

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

Regular Meeting of the Board of Directors
Community Room, Aberdeen High School
Dec. 17, 2024

AGENDA

5:30 p.m. Regular Meeting Call to Order

Flag Salute

Consent Agenda

1. Minutes
2. Accounts Payable
3. Trip Requests
4. Gift to the District

Comments from Board Members

Comments from Student Representatives

Comments from the Public

Comment on agenda items is welcome at this time. Please sign up on the sheet provided at the entrance to the meeting and specify the agenda item you wish to address. Please limit your comments to three minutes. Comment on all matters is welcome via email to schoolboard@asd5.org.

Presentations

1. [AHS Annual Report](#)

Old Business

1. [Policy 6701 Recess](#)

Superintendents' Report

1. [School Improvement Plans](#)
2. Town Hall
3. Seismic Update

Financial Services

1. [Fiscal Status Report](#)

Board Meeting Agenda
December 17, 2024

New Business

1. [School Calendars](#)
2. [Technology Surplus](#)
3. Next Meeting

Executive Session / Closed Session

1. [Personnel Report](#)
2. Real Estate

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5
BOARD INFORMATION AND BACKGROUND

December 17, 2024

5:30 p.m. Regular Meeting Call to Order

Flag Salute

Consent Agenda – [Enclosure 1](#)

1. Minutes – The minutes from the regular meeting on December 3, 2024, are enclosed for your review and approval.
2. Accounts Payable – The payroll and accounts payable for November are presented for your review and approval.
3. Trip Requests
 - a. The boys’ wrestling team at Aberdeen High School is requesting permission to travel to Port Angeles during the Winter Break, Jan. 3-4, to participate in a tournament.
 - b. The girls’ wrestling team at Aberdeen High School is requesting permission to travel to Kelso to participate in a tournament on Jan. 10-11.
4. Gift to the District – The Weyerhaeuser Co. has donated \$3,000 for the district to use in support of families during the holiday season.

Comments from the Board

Comments from Student Representatives

Comments from the Public

The Board welcomes public comment on agenda items at this time. Please sign up on the sheet provided at the entrance to the meeting and indicate the agenda item you wish to address. Please limit your comments to three minutes. Written public comment on both agenda and non-agenda matters is also welcome via email. Comments should be submitted to schoolboard@asd5.org before noon on the day of the meeting and will be included in the public record.

Individual student matters or complaints against employees should not be brought forward at a public meeting. The Superintendent’s Office or board president should be contacted directly.

Presentations

1. AHS Annual Report – Principal Aaron Roiko will present the annual report and school improvement plan for Aberdeen High School. [Enclosure 2](#)

Old Business

1. Policy 6701 Recess – A new policy, 6701 Recess and Physical Activity acknowledging state requirements of 30 minutes of recess per day, is presented for second reading and adoption. [Enclosure 3](#)

Superintendents' Report

1. School Improvement Plans – Superintendent Traci Sandstrom will present the 2024-2025 school improvement plans for your consideration. [Enclosure 4](#)
2. Town Hall – Superintendents Green and Sandstrom will share information about the town hall they hosted on Dec. 10.
3. Seismic Update – Superintendents Green and Sandstrom will provide an update on the Seismic School Safety Planning process.

Financial Services

1. Fiscal Status Report – Elyssa Louderback, executive director of business and operations, will present the Fiscal Status Report for November. [Enclosure 5](#)

New Business

1. School Calendars – Calendars setting the 180-day school year for 2025-2026, 2026-2027 and 2027-2028 are presented for your review and approval. [Enclosure 6](#)
2. Technology Surplus – The enclosed list of technology items are recommended to be declared surplus as they are outdated, worn, or no longer needed for an educational purpose. [Enclosure 7](#)
3. Next Meeting – The next regular meeting of the Board is scheduled for 5:30 p.m. Tuesday, Jan. 14, 2025, at the Hopkins Building.

Executive Session / Closed Session

At this time the meeting will recess for an executive session expected to last 15 minutes under RCW 42.30.110 (b) and (g): To consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price and to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

1. Personnel Report [Enclosure 8](#)
2. Real Estate

ADJOURN

ABERDEEN SCHOOL DISTRICT NO. 5

Minutes of the Regular Meeting of the
Board of Directors – December 3, 2024

Vice President Suzy Ritter convened the work-study at 4:30 p.m. in the Community Room at Aberdeen High School. The purpose of the meeting was for Seismic Safety Planning. Consultants from ESD 112 Construction Services Group and TCF Architecture provided updates on the site evaluation process and the overall timeline for funding and eventual construction.

WORK STUDY

President Jennifer Durney convened the regular meeting of the Aberdeen School District Board of Directors at 5:30 p.m. Tuesday, December 3, 2024, in the Community Room at Aberdeen High School. In attendance were Suzy Ritter and Jeremy Wright, along with Student Representative Harnoor Jandu, Superintendents Lynn Green and Traci Sandstrom, and nine patrons and staff. Directors Jessica Jurasin and Annica Mizin were excused.

