
- Restructure district curriculum review and instructional materials timeline and process.

Programs

- Conduct reviews of the district Career and Technical Education program.
- Conduct review of the district's Alternative Learning program.
- Provide training, resources, and support for schools and teachers to strengthen and expand inclusionary practices and access to general education curriculum for students with IEPs.

Student Academic Progress and Growth

- Develop and implement strategies for continuing to convey high expectations and accountability for student academic achievement and performance.
- Develop data reports and provide training for administrators in [use](#) of Unified Insights data warehouse/dashboard.
- [Review and update](#) district [performance indicators](#) and [student growth](#) and [proficiency targets](#).
- Conduct assessment pilot study comparing use of Star and MAP district assessments.
- Refine school improvement plan requirements, timelines, and templates to align with district improvement plans, and continue to celebrate and recognize schools for progress toward goals.

Performance Indicators and Targets

[View 2022-23 Results](#)

Highly Capable-Definitions

PDF WAC 392-170-035

Definition—Students who are highly capable.

As used in this chapter, highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes according to chapters **28A.640** and **28A.642** RCW.

[Statutory Authority: Chapter **28A.185** RCW. WSR 13-07-020, § 392-170-035, filed 3/12/13, effective 4/12/13; WSR 98-12-002 (Order 98-07), § 392-170-035, filed 5/20/98, effective 6/20/98. Statutory Authority: Chapter **28A.16** RCW. WSR 84-14-037 (Order 84-20), § 392-170-035, filed 6/28/84.]

PDF WAC 392-170-036

Definition—Learning characteristics.

As used in this chapter, the term learning characteristics means that students who are highly capable may possess, but are not limited to, these learning characteristics:

- (1) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
- (2) Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
- (3) Creative ability to make unusual connections among ideas and concepts;
- (4) Ability to learn quickly in their area(s) of intellectual strength; and
- (5) Capacity for intense concentration and/or focus.

[Statutory Authority: Chapter **28A.185** RCW. WSR 13-07-020, § 392-170-036, filed 3/12/13, effective 4/12/13; WSR 98-12-002 (Order 98-07), § 392-170-036, filed 5/20/98, effective 6/20/98.]

PDF WAC 392-170-078

Program services.

Districts shall make a variety of appropriate program services available to students who participate in the district's program for highly capable students. Once services are started, a continuum of services shall be provided to the student from K-12. Districts shall periodically review services for each student to ensure that the services are appropriate.

[Statutory Authority: Chapter **28A.185** RCW. WSR 13-07-020, § 392-170-078, filed 3/12/13, effective 4/12/13. Statutory Authority: RCW **28A.300.070**. WSR 06-18-105, § 392-170-078, filed 9/6/06, effective 10/7/06. Statutory Authority: Chapter **28A.185** RCW. WSR 98-12-002 (Order 98-07), § 392-170-078, filed 5/20/98, effective 6/20/98.]

Program Review Recommendations/Actions

Recommendation #1	Recommendation #2	Recommendation #3
<p>Investigate root causes of inequities between the Hi-Cap program models</p>	<p>Improve communication and screening processes to ensure greater familiarity with the programs and to help to increase diversity among program participants</p>	<p>Increase opportunities for staff collaboration</p>
<ul style="list-style-type: none"> • 2023-24: Working with building principals on delivery models and professional development • 2024-25: Shifting to during the school day services for all identified elementary Hi-Cap students; Young Scholars will become an afterschool activity open to all 	<ul style="list-style-type: none"> • 2023-24: Implementing universal screener • 2023-2024: Updating screening process and criteria to include multiple measures and a data review process • 2023-24: Updating website with clear timelines and processes for families 	<ul style="list-style-type: none"> • 2023-2024: Holding monthly meetings with highly capable teachers from across the district • 2023-2024: Providing professional development for teachers on best practices for highly capable students

Previous Program Model

	Kennewick's Opportunities for the Gifted (KOG)	Small Group Pull-Out	After School Young Scholars
Program	<ul style="list-style-type: none"> Located at Vista Elementary Serves qualified students from across the district in grades 3-5 in full-time Highly Capable classrooms 	<ul style="list-style-type: none"> Located at Amon Creek, Cottonwood, Ridge view and Sage Crest Elementaries Serves students at those schools performing at high levels in math and/or reading (daily/30 minutes) 	<ul style="list-style-type: none"> Located at Amistad, Canyon View, Cascade, Eastgate, Fuerza, Hawthorne, Lincoln, Southgate, Sunset View, Vista, Washington and Westgate Serves qualified students in a once-a-week afterschool STEM program.
Students Served <i>School Year 2022-2023</i>	73 students	124 students	170 students
Students Served <i>School Year 2023-2024 (preliminary)</i>	85 students	129 students	134 students

2023-24: Universal Screener Implementation

S5072: Advancing equity in programs for highly capable students

- Requires school districts to conduct universal screenings to find students who may qualify for potential highly capable program placement. Each district must select a grade level to implement universal screening procedures for each student, but must occur once in or before 2nd grade, and again in or before 6th grade. Screenings or additional assessments must be conducted within the school day at the school the student attends, except that school districts, on a case-by-case basis and with the consent of the parent/guardian, may offer a student screenings or additional assessment opportunities during the summer, outside of school hours, or at an alternative site.
- Referrals must be available for all grade levels not being universally screened, and may be submitted by teachers, other staff, parents, students, and members of the community.

2023-24: Universal Screener Implementation

	Students qualifying in 2023-2024	Students qualifying 2021-2022
2 nd Grade	94 of 1291 Using Cognitive Abilities Test (CogAT)	63** Using Naglieri Nonverbal Ability Test (NNAT)
5 th Grade	106 of 1246 Using CogAT	3 ** Using NNAT

Note: Data for school year 2022-2023 is not shown due to incomplete data as a result of unforeseen mid year staffing changes

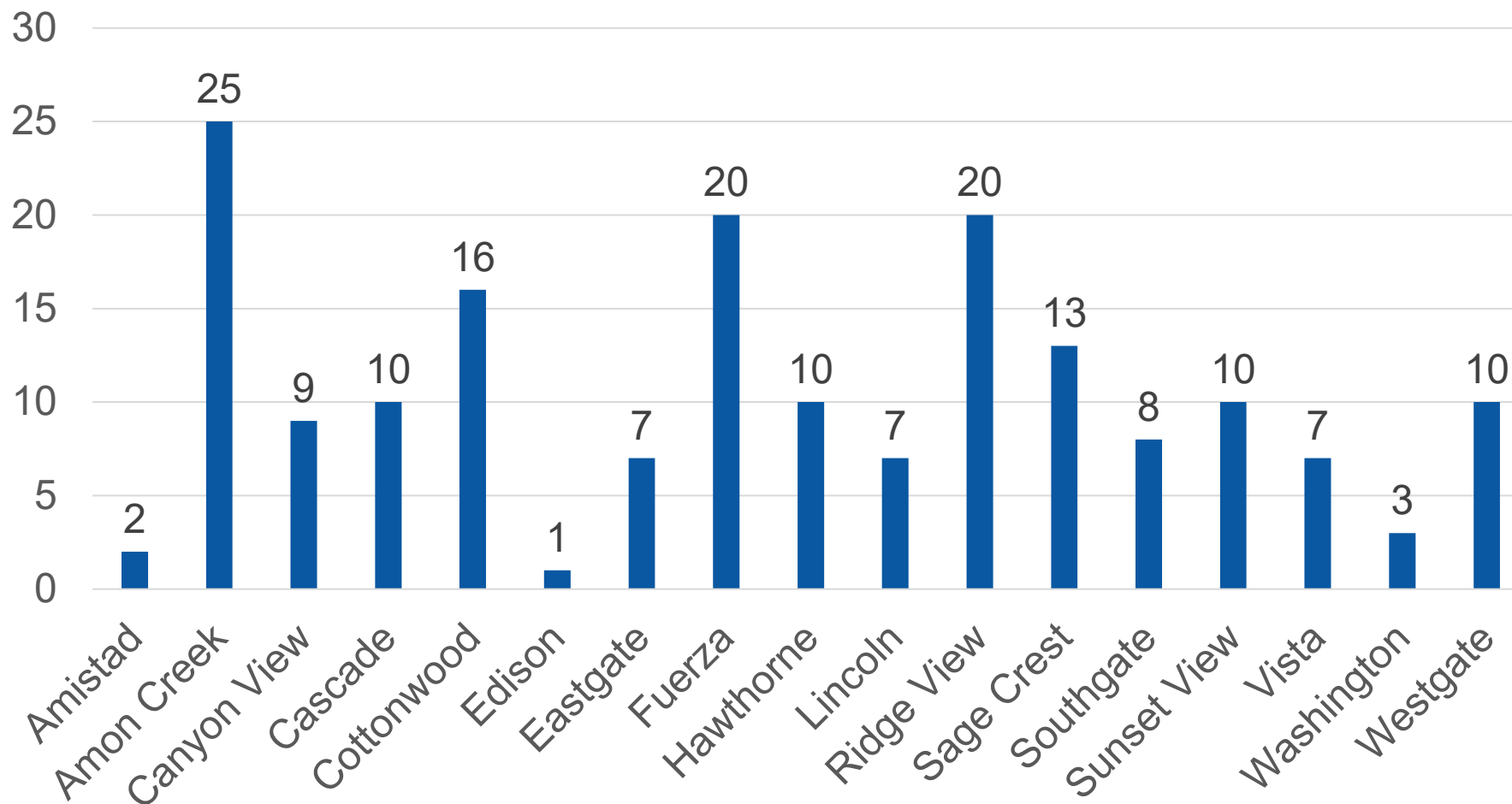
**In the 2021-2022 school year, all schools were using a universal screener in 2nd grade only except for Amon Creek, Cottonwood, Sage Crest, and Ridge View

2024-25: Program Model and Continuum of Services

Grades 3-5 Highly Capable Cluster Model	Grades 3-5 Kennewick Opportunities for the Gifted (KOG)	Grades 6-8	Grade 9-12
<ul style="list-style-type: none"> • All elementaries with qualified students • Targeted groupings of students • Differentiated Instruction • Teacher Support 	<ul style="list-style-type: none"> • Located at Vista Elementary • Serves qualified 3-5 students from across the district in a full-time Highly Capable self-contained classrooms 	<ul style="list-style-type: none"> • Advanced Courses-a course that is above the typical course for a grade level • Accelerated or “Honors” course-a course that covers more materials at a faster rate than the typical course 	<ul style="list-style-type: none"> • Advanced Placement (AP) • International Baccalaureate (IB) • College in the High School • Honors Courses