CALL TO ORDER

The meeting began with the flag salute.

On a motion by Vice President Ritter and seconded by Director Wright, the Board approved the consent agenda, which included the minutes from the regular meeting on November 19, 2024; a gift to the district of a 1996 Ford Econoline van valued at \$3,413 from Family Promise of Grays Harbor for use in the automotive program at Aberdeen High School, and a gift to the district in the amount of \$500 from an anonymous donor to be used in support of the American Sign Language (ASL) program at Aberdeen High School.

CONSENT AGENDA

The Board elected officers for the ensuing year. On a motion by Suzy Ritter and seconded by Jeremy Wright, the Board re-elected Jennifer Durney to serve as president.

ANNUAL ORGANIZATION

On a motion by Suzy Ritter and seconded by Jennifer Durney, the Board elected Jeremy Wright to serve as vice president.

On a motion by Suzy Ritter and seconded by Jeremy Wright, the Board re-elected Jessica Jurasin to serve a two-year term as legislative representative.

It was agreed that Annica Mizin will continue as WIAA Representative.

The Board discussed attendance at the recent WSSDA Conference in Spokane on Nov. 21-23. Of special interest were the sessions on finance and budgeting, legislative advocacy, school safety and how artificial intelligence is being used in the classroom. Commenting on how much he learned during a finance session, Director Wright, with other directors in agreement, expressed appreciation on the quality of the financial information that is routinely brought to the Board and the efforts made to keep the Board informed about district finances.

WSSDA CONFERENCE

Harnoor Jandu shared information about activities at Aberdeen High School, noting that Career Day is taking place this week, Senior Proposals were due and that the FAFSA (free application for federal student aid) is now open.

COMMENTS FROM
STUDENT REP

Superintendent Lynn Green provided an update on the GEAR UP grant, which is renewed for seven years and will serve more students – a grant of more than \$500,000 per year compared to the previous \$145,000 per year. Instead of one grade, the program will now serve grades 7-12 at Miller Junior High School and Aberdeen High School. Additional staff has been hired and the program will be up and running after Winter Break. She described the additional funds as a “culture changing” opportunity.

GEAR UP

Superintendents Green and Sandstrom noted that a town hall is scheduled for 6 p.m. Tuesday, Dec. 10, in the Community Room at Aberdeen High School. Topics will be school safety and Portrait of a Graduate.

TOWN HALL

On a motion by Vice President Wright and seconded by Director Ritter, the Board voted to authorize staff to prepare property acquisition documents for two sites for action at the Dec. 17 meeting provided the results of the ongoing site evaluations are satisfactory.

PROPERTY
ACQUISITION
AUTHORIZATION

Elyssa Louderback, executive director of business and operations, presented the year-end Financial Report for the 2023-2024 school year. The district ended the year with an 8.21 percent General Fund balance of \$5,135,686, which she explained was anticipated and the funds are being used this year to help preserve staffing levels during a period of declining enrollment. She said the district is budgeted to end 2024-2025 near the 5 percent goal. Under enrollment, she reported a continued trend of declining enrollment with the district ending the year with average annual FTE of 3,148.52 for 2023-2024 compared to 3,162.2 in 2022-2023 and 3,334.95 in 2018-2019. She reported General Fund expenditures of \$63,222,316, with personnel costs accounting for 78.2 percent of the total, and total revenue of \$65,418,183.13.

2023-2024 YEAR-
END FINANCIAL
REPORT

Superintendent Sandstrom presented a new policy, 6701 Recess and Physical Activity, acknowledging state requirements of 30 minutes of recess per day. She noted that the district is in compliance.

POLICY 6701
RECESS

President Durney announced that the next regular meeting is scheduled for 5:30 p.m. Tuesday, Dec. 17, in the Community Room at Aberdeen High School.

NEXT MEETING

At 6:03 p.m., President Durney recessed the meeting for an executive session expected to last 10 minutes under RCW 42.30.110 (b) and (g) (to consider the selection of a site or the acquisition of real estate by lease or purchase when public knowledge regarding such consideration would cause a likelihood of increased price and to evaluate the qualifications of an applicant for public employment or

EXECUTIVE
SESSION

to review the performance of a public employee). The meeting reconvened in regular session at 6:13 p.m.

On a motion by Vice President Wright and seconded by Director Ritter, the Board approved the Personnel Report.

Under certificated matters, the Board approved the hiring of Faith Taylor-Eldred at Aberdeen High School from CTE teacher to GEAR Up advisor (.4 FTE) effective Dec. 2, Jessica Madison at Aberdeen High School from counselor to GEAR Up advisor effective Dec. 2 and Carrie Erwin at Miller Junior High School from teacher to GEAR Up advisor; approved a leave of absence for Amanda Lewis, a teacher at McDermoth and A.J. West Elementary Schools, from Jan. 6 to April 4, 2025, and approved the hiring of Anthony Nowak as a substitute for the district.