Current Data

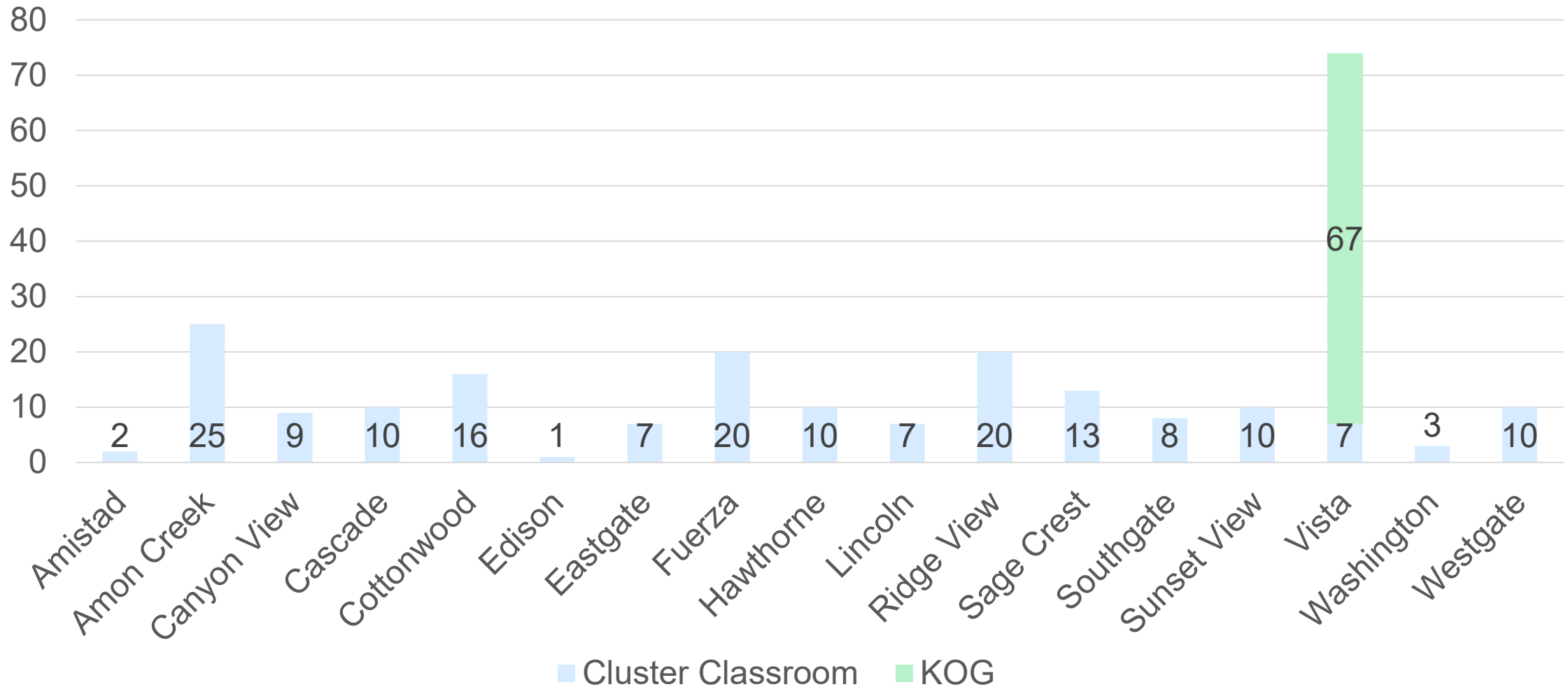
Current Cluster Classroom Population
by School 2024-2025



- 178 students receiving highly capable services during the school day
- Increase from 129 last year (small group pull-out)
- Available at all schools

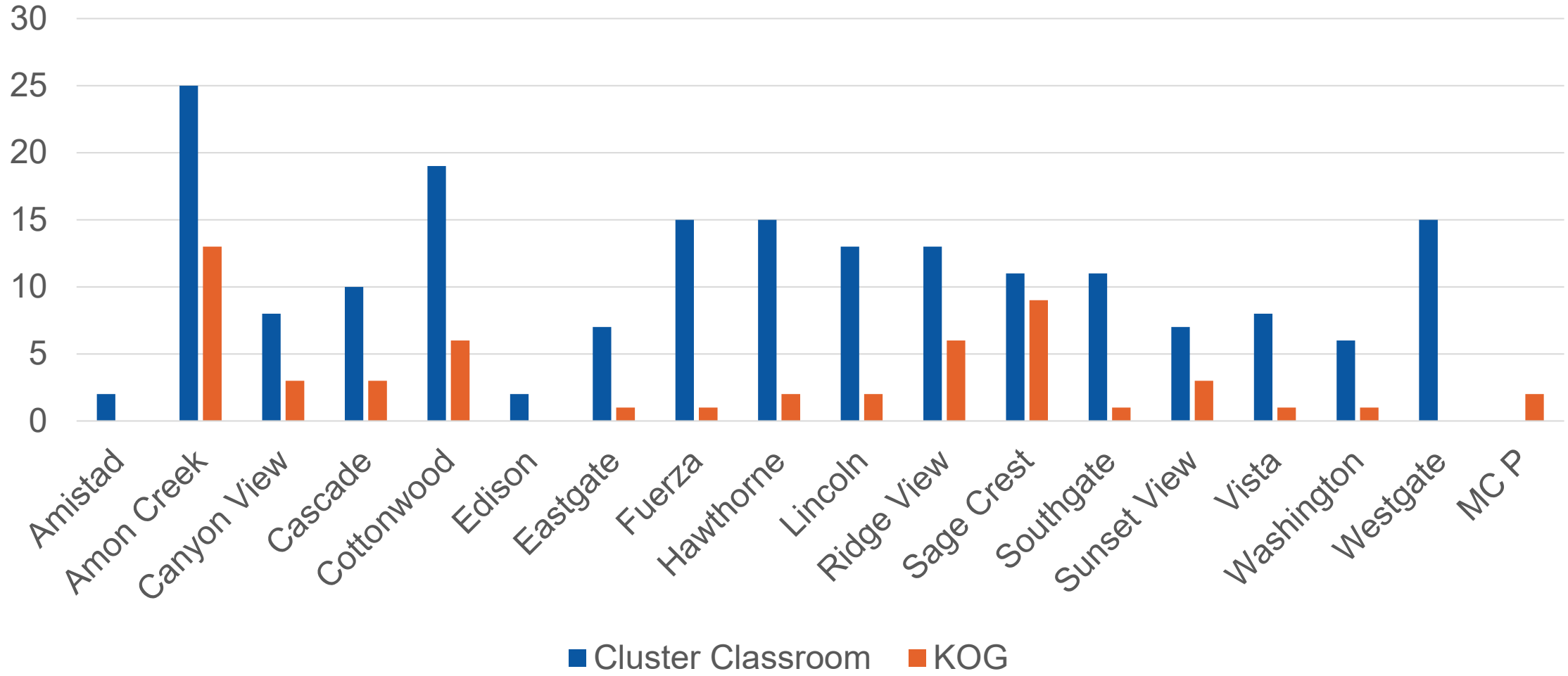
Current Data

Highly Capable Population by School and Program



Current Data

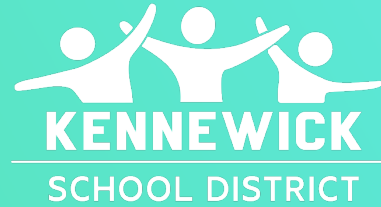
Newly Identified Students by School



- *Highly capable students qualified for services at every elementary school*
- *Students qualified for KOG services from all but 3 schools*

Afterschool Enrichment Opportunities

Destination Imagination	Math is Cool
<p><u>Elementary Schools</u></p> <ul style="list-style-type: none">• Cascade• Cottonwood• Eastgate• Fuerza• MCP• Ridge View• Vista <p><u>Middle Schools</u></p> <ul style="list-style-type: none">• Chinook• MCP• Park <p><u>High Schools</u></p> <ul style="list-style-type: none">• Kamiakin• Kennewick	<p><u>Elementary Schools</u></p> <ul style="list-style-type: none">• Amistad• Amon Creek• Cottonwood• Hawthorne• Vista• Washington <p><u>Middle Schools</u></p> <ul style="list-style-type: none">• Desert Hills <p><u>High Schools</u></p> <ul style="list-style-type: none">• Kamiakin• Southridge



Cluster Model Update
Middle School Update

- K-5 Cluster Model Teaching Strategies
- 6-8 Advanced and Accelerated Courses

Cluster Classrooms



Currently serving 178 students



59 cluster classroom teachers



Monthly professional development opportunities on research-based differentiation strategies



Summer cluster classroom workshop presented by Whitworth University



K-12 Highly Capable Specialist providing support to teachers



Highly Capable Specialist

- Strengthening highly capable services
- Serving as a resource for teachers and parents
- Overseeing the qualification process

Teaching Strategy: Hexagonal Thinking

- **Visual Concept Mapping:** Hexagonal thinking uses hexagons to help students organize and connect ideas visually.
- **Interactive and Collaborative:** Students write key concepts on hexagons and connect related ideas, fostering discussion and deeper analysis.
- **Flexible and Dynamic:** Hexagons can be rearranged to show new connections, making it ideal for exploring complex topics.



Management Strategy: Flexible Grouping

- **Pre-assessments:** Students are allowed to “step out” of a lesson if they show mastery of skills and standards on pre-assessment.
- **Enrichment Activities:** Students are performing an error analysis on various types of data representations.
- **Acceleration:** Along with enrichment tasks, students move at a quicker pace through the curriculum.



Highly Capable Program Review

- Updating the Middle School Math Pathways to includes Honors Algebra and Honors Geometry aligns with WAC highly capable definitions:
 - Advanced academic levels
 - Ability to learn quickly
 - Continuation of highly capable services from elementary school



Middle School Math Courses and Criteria

Instruction should be focused on the standards and use board adopted instructional materials as the resource.

6th Grade

Math 6
Core Resource: [enVisions 6th](#)
Standards Domain Clusters:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistic and Probability

Placement Criteria:

- Under the 80th percentile on the MAP or Star, teacher recommendation, L3 SBA or below

Math 7
Core Resource: [enVisions 7th](#)
Standards Domain Clusters:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistic and Probability.

Placement Criteria:

- At or above the 81st to 94th percentile on the MAP or Star, teacher recommendation, L3 or L4 SBA

Pre-Algebra
Core Resource: [enVisions 8th](#)
Standards Domain Clusters:

- The Number System
- Expressions and Equations
- Functions
- Geometry
- Statistic and Probability

Placement Criteria:

- At or above the 95th percentile on the MAP or Star, teacher recommendation, L4 SBA, KOG, HiCap, or Young Scholars

7th Grade

Math 7
Core Resource: [enVisions 7th](#)
Standards Domain Clusters:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistic and Probability

Placement Criteria:

- Under the 80th percentile on the MAP or Star, teacher recommendation, L3 SBA or below

Pre-Algebra
Core Resource: [enVisions 8th](#)
Standards Domain Clusters:

- The Number System
- Expressions and Equations
- Functions
- Geometry
- Statistic and Probability

Placement Criteria:

- At or above the 81st to 89th percentile on the MAP or Star, teacher recommendation, L3 or L4 SBA

Algebra 1/2
Core Resource: [Glencoe Algebra 1](#)
Standards Domain Clusters:

- Linear functions, equations, and inequalities
- Systems of Linear Equations
- Quadratic expressions, equations, and functions
- Intro to Exponential functions

Placement Criteria:

- 90th - 94th percentile on the MAP or Star, teacher recommendation, Scored As and Bs in 6th grade, L3 or L4 SBA, Algebra

Honors Algebra 1/2
Core Resource: [Glencoe Algebra 1](#)
Standards Domain Clusters:

- Linear functions, equations, and inequalities
- Systems of Linear Equations
- Quadratic expressions, equations, and functions
- Quadratic expressions, equations, and functions
- Radical functions
- Probability and Statistics

Pace is faster and some topics will be covered at a greater depth.

Placement Criteria:

- At or above the 95th percentile on the MAP or Star, teacher recommendation, Scored As and Bs in 6th grade, L4 SBA, Algebra screener

8th Grade

Pre-Algebra
Core Resource: [enVisions 8th](#)
Standards Domain Clusters:

- The Number System
- Expressions and Equations
- Functions
- Geometry
- Statistic and Probability

Placement Criteria:

- Under the 80th percentile on the MAP or Star, teacher recommendation, L3 SBA or below

Algebra 1/2
Core Resource: [Glencoe Algebra 1](#)
Standards Domain Clusters:

- Linear functions, equations, and inequalities
- Systems of Linear Equations
- Quadratic expressions, equations, and functions
- Intro to Exponential functions

Placement Criteria:

- At or above the 80th - 89th percentile on the MAP or Star, teacher recommendation L3 or L4 SBA, Algebra screener

Honors Algebra 1/2
Core Resource: [Glencoe Algebra 1](#)
Standards Domain Clusters:

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- Radical functions
- Probability and Statistics

Pace is faster and some topics will be covered at a greater depth.

Placement Criteria:

- At or above the 90th - 95th percentile on the MAP or Star, teacher recommendation L3 or L4 SBA, Algebra screener

Geometry 1/2
Core Resource: [Glencoe Geometry](#)
Standards Domain Clusters:

- Congruence
- Similarity, Right Triangles, and Trigonometry
- Circles
- Expressing Geometric Properties with Equations
- Geometric Measurement and Dimension

Placement Criteria:

- Successful completion of Algebra 1 in 7th grade, L3 or L4 SBA

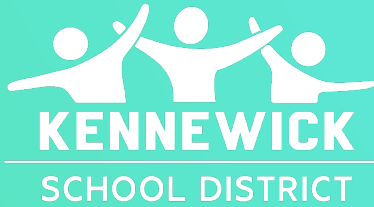
Honors Geometry 1/2
Core Resource: [Glencoe Geometry](#)
Standards Domain Clusters:

- Congruence
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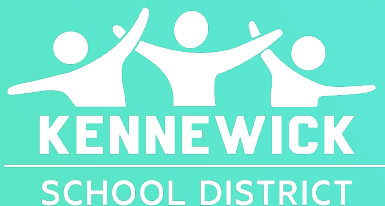
Placement Criteria:

- Successful completion of Algebra 1 in 7th grade, L4 SBA



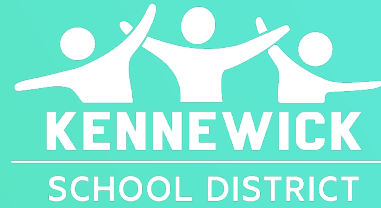
Middle School Honors Math Updates

	Chinook	Desert Hills	Highlands	Horse Heaven Hills	Park
Honors Algebra 1 & 2	One Section 26 students	Two Sections 68 students	One Section 15 students		
Honors Geometry	12 students (at high school campus)	One Section 22 students	1 student (at high school campus)	9 students (at high school campus)	
Honors Algebra 3 & 4		5 students (at high school campus)			



Middle School Honors English Language Arts (ELA) Updates

	Chinook	Desert Hills	Highlands	Horse Heaven Hills	Park
6 th grade Honors ELA	Three sections 88 students	Two sections 53 students	One section 22 students	Two sections 51 students	One section 20 students
7 th grade Honors ELA	Three sections 88 students	Two sections 64 students	Two sections 51 students	Two sections 58 students	One section 27 students
8 th grade Honors ELA	Three sections 90 students	Two sections 60 students	Two sections 51 students	Two sections 59 sections	One section 33 students



Board Member Questions/Comments

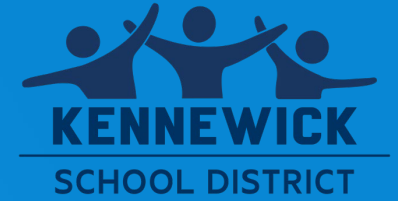




Board Meeting Presentation Overview

Date: October 23, 2024

Topic	Career and College Readiness and Career and Technical Education														
Strategic Goal Focus	<table border="1" style="width: 100%;"> <tr><td><input type="checkbox"/></td><td>1. All students are safe, known and valued</td></tr> <tr><td><input type="checkbox"/></td><td>2. All students are engaged learners</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>3. All students are ready for their future</td></tr> <tr><td><input type="checkbox"/></td><td>4. All staff members are safe, respected and valued professionals</td></tr> <tr><td><input type="checkbox"/></td><td>5. All community members are important collaborators</td></tr> <tr><td><input type="checkbox"/></td><td>6. All families are key partners</td></tr> <tr><td><input type="checkbox"/></td><td>7. The district is innovative, proactive and accountable</td></tr> </table>	<input type="checkbox"/>	1. All students are safe, known and valued	<input 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 type="checkbox"/>	6. All families are key partners	<input type="checkbox"/>	7. The district is innovative, proactive and accountable
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Rationale for Topic/Purpose of Agenda Item	Several 2024-25 objectives aligned with the goal of “All students are ready for their future” are interconnected in the area college and career readiness and connected to the High School and Beyond Plan. The purpose of this presentation is to share an overview of the work planned for year aligned with the objectives and to seek Board initial input and direction to inform the work.														
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Next Steps	<ul style="list-style-type: none"> An initial recommendation regarding potential options for expanding and/or restructuring the high school day to provide more opportunities for learning and credit earning will be presented for Board consideration in spring 2025. 														



Career and College Readiness and Career and Technical Education

October 23, 2024

Topic Overview

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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.



STUDENTS

SEE LEARNER
PROFILE
Page 11

GOAL: All students are ready for their future

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

2024-25 Annual Objectives

College and 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 all 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 [View 2023-24 results at www.ksd.org/strategicplan](http://www.ksd.org/strategicplan)

- ≥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 ≥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 ≥3% each year over the next three years.
- The % of students graduating in four years and in five years is increasing by ≥1% each year.

Presentation Outline



How can we optimize the High School and Beyond Plan process to realize our mission for every student?

- High School and Beyond Plan: Overview and Purpose
- SchoolLinks Implementation
- Comprehensive School Counseling Program
- Family Hub and Path to Graduation Planner
- Career and Technical Education
- Expanding Opportunities for Learning and Credit Earning

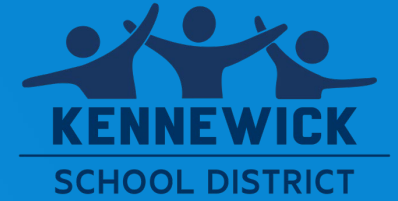
High School and Beyond Plan

- The High School and Beyond Plan (HSBP) is a graduation requirement for every student. It's a **process** for students, parents, and teachers to guide students through high school and think about their future. Plans are personalized and designed to help students set, visualize, and work to achieve goals. A HSBP is one of the three components, along with Credit and Subject Area Requirements, and Graduation Pathway Options, that Washington students must complete to achieve a high school diploma.
- The HSBP helps to bridge the other two components of the Washington diploma: it helps to guide selection of the individual student's courses and graduation pathway option, based on the career and education goals identified in the individual student's plan.



HSBP Requirements

- Identification of career goals aided by a skills and interest assessment.
- Identification of educational goals.
- A four-year plan for courses taken in high school that satisfies state and local graduation requirements and aligns with students' secondary and postsecondary goals that may include education, training, and careers.
- Options for satisfying state and local graduation requirements, taking into account academic acceleration, dual credit courses, Career and Technical Education programs, and graduation pathway options.
- Resume or activity log, that includes the student's education, work experience, and/or community service.
- Evidence that the student has received information on federal and state financial aid programs that help pay for postsecondary programs



SchoolLinks

2024-25 Objective:

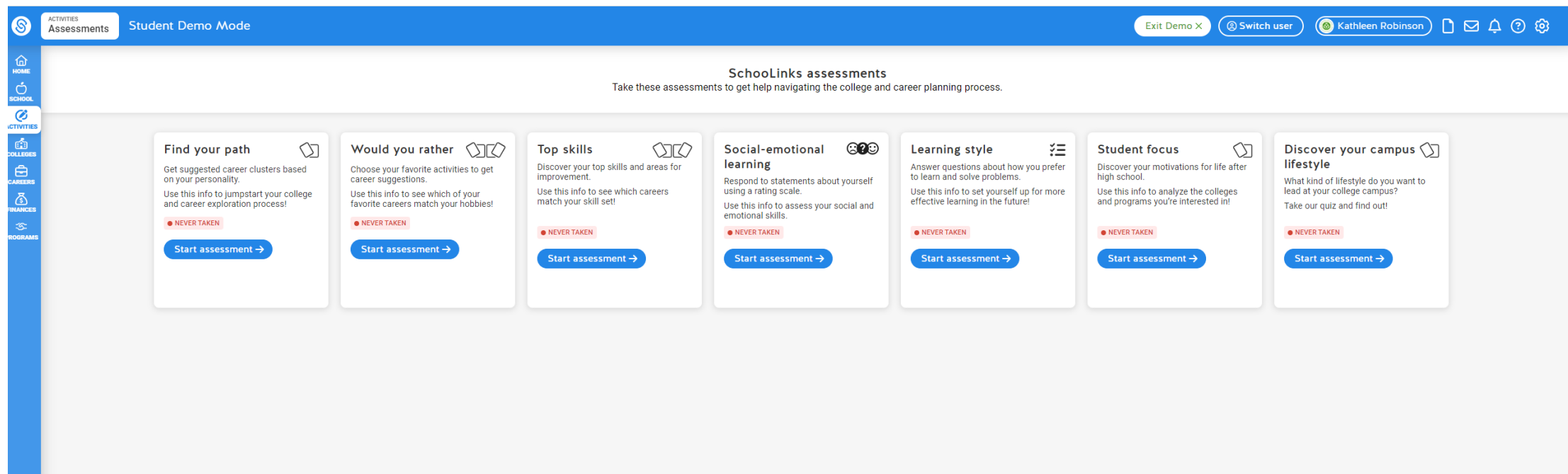
Expand and strengthen implementation of SchoolLinks to support High School and Beyond Plan processes