Under classified matters, the Board approved the hiring of Terry Kehn as the site coordinator in the After School Program at Miller Junior High School effective Nov. 14; the hiring of Jacob Allison as assistant coach for Boys' Wrestling at Aberdeen High School effective Nov. 18, and Macoy Gronseth as head coach and Rachel Wenzel as assistant coach for Girls' Golf at Aberdeen High School effective March 3, and approved the hiring of Cathleen Johnson and Robert Mills as substitutes for the district.

There being no further business, the regular meeting was adjourned at 6:14 p.m.

PERSONNEL
REPORT

CERTIFICATED

CLASSIFIED

ADJOURN

Lynn Green, Secretary

Jennifer Durney, President

Traci Sandstrom, Secretary

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

As of December 17, 2024, the board, by a _____ vote, approves payments, totaling \$829,045.99. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 837321 through 837404, totaling \$829,045.99

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

Check Nbr	Vendor Name	Check Date	Check Amount
837321	1ST SECURITY BANK PAYROLL/PERS	12/17/2024	6,481.62
837322	Aberdeen School Dist-Cte Impre	12/17/2024	2,151.73
837323	Aberdeen Office Equipment Inc	12/17/2024	14,489.66
837324	Aberdeen Sanitation	12/17/2024	8,033.73
837325	Aberdeen High School (asb)	12/17/2024	2,180.00
837326	Airgas Usa, Llc	12/17/2024	6.24
837327	Amazon Capital Services	12/17/2024	17,601.54
837328	AMPERSAND THERAPY LLC	12/17/2024	12,510.00
837329	Apple Computer Inc	12/17/2024	1,076.62
837330	Ats Automation, Inc	12/17/2024	7,572.06
837331	Auto-Chlor	12/17/2024	229.07
837332	Bailey, Shannon	12/17/2024	1,476.72
837333	Barnes & Noble	12/17/2024	92.11
837334	Bsn Sports	12/17/2024	18,981.17
837335	Cascade Natural Gas	12/17/2024	18,586.65
837336	Caskey Industrial Supply Co In	12/17/2024	865.62
837337	Consolidated Electrical Distri	12/17/2024	2,036.32
837338	Central Welding Supply	12/17/2024	578.89
837339	CHARLIES PRODUCE	12/17/2024	13,720.76
837340	CHAVEZ, MARIA	12/17/2024	7,987.50
837341	Cintas Corporation	12/17/2024	7,113.12
837342	College Board	12/17/2024	1,874.88
837343	Comcast	12/17/2024	442.55
837344	COMMUNITY BASED IMPREST CASH F	12/17/2024	91.26
837345	Creative Office	12/17/2024	1,663.51
837346	Cts Language Link	12/17/2024	40.01
837347	Dairy Fresh Farms	12/17/2024	15,968.27
837348	Dancing Goats Coffee	12/17/2024	294.00
837349	Durney, Jennifer	12/17/2024	482.13
837350	Economy Cleaners Inc	12/17/2024	934.36
837351	Edward Don & Company	12/17/2024	6,738.41
837352	ESD 113	12/17/2024	50,964.06
837353	Espresso Products Direct (epd	12/17/2024	1,943.47