SchoolLinks



- Increase family communication and awareness
- Engage in statewide efforts and learning
- Enhance student, administrator, teacher, and counselor engagement with the platform

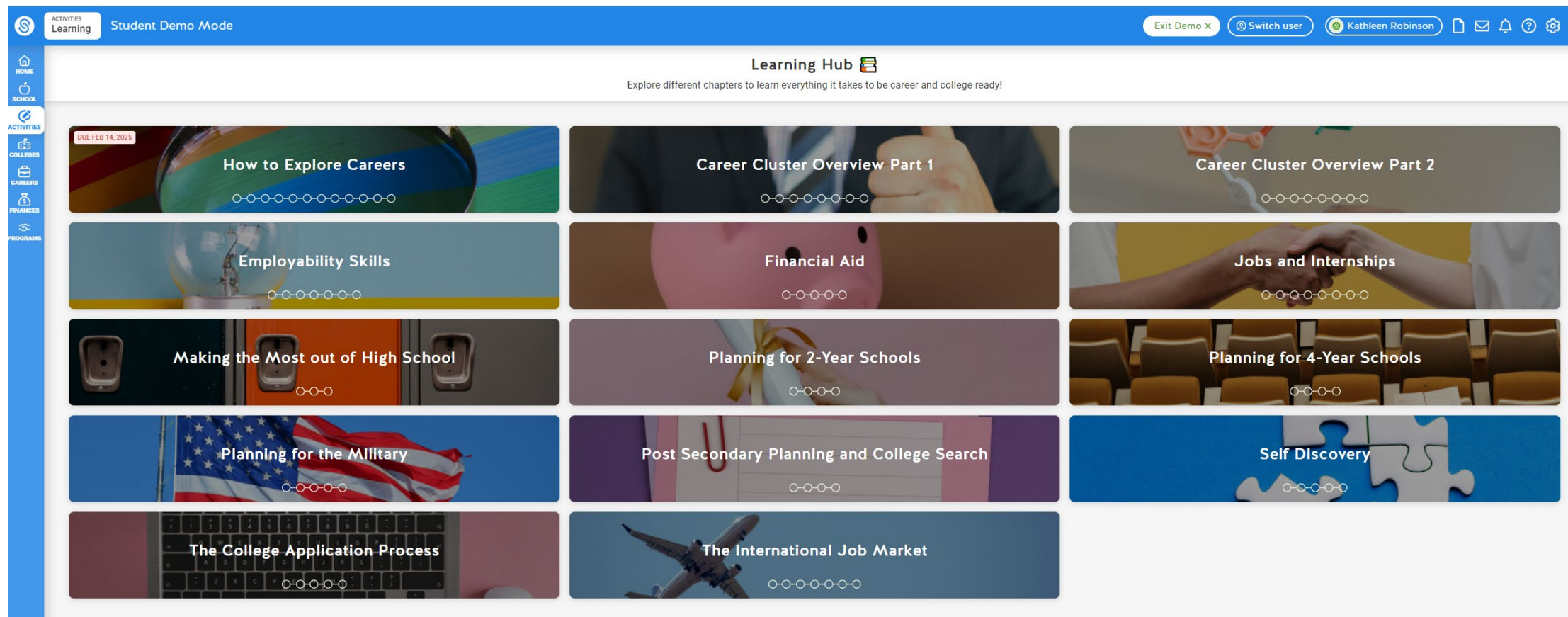
SchoolLinks Overview



The screenshot displays the 'SchoolLinks assessments' interface. At the top, a blue navigation bar contains the 'Assessments' title, 'Student Demo Mode', and user controls including 'Exit Demo X', 'Switch user', and the user name 'Kathleen Robinson'. A vertical sidebar on the left lists navigation options: HOME, SCHOOL, ACTIVITIES, COLLEGES, CAREERS, FINANCES, and PROGRAMS. The main content area is titled 'SchoolLinks assessments' and includes the instruction: 'Take these assessments to get help navigating the college and career planning process.' Below this, seven assessment cards are presented, each with a title, description, 'NEVER TAKEN' status, and a 'Start assessment' button.

Assessment Title	Description	Status
Find your path	Get suggested career clusters based on your personality. Use this info to jumpstart your college and career exploration process!	NEVER TAKEN
Would you rather	Choose your favorite activities to get career suggestions. Use this info to see which of your favorite careers match your hobbies!	NEVER TAKEN
Top skills	Discover your top skills and areas for improvement. Use this info to see which careers match your skill set!	NEVER TAKEN
Social-emotional learning	Respond to statements about yourself using a rating scale. Use this info to assess your social and emotional skills.	NEVER TAKEN
Learning style	Answer questions about how you prefer to learn and solve problems. Use this info to set yourself up for more effective learning in the future!	NEVER TAKEN
Student focus	Discover your motivations for life after high school. Use this info to analyze the colleges and programs you're interested in!	NEVER TAKEN
Discover your campus lifestyle	What kind of lifestyle do you want to lead at your college campus? Take our quiz and find out!	NEVER TAKEN

SchoolLinks Overview



The screenshot displays the SchoolLinks Learning Hub interface. At the top, a blue navigation bar contains the 'ACTIVITIES Learning' logo, 'Student Demo Mode', and user controls including 'Exit Demo X', 'Switch user', and the user name 'Kathleen Robinson'. A vertical sidebar on the left lists navigation options: HOME, SCHOOL, ACTIVITIES, COLLEGES, CAREERS, FINANCES, and PROGRAMS. The main content area is titled 'Learning Hub' with the subtitle 'Explore different chapters to learn everything it takes to be career and college ready!'. Below this, a grid of 17 chapter cards is shown, each with a title, a progress indicator (a row of circles), and a background image. The chapters are: 'How to Explore Careers' (with a 'DUE FEB 14, 2025' badge), 'Career Cluster Overview Part 1', 'Career Cluster Overview Part 2', 'Employability Skills', 'Financial Aid', 'Jobs and Internships', 'Making the Most out of High School', 'Planning for 2-Year Schools', 'Planning for 4-Year Schools', 'Planning for the Military', 'Post Secondary Planning and College Search', 'Self Discovery', 'The College Application Process', and 'The International Job Market'.

ACTIVITIES Learning Student Demo Mode Exit Demo X Switch user Kathleen Robinson

Learning Hub

Explore different chapters to learn everything it takes to be career and college ready!

- How to Explore Careers (DUE FEB 14, 2025)
- Career Cluster Overview Part 1
- Career Cluster Overview Part 2
- Employability Skills
- Financial Aid
- Jobs and Internships
- Making the Most out of High School
- Planning for 2-Year Schools
- Planning for 4-Year Schools
- Planning for the Military
- Post Secondary Planning and College Search
- Self Discovery
- The College Application Process
- The International Job Market

SchoolLinks Overview

COLLEGES School Search Student Demo Mode Exit Demo X Switch user Kathleen Robinson

HOME SCHOOL ACTIVITIES COLLEGES CAREERS FINANCES PROGRAMS

School search Favorites & lists Admission stats Final list College applications Enrollment decision

List Split Map

Filter by School Type 2 Campus Admissions Acceptance Sports Degree Type Other

Washingt Public Private

Sort by Graduation Rate

76 Schools

85.7% Grad Rate

Northwest School of Wooden Boat Building
Port Hadlock, WA | Private

83.5% Grad Rate

Whitman College
Walla Walla, WA | Private

79.8% Grad Rate

Gonzaga University
Spokane, WA | Private

75.1% Grad Rate

Perry Technical Institute
Yakima, WA | Private

73.7% Grad Rate

Academy of Interactive Entertainment
Seattle, WA | Private

71.4% Grad Rate

University of Washington-Seattle Campus
Seattle, WA | Public

69.6% Grad Rate

University of Puget Sound
Tacoma, WA | Private

67.8% Grad Rate

Seattle University
Seattle, WA | Private

65.5% Grad Rate

Whitworth University
Spokane, WA | Private

62.6% Grad Rate

Pacific Lutheran University
Tacoma, WA | Private

61.9% Grad Rate

Northwest University
Kirkland, WA | Private

58.7% Grad Rate

Renton Technical College
Renton, WA | Public

53.0% Grad Rate

Saint Martin's University
Lacey, WA | Private

48.8% Grad Rate

Cornish College of the Arts
Seattle, WA | Private

48.6% Grad Rate

University of Washington-Bothell Campus
Bothell, WA | Public

47.0% Grad Rate

Seattle Pacific University
Seattle, WA | Private

SchoolLinks Overview

SCHOOL VR Workplace Tours Student Demo Mode

Exit Demo X Switch user Kathleen Robinson

VR Workplace Tours

Click on a workplace to see what it's like to work there!

- Photography Studio [See inside →](#)
- Control Room [See inside →](#)
- Research Lab [See inside →](#)
- Airplane Cockpit [See inside →](#)
- Co-working Office [See inside →](#)
- Fire Department [See inside →](#)
- Warehouse Facility [See inside →](#)
- Server Room [See inside →](#)

Local Efforts



Home ■ Students & Families ■ Family HUB

FAMILY HUB

Welcome to the Family HUB developed to help you navigate key aspects of your child's education in the Kennewick School District.

— QUICK LINKS	— GRADUATION, COLLEGE, CAREERS	— LEARNING	— STUDENT SUPPORTS
<ul style="list-style-type: none"> • Boundaries • Busing • Enroll • Meals • Outlook Student Email • ParentSquare and StudentSquare • Pay Fees • Policies and Procedures • PowerSchool • RapidIdentity • Reporting Safety Concerns • Sports Registration & Physicals • Transfers • Transcripts 	<ul style="list-style-type: none"> • ACT and SAT College Entrance Exams • Career & College Counseling • College Planning & Scholarships • Course Catalogs • Graduation Requirements and Post-Secondary Pathways • High School & Beyond Plan 	<ul style="list-style-type: none"> • Advanced High School Programs • Assessments and Testing • Career & Technical Education • Choice School Options • Curriculum • Dual Language • Highly-Capable • Learner Profile • Summer School 	<ul style="list-style-type: none"> • Special Services • Counseling • Migrant and Multilingual • Students In Transition (Homeless) • Medical and Health Plans • Community Resources
<ul style="list-style-type: none"> • Annual Notifications • Preparing for Kindergarten • Language Access in Spanish • ParentSquare Communication • Report Safety Concerns • Volunteering 	<ul style="list-style-type: none"> • Accessing the Website in Spanish • English Spanish • Assistance in Spanish • English Spanish • Online Safety • English Spanish • ParentSquare Introduction • English Spanish • Changing Language • English Spanish • PowerSchool • Logging In 	<ul style="list-style-type: none"> • Air Force JROTC • Career & Technical Education • Dual Language Program • English Spanish • International Baccalaureate Program • Creating a Successful Math Learner • English Spanish • Mid-Columbia Online for Grades K-8 • Professional Learning Communities: Grades K-5 • Professional Learning 	

Local Efforts



Home ■ Students & Families ■ Graduation HUB ■ High School & Beyond Plan

HIGH SCHOOL & BEYOND PLAN

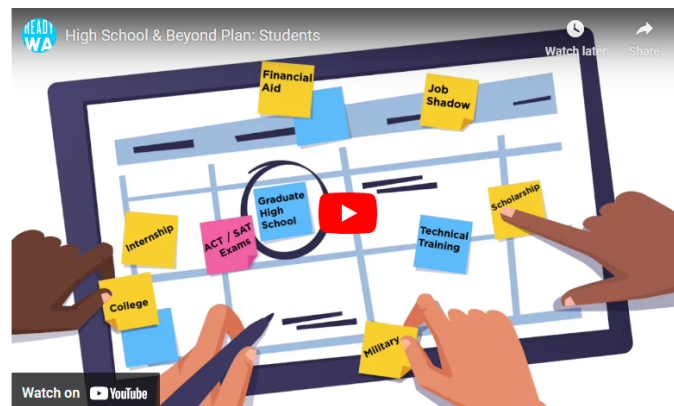
The purpose of the High School and Beyond Plan is to provide students with an opportunity to explore their interests and abilities; select coursework that will best prepare them for their post-secondary goals; and demonstrate preparation for college, careers, and life. Discover how to align coursework with future aspirations and explore the tools that make planning for the future exciting and achievable.

SCHOOLINKS PLANNING TOOL

SchoolLinks is the online platform used by Kennewick School District students to complete their High School and Beyond Plan. Log in by going to [Rapid Identity](#) and clicking on the SchoolLinks icon.

SCHOOL LINKS STEP-BY-STEP DIRECTIONS

- + 7TH GRADE
- + 8TH GRADE
- + 9TH GRADE
- + 10TH GRADE
- + 11TH GRADE
- + 12TH GRADE



- Graduation HUB
 - Graduation Requirements
 - Career & College Counseling Services
 - ACT & SAT College Entrance Exams
 - Advanced High School Programs
 - Air Force Junior ROTC
 - Career & Technical Education (CTE)
 - College Planning & Scholarships
 - Course Catalogs
 - Financial Aid
 - High School & Beyond Plan
 - Jobs
 - Military & ASVAB Exam
 - Seal of Biliteracy
 - Volunteer Opportunities for Students
 - Worksite Learning

Local Efforts



Dear Parent/Guardian

Welcome to the 2024-2025 school year. We want to take a moment to share some information about a **High School Graduation Requirement** that your student will be working on this school year.

What is the High School & Beyond Plan?

The High School and Beyond Plan is a state graduation requirement. Each student, starting in 7th grade, must have a High School and Beyond Plan (HSBP) to guide the student's high school experience and prepare the student for postsecondary education or training and career. Students start their plan in seventh grade and then continue to revise and update their plan throughout high school to accommodate changing interests or educational and career goals.

The High School and Beyond Plan provides students with the opportunity to explore their own skills and interests and discover potential career and educational options. This personalized plan helps to connect career interests with courses and courses with career pathways. The plan helps students identify the steps needed to reach post-secondary goals.

Students will be encouraged to take ownership over their high school experience and choose coursework and activities that are relevant to their goals. The High School and Beyond Plan also provides a means of tracking graduation requirements and entry into post-secondary programs and careers.

How do students create a HSBP?

Students create an online High School and Beyond Plan using the SchoolLinks tool starting in 7th grade. They will continue to revise and update their plan throughout high school to accommodate changing interests or educational and career goals.

Our district utilizes an online High School and Beyond Plan platform called SchoolLinks. Each school year students are assigned different tasks to help them explore their interests and abilities; select coursework that will best prepare them for their post-secondary goals; and demonstrate preparation for college, careers, and life. Required elements include the following:

- an identification of career goals, aided by a skills and interest assessment.
- an identification of educational goals.
- a four-year plan for high school course-taking that fulfills state and local graduation requirements and aligns with the student's career, training, and educational goals.
- options for satisfying state and local graduation requirements, taking into account academic acceleration (RCW 28A.320.195), dual credit courses, Career and Technical Education programs, and graduation pathway options.
- evidence the student has received information on federal and state financial aid programs (including the College Bound Scholarship program) that pay for postsecondary programs.
- and by the end of twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district recognized the community service.

How can parents and guardians support students with their High School & Beyond Plan?

Parents and/or guardians should review their student's high school and beyond plan periodically during their student's 7th-12th grade school year. Please keep your email address up-to-date in PowerSchool with your student's current school. Notifications about how to access your student's high school and beyond plan will be sent via the email on file in PowerSchool.

To learn more about High School and Beyond Plan, other graduation requirements and the SchoolLinks online platform please visit our KSD website at: <https://www.ksd.org/students-families/graduationhub>

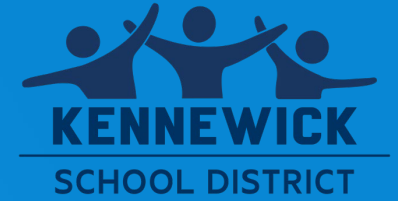
-Career and College Readiness Department, Kennewick School District

Statewide Efforts

Spring 2024: SchoolLinks adopted as the statewide universal platform for HSBP

HSBP Advisory Councils have been developed from interested district, agency, and community partner stakeholders across Washington state. Over 100 council members are meeting September 2024 – May 2025 to inform OSPI development of guidance and support resources for statewide implementation of the universal HSBP platform. The HSBP Advisory Councils include:

- Career & College Readiness Curriculum Development
- Professional Development & Training Planning
- Platform Implementation Planning
- Technology & Student Data Planning
- Community Based Organization Engagement & Planning
- Exploration for Expanding the Platform to 5th Grade



Comprehensive School Counseling Program

2024-25 Objective:

Review implementation of Comprehensive School Counseling Program to assess program alignment with the essential components of academic, career, and social emotional development.

INSTRUCTIONGuidance and Counseling

The district's comprehensive school counseling program (program) will be based on the national model for school counseling and be regularly updated.

At all K-12 levels, the program will support the three domains of school counseling, which are (1) social/emotional development, (2) academic development, and (3) career readiness.

The program will align with the related state and national frameworks and will be systematically aligned to state learning standards. The program will utilize a data driven process to identify students' needs. Data sources will include use of time data, program results data, and data from communications with administrators, parents, students, or other stakeholders.

The program will explain how the district will deliver direct and indirect services. Direct services are in-person interactions between comprehensive school counseling program staff and students that help students improve achievement, attendance, and discipline. Examples of direct services include instruction, appraisal, advisement, and counseling. Indirect services are provided on behalf of students to enhance student achievement and promote equity and access for all students. Examples of indirect services include collaboration, consultation, student advocacy, and referrals. At least 80% of the school counselor's time will be for providing direct and indirect services. Tasks such as coordinating and monitoring student testing, supervising students at lunch and recess, and assuming the duties of other non-counseling staff are not direct or indirect services (RCW [28A.320.610](#)). No more than 20% of the school counselor's time will be spent on program planning and school support activities.

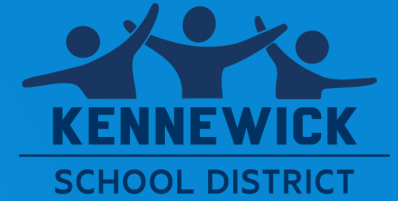
The program will establish an annual program review and program assessment process that is implemented by certified school counselors and other school staff.

**Policy
2140:
Adopted
July 31,
2023**

Comprehensive School Counseling Program



- Clarify and articulate what students and families can expect regarding direct and indirect services, especially in the area of career readiness
- Develop tools to enhance student, counselor, family engagement and communication



Family Hub and Path to Graduation and Beyond Planner

2024-25 Objectives:

Expand Family Hub video library and resources.

Publish a student and family-friendly “Path to Graduation” planner

Get to Know KSD

Expand “Shorts” for 2024-25

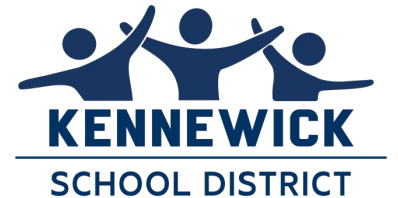
- Create short (1-3 min.) videos that are informative, useful and timely for parents/guardians
- Create a companion documents/planner for families/counselors/students
- Content:
 - High School & Beyond Plan
 - SchoolLinks
 - Graduation Requirements: Credit and Pathway Requirement
 - Aligning Courses and Pathway to Post Secondary Plans
 - To Do's by Grade Level
 - Benefits of PSAT, SAT, etc.
 - Dual Credit Options: Running Start, IB, College in the High School, CTE
 - Other?



Career and Technical Education

2024-25 Objective:

Publish a Career and Technical Education (CTE) course catalog



CTE is...

- An exploration of career options, leadership opportunities, academic and life skills.
- Preparation for industry-defined work, and advanced and continuing education.
- Focused on delivering hands-on, skills-based education to students that better prepares them for future education or entering the workforce.
- Focused on in-demand occupations across a variety of career pathways.
- The graduation rate for students who concentrate in CTE is 95%.¹

¹ OSPI Tableau Dashboard



CTE is...