Check Nbr	Vendor Name	Check Date	Check Amount
837354	EZ FLEX SPORT MATS	12/17/2024	3,432.65
837355	Ferrellgas	12/17/2024	1,280.85
837356	Francotyp-Postalia, Inc	12/17/2024	234.00
837357	Franz Family Bakeries	12/17/2024	2,508.28
837358	FUN AND FUNCTION, LLC	12/17/2024	26.11
837359	Gh County Water District #2	12/17/2024	620.00
837360	GRANITE TELECOMMUNICATIONS LLC	12/17/2024	1,928.21
837361	Grays Harbor Community Hospita	12/17/2024	10,768.62
837362	Harbor Auto & Truck Parts	12/17/2024	3,611.47
837363	Harbor Disposal Co Inc	12/17/2024	1,955.25
837364	HENRY SCHEIN, INC	12/17/2024	4,348.30
837365	Home Depot	12/17/2024	178.24
837366	Hoquiam School District #28	12/17/2024	130,044.95
837367	KCDA Purchasing Coop.	12/17/2024	6,132.48
837368	KCDA Purchasing Coop.	12/17/2024	1,257.77
837369	LAKEVIEW SPEECH THERAPY	12/17/2024	7,220.00
837370	LEARNING WITHOUT TEARS	12/17/2024	968.00
837371	Lemay Mobile Shredding	12/17/2024	297.00
837372	LOVING GUIDANCE, LLC	12/17/2024	840.00
837373	Mb Electric Grays Harbor	12/17/2024	8,246.45
837374	MCMINIMEE LAW IN TRUST FOR LAU	12/17/2024	10,000.00
837375	MOMENTUM TELECOM INC	12/17/2024	879.19
837376	Northwest Textbook Depository	12/17/2024	306.57
837377	NORTHWEST SPEECH LLC	12/17/2024	11,475.00
837378	OSPI	12/17/2024	13,390.37
837379	Pacifica Law Group LLP	12/17/2024	405.00
837380	Parris, Trinity A	12/17/2024	976.25
837381	Petrocard Inc	12/17/2024	14,041.01
837382	Pud #1 Of Grays Harbor Co	12/17/2024	49,016.89
837383	Puget Sound Joint Purchasing C	12/17/2024	800.00
837384	Ricoh Usa Inc	12/17/2024	499.75
837385	Scholastic Magazines	12/17/2024	184.69
837386	SEATTLE COLLEGES-ACCTS RECEIVA	12/17/2024	2,915.85
837387	SNAP-ON EQUIPMENT INC	12/17/2024	607.84
837388	SOLACE HEALTHCARE SCHOOL SERVI	12/17/2024	16,928.00
837389	SOLIANT EDUCATION	12/17/2024	32,965.25
837390	SOLVEPATH LLC DBA THERAPY SOLU	12/17/2024	28,615.00
837391	SOUTHWEST WASHINGTON FOOD HUB	12/17/2024	119.31
837392	Taylor, Ann	12/17/2024	5,577.00
837393	Ted Brown Music	12/17/2024	6,090.02
837394	The Daily World	12/17/2024	174.00
837395	THE DEVEREUX FOUNDATION	12/17/2024	121,495.95
837396	THE STEPPING STONES GROUP LLC	12/17/2024	6,650.00
837397	Tke Corp	12/17/2024	5,689.02
837398	US Foods - Seattle	12/17/2024	60,019.64
837399	Us Postal Service (cmrs-Fp)	12/17/2024	2,000.00
837400	Verizon Wireless	12/17/2024	2,786.77
837401	VESTIS	12/17/2024	63.36
837402	Washington Business Week	12/17/2024	7,000.00
837403	WSIPC	12/17/2024	325.09

Check Nbr	Vendor Name	Check Date	Check Amount
837404	YMCA	12/17/2024	15,942.50
84	Computer	Check(s) For a Total of	829,045.99

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As of December 17, 2024, the board, by a _____ vote, approves payments, totaling \$51,678.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: GENERAL FUND
Warrant Numbers 837316 through 837317, totaling \$51,678.43

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

Check Nbr	Vendor Name	Check Date	Check Amount
837316	1ST SECURITY BANK PC	12/17/2024	40,596.88
837317	1ST SECURITY BANK PC	12/17/2024	11,081.55
2	Computer	Check(s) For a Total of	51,678.43


ABERDEEN HIGH SCHOOL ASB

Accounts Payable December 2024


The following bills were submitted for payment by the Comptroller's office for the month of December:

DATE	CLUB/ACCOUNT	PAYEE	DESCRIPTION	AMOUNT
12-04-2024	1015/Reserve	Aberdeen School District	November Postage	\$ 4.83
12-04-2024	2090/Bswim	Kentridge High School	Boys Swim Invite	\$ 275.00
12-04-2024	4040/Choir	Aberdeen School District	Choir Catering	\$ 201.21
11-21-2024	4045/Musical	Music International Theatre	Additional Materials Fee	\$ 7.63
11-21-2024	6200/Foodball	Harbor Awards	Foodball Trophies	\$ 81.62
11-01-2024	2050/CrossCountry	Olympia High School	Olympia XC Classic	\$ 150.00
11-01-2024	2050/CrossCountry	W. F. West High School	League Championships	\$ 77.55
11-04-2024	4166/FBLA	District 3 FFA	Registration Dues	\$ 60.00
11-13-2024	1015/Reserve	Aberdeen School District	October Postage	\$ 10.35
11-08-2024	2140/Wrestling	NTHS Booster Club	Ramrock Invitational	\$ 350.00
12-04-2024	6240/InvestED	AHS ASB	InvestED ASB Cards	\$ 360.00
12-04-2024	2015/Uniforms	BSN Sports	Volleyball Uniforms	\$ 4,344.02
12-04-2024	4093/FBLA	Minuteman Press	Winter Sports Posters	\$ 98.52
12-04-2024	Varies	U.S. Bank	VISA Procurement Card Purchases	\$ 9,764.25
12-04-2024	Varies	Weatherwax ASB Fund	Imprest Reimbursement	\$ 1,550.00
Total:				\$ 17,334.98

Motion / Tabled By:
Luke Martin
Seconded By:
Ryker Scott
ASB Meeting Date:
December 5, 2024


 Michaela Hoover, Comptroller

12/5/24
 Date


 Denny Linker, Treasurer

12/5/24
 Date

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As of December 17, 2024, the board, by a _____ vote, approves payments, totaling \$11,922.82. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: ASB FUND
Warrant Numbers 837301 through 837315, totaling \$11,922.82

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

Check Nbr	Vendor Name	Check Date	Check Amount
837301	Aberdeen Sd #5 Revolving Fund	12/17/2024	3,699.69
837302	Aberdeen School District #5	12/17/2024	201.21
837303	Aberdeen School District #5	12/17/2024	15.18
837304	Aberdeen High School (asb)	12/17/2024	360.00
837305	Bsn Sports	12/17/2024	4,344.02
837306	District 3 Ffa C/o Michael Jes	12/17/2024	60.00
837307	Erwin-Svoboda, Ruth Margretta	12/17/2024	652.40
837308	Harbor Awards & Engraving	12/17/2024	81.62
837309	Kentridge High School - Drama	12/17/2024	275.00
837310	MinuteMan Press	12/17/2024	98.52
837311	Music Theatre International	12/17/2024	7.63
837312	North Thurston Booster Club	12/17/2024	350.00
837313	Olympia High School	12/17/2024	150.00
837314	Weatherwax Asb Fund	12/17/2024	1,550.00
837315	WF WEST HIGH SCHOOL	12/17/2024	77.55

15 Computer Check(s) For a Total of 11,922.82

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

As of December 17, 2024, the board, by a _____ vote, approves payments, totaling \$213,505.70. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE: CAPITAL PROJECTS
Warrant Numbers 837300 through 837300, totaling \$213,505.70

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

Check Nbr	Vendor Name	Check Date	Check Amount
837300	TCF Architecture	12/17/2024	213,505.70
1	Computer	Check(s) For a Total of	213,505.70

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

As of December 17, 2024, the board, by a _____ vote, approves payments, totaling \$2,063,297.27. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 837268 through 837299, totaling \$2,063,297.27

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

Check Nbr	Vendor Name	Check Date	Check Amount
837268	1st Security Bank-Child Suppo	11/29/2024	1,392.80
837269	Aberdeen High School-AHS Schol	11/29/2024	70.00
837270	Aberdeen Sch Dist Kitchen Fund	11/29/2024	24.00
837271	Aberdeen Sd #5 Revolving Fund	11/29/2024	15.67
837272	Aberdeen School District-SERS	11/29/2024	175,704.53
837273	Aberdeen School District-TRS	11/29/2024	336,582.07
837274	Aberdeen School District Defer	11/29/2024	25,524.00
837275	Bank Of The Pacific	11/29/2024	735,132.18
837276	Cnty/city Mun Ees	11/29/2024	3,600.37
837277	Dynamic Collectors	11/29/2024	2,157.52
837278	E.S.D.#113 Unemployment Coop	11/29/2024	8,661.99
837279	Ed.Serv.Dist.#113	11/29/2024	29,995.85
837280	Employment Security	11/29/2024	22,414.04
837281	EMPLOYMENT SECURITY DEPT LTC	11/29/2024	10,193.86
837282	First Choice Health	11/29/2024	1,303.50
837283	GESA	11/29/2024	5,735.00
837284	HCA-SEBB BENEFITS-600D01	11/29/2024	634,083.00
837285	HCA-SEBB FLEX SPEND-600D01	11/29/2024	4,096.73
837286	Legal Shield	11/29/2024	63.80
837287	Pse Of Wa	11/29/2024	7,046.23
837288	The Standard Insurance Company	11/29/2024	6,874.85
837289	TODAY CASH	11/29/2024	575.29
837290	Tsa Consulting Group Inc	11/29/2024	11,572.00
837291	Twin Star Credit Union	11/29/2024	280.00
837292	Twin Star Scholarship Acct	11/29/2024	62.50
837293	Twinstar Pse Local Dues	11/29/2024	62.50
837294	UNITED STATES DEPARTMENT OF TH	11/29/2024	35.98
837295	United Way	11/29/2024	254.38
837296	Veba Contributions-Y1286.001	11/29/2024	16,131.36
837297	Wa State School Ret Assn	11/29/2024	63.00
837298	Wea Chinook	11/29/2024	146.94
837299	Wea Payroll Deductions	11/29/2024	23,441.33

Check Nbr	Vendor Name	Check Date	Check Amount
32	Computer	Check(s) For a Total of	2,063,297.27

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

As of December 17, 2024, the board, by a _____ vote, approves payments, totaling \$2,143,386.04. The payments are further identified in this document.