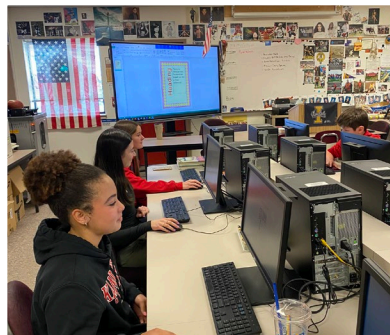
- 6 program areas
- Over 80 course options
- Taught in Kennewick middle schools and high schools.
 - Over 900 students enrolled in Middle School CTE courses
 - Over 5,000 students enrolled in High School CTE courses
- 50 Industry Recognized Credentials/Certifications
- 30 courses earning CTE Dual Credit or College in the High School



CTE Courses Fall Under 6 Program Areas



Agriculture Science



Business & Marketing



Family & Consumer
Science



Health Science



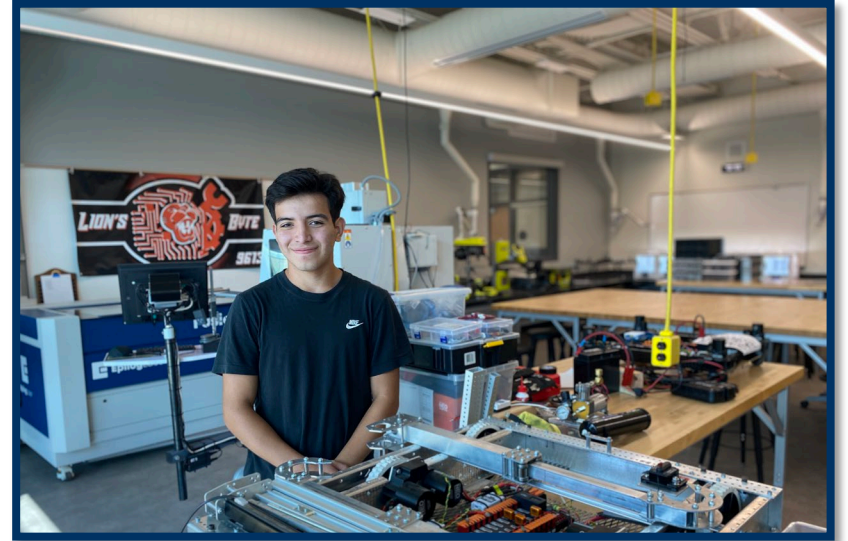
STEM



Skilled & Technical

The Role of CTE

- Help students strategically plan with a career in mind.
- Prepare students for the workforce and post-secondary education.
- Provide rigorous and relevant Career and Technical Education programs.
- Connect and respond to Business and Industry through Advisory Committees.
- Provide latest industry standard technology and equipment.



Industry Recognized Credentials/Certifications

- CTE Courses offer certification programs that provide specialized training within a specific career pathway.
- Some examples include:

Agriculture Science	Business & Marketing	Family & Consumer Science	Health Science	STEM	Skilled & Technical
<ul style="list-style-type: none"> • OSHA 10 • YouScience Plant & Soil Science • YouScience Welding 	<ul style="list-style-type: none"> • Adobe • Microsoft Office • Apple App Development with Swift 	<ul style="list-style-type: none"> • Childcare Basics • First Aid/CPR • Washington Food Handler's 	<ul style="list-style-type: none"> • Bloodborne Pathogens • First Aid/CPR 	<ul style="list-style-type: none"> • Arduino • YouScience Engineering Principles • YouScience Material Science 	<ul style="list-style-type: none"> • Adobe • NOCTI Leadership

CTE Dual Credit

- Taking Dual Credit courses prepares students for the transition to college by earning free college credit in high school, and helps students jump ahead in their postsecondary education.
- Examples include:

Agriculture Science	Business & Marketing	Family & Consumer Science	Health Science	Skilled & Technical
Animal Science (5) Floral Design – 5 credits Plant Science – 5 credits Welding – 3 credits	Accounting – 5 credits Intro to Marketing – 5 credits Financial Algebra – 5 credits Computer Apps – 6 credits	Financial Literacy – 5 credits Interior Design – 3 credits Teaching Academy – 9 credits American Sign Language – 15 credits	Medical Terminology – 5 credits	Drafting and Design – 8 credits Photography – 5 credits

Career and Technical Education (CTE)



- Enhance communication about CTE programs, benefits, and connection to career and college readiness
- Expand program opportunities and connections to workplace learning

CTE Career & College Readiness Catalog

- Completed CTE Program Review with Hanover Research and KSD focus group.
 - Action Item: Create a CTE Career & College Readiness Catalog
- This informational guide will help students and families better understand:
 - The High School and Beyond Plan
 - Graduation Pathways
 - CTE Program Areas and Course Offerings
 - Industry Recognized Credentials/Certifications
 - CTE Dual Credit Opportunities



GESA Affinity Card Partnership

- CTE Students participate in a worksite learning internship with GESA.
- Revenue earned funds student leadership opportunities and competition expenses.

School	Revenue
Kamiakin High School	\$17,083.40
Kennewick High School	\$29,331.35
Southridge High School	\$13,894.90
TOTAL	\$60,309.65



Student Leadership Success

- Career and Technical Education Student Organizations (CTSOs) provide opportunities for students to develop their leadership and employability skills.
 - Kamiakin Robotics Team qualified for the state championship.
 - Kennewick Robotics Team qualified for the world championship as a rookie team.
 - Kamiakin Agriculture students qualified for state competition.
 - Kamiakin DECA students qualified for Nationals.
 - Kennewick FCCLA students qualified for Nationals.



Connections to Community

Agriculture Science Advisory Committee identified opportunities for students to further education and gain employment in the industry.



- Starting new “Cultivating Futures” partnership with Columbia Basin College (CBC).
 - Week-long summer certification program: forklift operator, pesticide application, and OSHA 10 certification
 - Joint projects between CBC Agriculture Science students, faculty, and KSD high schools
 - Field trips to CBC’s Agriculture Science program
 - Support for students with applications, financial aid, and scholarships
 - Connect students to industry partners and local employment opportunities while attending CBC

Worksite Learning

Home ■ Students & Families ■ Graduation HUB ■ Worksite Learning

WORKSITE LEARNING

WORKSITE LEARNING OVERVIEW

Worksite Learning connects the knowledge and skills students learn in the CTE classrooms with what they are learning in the workplace.

BENEFITS OF WORKSITE LEARNING

Working a part-time job while in high school is a choice for some students, and a necessity for others. Regardless, beyond earning wages, there are advantages to working in high school:

EARNING HIGH SCHOOL CREDIT

Students can earn .5 credits for 180 hours or 1 credit for 360 hours of successful work experience. (Must meet requirements and be enrolled through their high school)

GAINING SKILLS FOR A RÉSUMÉ

Skills that you acquire in your job are likely transferable to your future career. You can even start to narrow down what you might want to do in a career.

MEETING NEW PEOPLE

In most jobs you will be meeting people you ordinarily wouldn't at school. Possibly someone important to your academic or professional success. Meeting new people also helps your social skills, which is always a plus.

BUILDING SELF-CONFIDENCE

Self-confidence stems from experienced, proven success in your undertakings. Like extracurricular activities, working during high school gives you additional experiences to draw upon and the chance to hone your talents. This experienced success enhances your self-image and confidence level.

IMPRESSING COLLEGES

Starting to work in high school shows admissions officers that you're an ambitious, responsible person capable of meeting commitments and managing your time—some of the qualities predictive of success in college.

Students should carefully consider the pros and cons before deciding to work while also attending school.



■ Graduation HUB

Graduation Requirements

Career & College Counseling Services

ACT & SAT College Entrance Exams

Advanced High School Programs

Air Force Junior ROTC

Career & Technical Education (CTE)

College Planning & Scholarships

Course Catalogs

Financial Aid

High School & Beyond Plan

Jobs

Military & ASVAB Exam

Seal of Biliteracy

Volunteer Opportunities for Students

Worksite Learning

Worksite Learning

FREQUENTLY ASKED QUESTIONS

— HOW DO I RECEIVE HIGH SCHOOL CREDIT FOR WORKSITE LEARNING?



Work Site Learning (WSL) is a wonderful learning experience for juniors and seniors that connects knowledge and skills obtained in the classroom to those needed in the work environment. If you are interested in an internship or already have a job and meet the requirements of the Work Site Learning program, you can receive one-half credit for every 180 hours or 1 credit for every 360 hours you work.

If you already have a job and meet the requirements for the Work Site Learning program, contact Abby Mattson to make arrangements to meet with your employer. Then you, your parent, and your employer will need to complete the required forms. Students may download the required forms [here](#). Once the paperwork is completed and returned to Ms. Mattson, the student will begin documenting his/her work hours. Students will have to document their hours once a month through Google Classroom.

It is important that students remain current in updating their hours in order to receive the maximum amount of credit. Student performance will be evaluated every 180 hours.

- Students earn credit while working if they have taken or are currently taking a qualifying CTE class.
- Students will learn organizational skills, time management as well as job specific skills.
- Students will complete a learning plan and have employer evaluations.
- Students begin earning credit when all paperwork and requirements are completed.

Worksite Learning



— HOW DO I QUALIFY FOR WORKSITE LEARNING?

- Are you 16 years old or older?
- Have you passed or are you currently taking a CTE Course?
- Are you currently working or interested in internship opportunities?

Did you answer YES to all of these questions? You qualify! Contact Ms. Mattson to enroll and continue to Step 1: Enroll below.

Expanding Opportunities for Learning and Credit Earning

2024-25 Objective:

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.

Expanding Opportunities



- Explore possible options for expanding and/or restructuring the high school day to provide more opportunities for learning (e.g. financial literacy; High School and Beyond Plan processes; additional coursework/learning) and credit earning.
- Determine feasibility and narrow options
- **Spring 2025:** develop initial recommendation for further exploration
 - Determine potential bargaining, fiscal, transportation impacts
 - Seek staff, family, and community input

High School Day Ideas Previously Explored

in the 2018 – 2019 school year



- 7-period day schedule
- 5-period day trimester schedule

Board Member Questions/Comments



SCHOOL FACILITIES

Advertising on District Property

Compulsory attendance laws create an obligation for the district to protect the welfare of students and the integrity of the learning environment. Therefore, commercial students shall not be exposed to commercial advertising in the school environment, except as follows:

- A. As permitted in connection with courses of study that have specific lessons related to advertising.
- B. As permitted in yearbooks and school newspapers or other student publications where marketing/advertising is part of the curriculum.
- C. As permitted in such supplementary classroom and library materials as newspapers, magazines, television, the internet, and similar media where they are used in a class such as current events, or where they are used as an appropriate research tool.
- D. As permitted during co-curricular or extra-curricular activities outside the school day per the procedure that accompanies this policy.
- E. Other circumstances that are approved in advance and in writing by district administration.

Permission by the district for commercial advertising is not and should not be construed as an endorsement of the business or its product or services or as an exclusive agreement.

Commercial companies' logos or products that are used in the school environment incidental to a district contractual service or purchase are not subject to the terms of this policy but remain subject to the terms and conditions of the governing agreement, including any advertising terms.

The district's acceptance of limited advertising for commercial purposes does not provide or create a public forum for expressive activities. In keeping with its proprietary function as a provider of public education, the district's acceptance of any advertising does not convert its facilities or resources into open public forums for public discourse and debate. Rather, the district's fundamental purpose is to accept advertising as an additional means of generating revenue to support its educational operations. Therefore, the district retains exclusive control over advertising permitted on its property or that uses district resources and has the right to remove advertisements at any time.

Advertisements of products and/or services that interfere with the district's mission to educate students and generate revenue to support educational operations will not be permitted.

Advertisements that could detract from the district's mission by creating substantial controversy, interfering with, or diverting resources from school operations, and/or posing foreseeable risks or harm or material and substantial disruption to schools are prohibited. The restrictions in this policy are intended to foster a limited and appropriate advertising forum that respects the educational environment and reasonably maximizes advertising revenue.

Promotion of private business through the use of advertising on district school sites is prohibited except at gymnasiums, athletic fields, and during special events.

Outdoor advertising at district owned non-school sites where the general public attends district and non-district sponsored events is allowed but the sale of advertising space must be handled through an open competitive process. All such advertising must be approved by the superintendent or designee before being displayed.

This policy does not prohibit the sale of advertising space in yearbooks or student newspapers. It also does not prohibit the type of advertising typically found on vending machines or on items sold in student stores. However, the process for allowing any advertising must be on an open competitive basis and all displays must be pre-approved by the principal or designee. Sponsorship of student clubs/organizations shall be governed by Policy and Procedure 3530/3530 R, Student Fund Raising Activities.

Any permissible advertising must adhere to the specifications set forth in the procedure accompanying this policy, including the limitations on subject matter.

Legal Reference: RCW [28A.320.010](#) Corporate powers.

 RCW [28A.330.100](#) Additional powers of board.

Adopted: October 23, 2024

SCHOOL FACILITIES

Advertising on District Property

Commercial advertising is defined as the display or distribution of information promoting the purchase or use of products or services of an entity in exchange for payment of fees or in-kind services benefitting a student activity, school, program and/or the district.

Any advertising must be approved in advance of the actual advertising through a written agreement with the district. The district reserves the right to remove advertising at any time for any reason set forth in Policy 9325 and will, if such removal is sooner than the originally anticipated duration specified in the agreement, notify the advertiser of the removal.

The product and/or service advertised must be consistent with district policies and procedures, state and federal law, and WIAA regulations. Advertising must be consistent with district policies prohibiting discrimination.

The form of all commercial advertisements must be approved by the superintendent or site administrator or designee. Complete payment for an advertisement is required prior to the first day that advertisement is displayed.

Without limiting the foregoing restrictions, the following types of advertisements are not permitted:

- A. Advertisement(s) for cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances, and any other tobacco innovation, cannabis, recreational drugs, liquor, illicit drugs, or drug paraphernalia.
- B. Advertisement(s) promoting or disparaging any political candidate, cause, or a group of candidates; a political party; an initiative; a referendum; or other ballot measure, regardless of whether at the federal, state, or local level, and including school boards.
- C. Advertisement(s) that promotes religion, religious matters, religious organizations, or establish a religious tenet or a position about religion, such as atheism.
- D. Advertisement(s) that may cause a material and substantial disruption of school activities.
- E. Advertisement(s) containing obscene content. Obscene expressions are those that, applying contemporary community standards, appeal to prurient interests, depict or describe in a patently offensive way sexual conduct specifically defined by applicable state law, and taken as a whole, lack serious literary, artistic, political, or scientific value.

- F. Advertisement(s) with content that is reasonably determined to be false, misleading, inaccurate, and/or potentially libelous. The expression will be considered libelous when it includes defamatory falsehoods about an individual or organization.
- G. Advertisement(s) that are inappropriate for the age and/or maturity of students in the foreseeable audience (e.g. sexual in nature, gambling).
- H. Advertisement(s) for illegal activity, including promotion of an activity or product that is illegal under local, state, or federal law.
- A. Advertisement(s) that infringe on copyright, trademark, or other intellectual property laws.
- 10. Advertisement(s) for weapons, including all firearms, and including ads promoting or soliciting the sale, rental, distribution, or availability of any weapon or related products.

School ASBs, athletic teams, and clubs may participate in the sale of advertising space at district sites, through their advisors, in accordance with Policy 9325 and these procedures, and with prior consent of the superintendent or designee.

Pursuant to Policy 3510, Associated Student Bodies, all money acquired by ASBs, athletic teams, and clubs through the sale of advertising under these procedures shall be district funds and shall be deposited to and disbursed from the district's ASB program fund.

Adopted: October 23, 2024

STUDENTS

Sexual Discrimination and Sex-Based Harassment of Students Prohibited –Students

This ~~District~~ district is committed to a positive and productive education free from discrimination, ~~including sexual harassment~~. The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Federal and State laws. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

The district has jurisdiction over complaints of sex discrimination, including sex-based harassment, pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

This policy is developed to meet the district’s obligations under Title IX and aligned with Washington State laws and regulations that define sex discrimination. Sex discrimination that does not fall under this policy may be addressed under other district policies and procedures.

The district prohibits sex discrimination of students by other students, employees, or third parties involved in school district activities. The district also prohibits sex discrimination in the policies, procedures, and practices of the district’s program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

For purposes of this policy, “sex discrimination” includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. Sex-based harassment is a form of sex discrimination and is prohibited by this policy.

Definitions

“Sex-based harassment” means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term “sexual harassment” includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- A. “*Quid pro quo* harassment.”
- B. “Hostile environment harassment,” and
- C. Specific offenses of sexual assault, dating violence, domestic violence, or stalking

Policy No. 3206

Sex Discrimination and Sex-Based Harassment of Students Prohibited

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~~Sexual Harassment Prohibited – Students~~—Continued

The term “sexual harassment” is also prohibited under state law as defined at WAC 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- A. Submission to that conduct or communication is condition of obtaining an education or
- B. A factor in decisions affecting that individual's education; or
- C. The conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law.

For purposes of this policy's definitions, sexual-sex-based harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific, related policies for students to comply with its obligations under State and Federal laws, including Policy 3210, Nondiscrimination; Policy 3211, Gender-Inclusive Schools; and Policy 5013, Sex Discrimination and Sex-Based Harassment of District Staff Prohibited, to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school-communities.

~~means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District, even if the alleged harasser is not a part of the school staff or student body. The District prohibits sexual harassment of students by other students, employees or third parties involved in School District activities.~~

~~Under federal and state law, the term “sexual harassment” includes, but it not limited to:~~

- ~~• acts of sexual violence;~~
- ~~• unwelcome sexual or gender directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;~~
- ~~• unwelcome sexual advances;~~
- ~~• unwelcome requests for sexual favors;~~

Sex Discrimination and Sex-Based Harassment of Students Prohibited

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~~Sexual Harassment Prohibited—Students—Continued~~

- ~~• sexual demands when submission is a stated or implied condition of obtaining an educational benefit;~~
- ~~• sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.~~

~~A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.~~

Investigation and Response

~~The superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. If the ~~District~~ district knows, or reasonably should know, that ~~sex discrimination sexual harassment~~ has ~~created a hostile environment, occurred,~~ it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the ~~District~~ district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The ~~District~~ district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the ~~District~~ district, ~~either formally or informally.~~ The ~~District~~ district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the ~~District~~ district, ~~either formally or formally.~~~~

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement ~~and or Child Protective Services suspected child abuse will be reported to law enforcement or Child Protective Services as required by law.~~ Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the District of its independent obligation to investigate and resolve sexual harassment.

Engaging in sex-based ~~ual~~ harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in ~~School~~ school ~~District~~ district activities. Anyone else who engages in ~~sexual~~ sex-based harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Policy No. 3206

Sex Discrimination and Sex-Based Harassment of Students Prohibited

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~~Sexual Harassment Prohibited—Students—Continued~~

~~It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the superintendent's procedure, including retaliation by a student against another student, and will result in appropriate discipline. Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline.~~ The District will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities and Training

~~The Superintendent superintendent or designee will develop and implement formal and informal procedures that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and other district employees. Procedures will also be developed for providing age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy the recognition and prevention of sex-based harassment for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.~~

~~Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the District Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.~~

~~Reports of discrimination and discriminatory harassment will be referred to the District's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the District's Section 504 Coordinator.~~

District Notice and Training

~~The Superintendent or designee will develop procedures to provide age appropriate information and education to District staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each District building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each~~

Policy No. 3206

Sex Discrimination and Sex-Based Harassment of Students Prohibited

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~~Sexual Harassment Prohibited – Students~~—Continued

~~student, staff, volunteer and parent handbook. Such notices will identify the District’s Title IX coordinator and provide contact information, including the coordinator’s email address. At a minimum, the district’s website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district’s policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District’s Title IX Coordinator. The Title IX Coordinator’s contact information will also be provided, including their name or title, office address, email address, and telephone number.~~

~~This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and posted throughout each school building, provided to each employee, and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district’s Title IX coordinator and provide contact information, including the coordinator’s email address.~~

Policy Review

The ~~Superintendent~~superintendent or designee will make an annual report to the Board reviewing the use and efficacy of this policy and related procedures. -Recommendations for changes to this policy, if applicable, will be included in the report. The ~~Superintendent~~superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

~~Legal References: RCW 28A.640.020 Regulations, guidelines to eliminate discrimination—
Scope – Sexual harassment policies~~

~~WAC 392-190-058 Sexual harassment
20 U.S.C. §§ 1681-1688~~

~~Legal Reference: RCW 28A.640.020 Regulations, guidelines to eliminate discrimination—
Scope – Sexual harassment policies.~~

~~Chapter 49.60 RCW Discrimination – Human Rights Commission
WAC 392-190-058 Sexual harassment policy – Notification.
WAC 162-32-040 Harassment
20 U.S.C. §§ 1681-1688
2024 Title IX Regulations at 34 C.F.R. 106 et seq.~~

Adopted: August 19, 2015

Amended: October 23, 2024

STUDENTS

Sex Discrimination and Sex-Based Harassment of Student Prohibited

The district is committed to a positive and productive education free from discrimination. The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Federal and State laws. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

The district has jurisdiction over complaints of sex discrimination, including sex-based harassment, pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

This policy is developed to meet the district's obligations under Title IX and aligned with Washington State laws and regulations that define sex discrimination. Sex discrimination that does not fall under this policy may be addressed under other district policies and procedures.

The district prohibits sex discrimination of students by other students, employees, or third parties involved in school district activities. The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

For purposes of this policy, "sex discrimination" includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. Sex-based harassment is a form of sex discrimination and is prohibited by this policy.

Definitions

"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term "sexual harassment" includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- A. "*Quid pro quo* harassment,"
- B. "Hostile environment harassment," and
- C. Specific offenses of sexual assault, dating violence, domestic violence, or stalking

The term "sexual harassment" is also prohibited under state law as defined at [WAC 392-190-056](#) and includes unwelcome sexual advances, requests for sexual favors, sexually motivated

physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- A. Submission to that conduct or communication is condition of obtaining an education or
- B. A factor in decisions affecting that individual's education; or
- C. The conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law.

For the purpose of these definitions, sex-based harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific, related policies for students to comply with its obligations under State and Federal laws, including Policy 3210, Nondiscrimination; Policy 3211, Gender-Inclusive Schools; and Policy 5013, Sex Discrimination and Sex-Based Harassment of District Staff Prohibited, to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school-communities.

Investigation and Response

The superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. If the district knows, or reasonably should know, that sex discrimination has occurred, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sex-based harassment, eliminate the hostile environment, prevent its recurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sex discrimination that come to the attention of the district will take these steps every time a complaint, alleging sex discrimination comes to the attention of the district.