Total by Payment Type for Cash Account, ACCOUNTS PAYABLE:
Warrant Numbers 837267 through 837267, totaling \$2,143,386.04

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

Check Nbr	Vendor Name	Check Date	Check Amount
837267	1ST SECURITY BANK PAYROLL/PERS	11/27/2024	2,143,386.04
1	Computer	Check(s) For a Total of	2,143,386.04

OVERNIGHT & OUT-OF-STATE STUDENT TRIP REQUEST

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

Group/Team boys Wrestling

School AHS

Advisor Jeff Hatton Phone 360-268-4100

Date(s) of Trip 1/3 - 1/4/25 Destination Port Angeles

Lodging Location Super 8 Lodging Phone 360-504-0362

Objective of Trip wrestle in a tournament


Number of Students 16 Number of Chaperones 4

Cost per Student 0 - extra spending Cost per Chaperone 0

Funding Source and/or Account Code booster club- district transportation

Type of Transportation 2 vans Bus form required YES ___ NO

ASB Approval _____ Date _____

Principal Approval  Date 11-25-24

Board Approval _____ Date _____

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

PRELIMINARY BUILDING FIELD TRIP REQUEST

School: Aberdeen High School
 Trip destination(s): Port Angeles
 Date(s) of trip(s): 1/3/25 through 1/3/25
 Departure time: 3pm 1/3/25 Return time: 10pm- 11PM 1/4/25
 Club/Sponsor(s): Boys Wrestling
 Educational benefit of the trip: _____

Activities planned during the trip: (be specific and note all) Wrestling tournament

Related brochures/information attached? Yes _____ No x
 Preliminary trip itinerary attached? Yes x No _____

Does field trip involve any of the following: Yes _____ No x
 *Swimming, boats, or in/around water *Animals
 *Remote locations/hiking *Air travel
 *Outdoor education *Motorized activities

Estimated # of students: 16 Age level of students: High School
 Student/chaperone ratio: 4:16 # of chaperones needed: 4
 Any special qualifications of chaperones needed? Yes x No _____
 List those special qualifications: Certified paid coaches

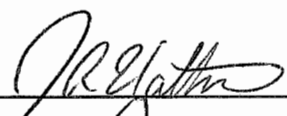
Means of travel: 2 vans School bus (preferred), # needed? no

Other (list): _____

Food provided, how? Paid by wrestling boosters

Details of budget code or financing: 0125

Will fundraising be needed? Yes _____ No x
 (If yes, attach a fundraising plan)

Sponsor's Signature:  Date: 12-2-24

Administrator's Signature:  Date: 11-25-24

Submit to Superintendent or School Board for approval? Yes x No _____

Bobcat Boys Wrestling Dual Tournament

January 4th, 2025

Port Angeles High school 304 E park Ave, Port Angeles, WA 98362

Departure: *Varsity wrestlers will meet at the AHS wrestling room (Stewart building) at 3:00pm on January 3rd. Coach Jeff Hatton and Coach Jacob Allison will drive district vans and will pick wrestlers up and will depart at 3:15pm. We will have a 3.5-hour van ride to Port Angeles Washington. Coaches will stop for a snack/bathroom break along the way. Athletes and coaches will be staying the night at the Super 8 Hotel, located at 2104 east 1 ST, Port Angeles, WA 98362.*

** Please be sure your wrestler brings the following:*

- *Water bottle*
- *Toiletries*
- *Team warm ups*
- *Wrestling singlet, Wrestling shoes, Wrestling Head gear*
- *Money for store/meal stop.*
- *Running shoes*

Return Date: *Varsity wrestlers will be competing in a 16 team Dual Match tournament on January 4th. Coach Hatton and Coach Allison will transport athletes back to the AHS wrestling room upon completion of the tournament. Our ETA can vary, we will have athletes contact parental guardians when we depart from Port Angeles. Coaches will also have athletes contact parents when we enter Grays Harbor County. These times are subject to change depending on the success of the team throughout competition.*

**Questions, contact AHS Boys Wrestling coach
Jeff Hatton (360)268-4100 / Jhatton@asd5.org*

OVERNIGHT & OUT-OF-STATE STUDENT TRIP REQUEST

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

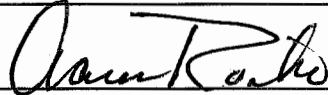
Group/Team Girls Wrestling
School Aberdeen High School
Advisor Craig Yakovich Phone 360-580-2203
Date(s) of Trip 1/10/25 & 1/11/25 Destination Kelso, WA
Lodging Location Red Lion - Kelso Lodging Phone 360-543-1643
Objective of Trip Wrestling tournament

Number of Students 15 Number of Chaperones 3
Cost per Student 0 Cost per Chaperone 0

Funding Source and/or Account Code Booster Club

Type of Transportation 2 vans Bus form required YES^x NO

ASB Approval _____ Date _____

Principal Approval  Date 12-10-24

Board Approval _____ Date _____

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

PRELIMINARY BUILDING FIELD TRIP REQUEST

School: Aberdeen High School
 Trip destination(s): Kelso WA
 Date(s) of trip(s): 1-10 & 1-11
 Departure time: 10:30am (1-10) Return time: 9:00pm (1-11)
 Club/Sponsor(s): Girls Wrestling
 Educational benefit of the trip: this is an athletic event

Activities planned during the trip: (be specific and note all) _____
Wrestling

Related brochures/information attached? Yes _____ No X
 Preliminary trip itinerary attached? Yes X No _____

Does field trip involve any of the following: Yes _____ No X
 *Swimming, boats, or in/around water *Animals
 *Remote locations/hiking *Air travel
 *Outdoor education *Motorized activities

Estimated # of students: 15 Age level of students: 3
 Student/chaperone ratio: 1:5 # of chaperones needed: 3
 Any special qualifications of chaperones needed? Yes X No _____
 List those special qualifications: all paid coaches

Means of travel: district vans School bus (preferred), # needed? no

Other (list): _____

Food provided, how? booster club

Details of budget code or financing: 0125 for van usage

Will fundraising be needed? Yes _____ No X
 (If yes, attach a fundraising plan)

Sponsor's Signature: [Signature] Date: 12-10-24

Administrator's Signature: [Signature] Date: 12-10-24

Submit to Superintendent or School Board for approval? Yes _____ No _____

AHS Girls Wrestling (Kelso Tournament)

Friday January 10th

-10:30am- Departure in vans from AHS

-12:30pm- Arrive at Kelso High School 1904 Allen Street Kelso WA 98626

-9:00pm- Arrive at Red Lion Hotel in Kelso 510 S. Kelso Drive Kelso WA 98626

Saturday January 10th

-7:30am- Arrive at Kelso High School for day 2 of tournament

-7:00pm- Leave Kelso for return trip to Aberdeen

-9:00pm- Arrive back in Aberdeen



ABERDEEN HIGH SCHOOL

Home of the Bobcats

School Board Presentation
December 17, 2024



DEMOGRAPHICS



Total: 930 Students

MALE:	465	50%
FEMALE:	465	50%

FREE & REDUCED:	544	60%
SPED:	154	17%
RUNNING START:	108*	12% <i>*30 college only</i>
ELL:	113	13%
504:	53	6%
NATIVE ED:	43	5%
HIGH CAP:	29	3%

WHITE:	480	51%
HISPANIC:	349	37%
TWO OR MORE RACES:	59	6%
NATIVE AMERICAN:	15	1.6%
AFRICAN AMERICAN :	14	1.5%
PACIFIC ISLANDER:	0	0%



ACADEMICS

AP Courses

148 students are participating in at least 1 AP course

.....

- AP Biology: 20
- AP World History: 48
- AP English: 18
- AP US History: 45
- AP Physics: 12
- AP Environmental Science: 24



Central Washington University

College in the HS Courses

36 students are participating in at least 1 CiHS course

.....

- PHYS101 Astronomy: 20
- MTH153 Pre-Calculus: 23

AVID

99 students are participating in an AVID course



MUSIC

167 students are participating in a music course

.....

- Jazz Band: 13
- Symphonic Band: 22
- Wind Ensemble: 15
- Percussion: 16
- Guitar: 24
- Goldenaires: 19
- Chamber Choir: 23
- Mixed Choir: 54
- Orchestra: 10



ACADEMICS

SKILLS CENTER PROGRAMS

Auto Tech

17 students (6/17 from AHS)

Cosmetology

16 students (9/16 from AHS)

Industrial Engineering

15 students (12/15 from AHS)

Medical Assistant

2 from AHS

Professional Medical Careers

33 students (18/33 from AHS)