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such

investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Engaging in sex-based harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sex-based harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the superintendent's procedure, including retaliation by a student against another student, and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities and Training

The superintendent will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and other district employees. Procedures will also be developed for providing age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy the recognition and prevention of sex-based harassment.

District Notice

At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.

This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and posted throughout each school building, provided to each employee, and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district's Title IX coordinator and provide contact information, including the coordinator's email address.

PERSONNEL

Sex Discrimination and Sex-Based ~~ual~~ Harassment of District Staff Prohibited ~~-District Staff~~

The ~~d~~District is committed to a positive and productive working environment free from discrimination, including sex-based discrimination and ~~ual~~ harassment. -This commitment extends to all employees, applicants for employment, and other ~~s-persons~~ involved in academic, educational, extracurricular, athletic and other programs or activities of the ~~school~~district, whether that program or activity is in a school facility, on school transportation, or at a class ~~or school~~ training held elsewhere.

This policy is developed to meet the district’s obligations under Title IX and is aligned with Washington State laws and regulations that define sex-based discrimination. The district will not adopt or implement any policy, practice, or procedure or take any employment action on the basis of sex, except to meet its obligations related to pregnancy and pregnancy-related conditions.

The district will not make any pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is “Miss or Mrs.” Pre-employment, the district may ask an applicant for employment to self-identify their sex, but only if this question is asked of all applicants and if the response is not used as a basis for discrimination prohibited by Title IX or this policy.

Consistent with the Title IX regulation, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

- A. concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- B. That is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee’s or applicant’s family unit.

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The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions. The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

Definitions

Policy No. 5013

Sex Discrimination and Sex-Based Harassment of District Staff Prohibited Sexual Harassment
Continued

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~~For purposes of this policy, sexual~~ “Sex-based harassment” means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

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The term “sexual harassment” includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- A. “*Quid pro quo* harassment.”
- B. “Hostile environment harassment,” and
- C. Specific offenses of sexual assault, dating violence, domestic violence, or stalking

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The term “sexual harassment” is also prohibited under state law as defined at W.A.C. 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- A. Submission to that conduct or communication is condition of obtaining employment;
- B. A factor in decisions affecting that individual's employment; or
- C. The conduct or communication has the purpose or effect of substantially interfering with an individual's employment or of creating an intimidating, hostile, or offensive educational environment.

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Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law as defined at RCW 49.60.040 and WAC 162.32-040.

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For the purpose of these definitions, sexual harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

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The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

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The district has also developed other specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, and to create an inclusive and welcoming work environment, including Policy 5010, Recruitment and Selection: Nondiscrimination.

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~~unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult, or can be carried out by a group of students or adults. All incidents will be investigated by the District, even if the alleged harasser is not a part of the school staff or student body. The District prohibits sexual harassment of District employees by other students, employees or third parties involved in school District activities.~~

~~Under federal and state law, the term “sexual harassment” includes, but is not limited to:~~

- ~~• acts of sexual violence;~~
- ~~• unwelcome sexual or gender directed conduct or communication that interferes with an individual’s employment performance or creates an intimidating, hostile, or offensive environment;~~
- ~~• unwelcome sexual advances;~~
- ~~• unwelcome requests for sexual favors;~~
- ~~• sexual demands when submission is a stated or implied condition of obtaining a work opportunity or other benefit;~~
- ~~• sexual demands where submission or rejection is a factor in a work or other school related decision affecting the individual.~~

~~A “hostile environment” for an employee is created when the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.~~

Investigation and Response

The superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination, including sex-based harassment, and will include reasonable and prompt timelines and delineate roles and responsibilities for such.

If the district knows, or reasonably should know, that sex-based discrimination has occurred, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sex-based harassment, eliminate the hostile environment, prevent its occurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority every time a report, complaint, and grievance alleging sex-based harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Staff are required to report all alleged incidents which have been brought to their attention to their site administrator. Regardless of whether the misconduct is reported to law enforcement, administrative staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

~~The District will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the District, either formally or informally. Allegations of criminal misconduct will be reported to law~~

Policy No. 5013

Sex Discrimination and Sex-Based Harassment of District Staff Prohibited ~~Sexual Harassment~~
Continued

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~~enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. A criminal investigation does not relieve the District of its independent obligation to investigate and resolve sexual harassment. Kennewick School District staff are required to report all alleged harassment incidents which have been brought to their attention to site administration. Persons found to have been subjected to sexual harassment will have appropriate School District services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, if appropriate.~~

Engaging in sex ~~based discrimination~~ ~~ual harassment~~ will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in district activities, and contractors. Anyone else who engages in sex ~~based discrimination~~ ~~ual harassment~~ on school district property or at school activities district workspaces will have access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, against any person who makes or is a witness in a sex-based discrimination complaint and will result in appropriate discipline. Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The ~~District~~ district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex ~~based discrimination~~ ~~ual harassment~~. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities and Training

The ~~Superintendent~~ superintendent or designee shall will develop a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and school employees.

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Materials will also be developed to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sex-based harassment. ~~and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy. Any school employee who witnesses sexual harassment or receives a report, informal complaint or written complaint is responsible for informing the District's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.~~

Policy No. 5013

Sex Discrimination and Sex-Based Harassment of District Staff Prohibited Sexual Harassment
Continued

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~~Reports of discrimination and discriminatory harassment will be referred to the District's Title IX/Civil Right Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the District's Section 504 Coordinator.~~

District Notice and Training

~~At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.~~

~~The Superintendent or designee shall develop procedures to provide information and education to District staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation.~~

This policy, and the procedure which includes the complaint process, ~~shall~~ will be conspicuously posted in each ~~District~~ district building in a place ~~available~~ accessible to staff, ~~students~~ parents, volunteers, and visitors. ~~Information about the policy and procedure will be shall be easily understood and conspicuously clearly stated and~~ posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent handbook. ~~Such notices will identify the District's district's Title IX Coordinator coordinator and provide contact information, including the Coordinator's doordinator's email address.~~

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

Policy Review

The Superintendent or designee ~~shall~~ will make an annual report to the Board reviewing the use and efficacy of this policy and related procedures. ~~Recommendations for changes to this policy, if applicable, shall be included in the report. The Superintendent superintendent is encouraged to involve staff, volunteers, and parents in the review process.~~

Legal Reference: [RCW 28A.640.020](#)

Regulations, ~~Guidelines guidelines~~ to ~~Eliminate eliminate~~ Discrimination ~~Discrimination~~ — Scope — Sexual harassment policies.
Discrimination – Human Rights Commission

Chapter 49.60 RCW

Policy No. 5013

Sex Discrimination and Sex-Based Harassment of District Staff Prohibited Sexual Harassment
Continued

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WAC 392-190-058 Sexual Harassment/harassment policy –
Notification.

Field Code Changed

WAC 162-32-040 Harassment.

20 U.S.C. 1681-1688

2024 Title IX Regulations at 34 C.F.R. 106 et seq

Adopted: June 10, 1992
Amended: February 8, 1995
Amended: January 10, 1996
Reviewed: November 17, 2010
Amended: April 22, 2015
Amended: August 19, 2015
Amended: October 23, 2024

PERSONNEL

Sex Discrimination and Sex-Based Harassment of District Staff Prohibited

The district is committed to a positive and productive working environment free from discrimination, including sex-based discrimination and harassment. This commitment extends to all employees, applicants for employment, and others involved in academic, educational, extracurricular, athletic and other programs or activities of the district, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

This policy is developed to meet the district's obligations under Title IX and is aligned with Washington State laws and regulations that define sex-based discrimination. The district will not adopt or implement any policy, practice, or procedure or take any employment action on the basis of sex, except to meet its obligations related to pregnancy and pregnancy-related conditions.

The district will not make any pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs." Pre-employment, the district may ask an applicant for employment to self-identify their sex, but only if this question is asked of all applicants and if the response is not used as a basis for discrimination prohibited by Title IX or this policy.

Consistent with the Title IX regulation, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

- A. concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- B. that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions. The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including [Chapter 28A.640 RCW](#) and [Chapter 392-190 WAC](#).

Definitions

"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term “sexual harassment” includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- A. “*Quid pro quo* harassment,”
- B. “Hostile environment harassment,” and
- C. Specific offenses of sexual assault, dating violence, domestic violence, or stalking

The term “sexual harassment” is also prohibited under state law as defined at W.A.C. 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- A. Submission to that conduct or communication is condition of obtaining employment;
- B. A factor in decisions affecting that individual's employment; or
- C. The conduct or communication has the purpose or effect of substantially interfering with an individual's employment or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law as defined at [RCW 49.60.040](#) and [WAC 162.32-040](#).

For the purpose of these definitions, sexual harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, and to create an inclusive and welcoming work environment, including Policy 5010, Recruitment and Selection: Nondiscrimination.

Investigation and Response

The superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination, including sex-based harassment, and will include reasonable and prompt timelines and delineate roles and responsibilities for such.

If the district knows, or reasonably should know, that sex-based discrimination has occurred, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end sex-based

harassment, eliminate the hostile environment, prevent its occurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority every time a report, complaint, and grievance alleging sex-based harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Staff are required to report all alleged incidents which have been brought to their attention to their site administrator. Regardless of whether the misconduct is reported to law enforcement, administrative staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Engaging in sex-based discrimination will result in appropriate discipline or other appropriate sanctions against offending staff or third parties involved in district activities. Anyone else who engages in sex-based discrimination on district property or at district workspaces will have access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the superintendent's procedure, against any person who makes or is a witness in a sex-based discrimination complaint and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex-based discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities and Training

The superintendent will develop a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and school employees.

Materials will also be developed to provide age-appropriate information and education to district staff, students, parents, and volunteers regarding this policy and the recognition and prevention of sex-based harassment.

District Notice

At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or

make a complaint may be directed to the District’s Title IX Coordinator. The Title IX Coordinator’s contact information will also be provided, including their name or title, office address, email address, and telephone number.

This policy, and the procedure which includes the complaint process, will be conspicuously posted in each district building in a place accessible to staff, students, parents, volunteers, and visitors. Information about the policy and procedure will be clearly stated and posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer, and parent handbook. Such notices will identify the district’s Title IX coordinator and provide contact information, including the coordinator’s email address.

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

Policy Review

The Superintendent or designee will make an annual report to the Board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The superintendent is encouraged to involve staff, volunteers, and parents in the review process.

Legal Reference:	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination - Scope – Sexual harassment policies.
	Chapter 49.60 RCW	Discrimination – Human Rights Commission
	WAC 392-190-058	Sexual harassment policy – Notification.
	WAC 162-32-040	Harassment.
	20 U.S.C. 1681-1688	
	2024 Title IX Regulations at 34 C.F.R. 106 et seq	

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