SWIS DATA

Overall 2024/2025

Tier 1: 92.8% of Students

0 Referrals - 781 Students

1 Referral - 91 Students

Tier 2: 5.4% of Students

2-3 Referrals - 38 Students

4-5 Referrals - 13 Students

Tier 3: 1.7% of Students

6-8 Referrals - 9 Students

9+ Referrals - 7 Students

Overall Referrals in November 2023

Tier 1: 85.84%

0 Referrals - 684 Students

1 Referral - 143 Students

Tier 2: 10.47%

2-3 Referrals - 79 Students

4-5 Referrals - 20 Students

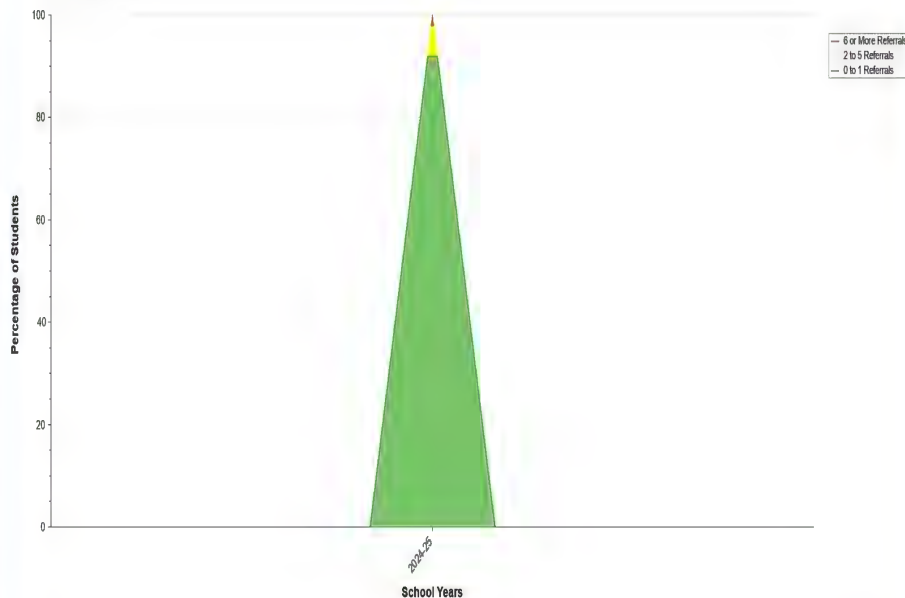
Tier 3: 3.7%

6-8 Referrals - 20 Students

8+ Referrals - 15 Students

Triangle Data Report

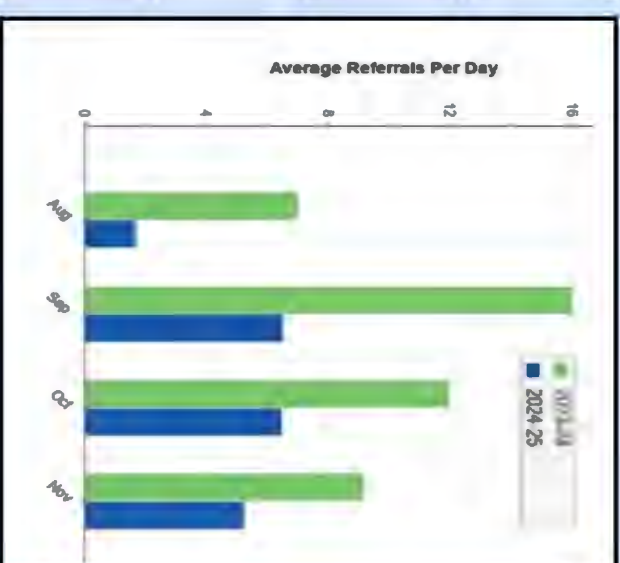
All, 2024-25 - 2024-25





SWIS DATA

	Avg. Referrals Per Day	Minors (Staff Managed)	Majors (Admin Managed)
November 2024 November 2023	5.24 9.17	67 118	22 47
October 2024 October 2023	6.43 11.95	112 196	36 67
Sept. 2024 Sept. 2023	6.35 16.05	83 287	49 48





iReady Scores Reading

Fall 2023

Overall Placement

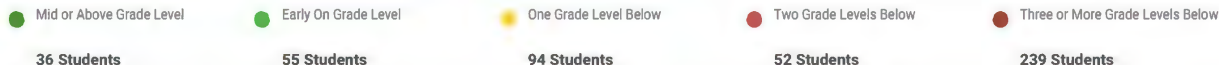
Students Assessed/Total: 431/880



Fall 2024

Overall Placement

Students Assessed/Total: 476/930



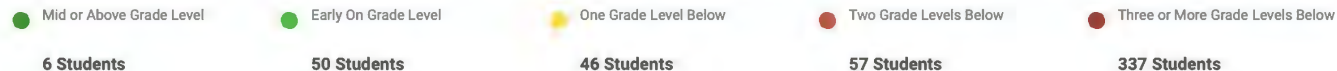


iReady Scores Math

Fall 2023

Overall Placement

Students Assessed/Total: 496/880



Fall 2024

Overall Placement

Students Assessed/Total: 519/930



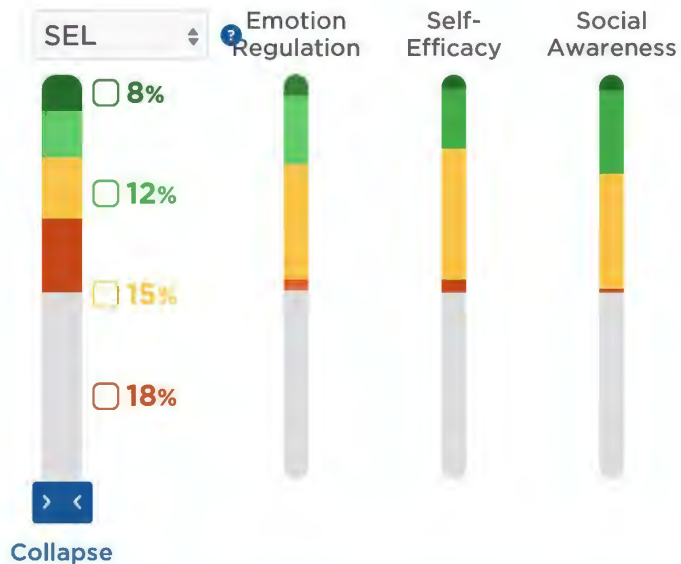


Social Emotional Learning

Overall Student Competency & Well-Being Measures

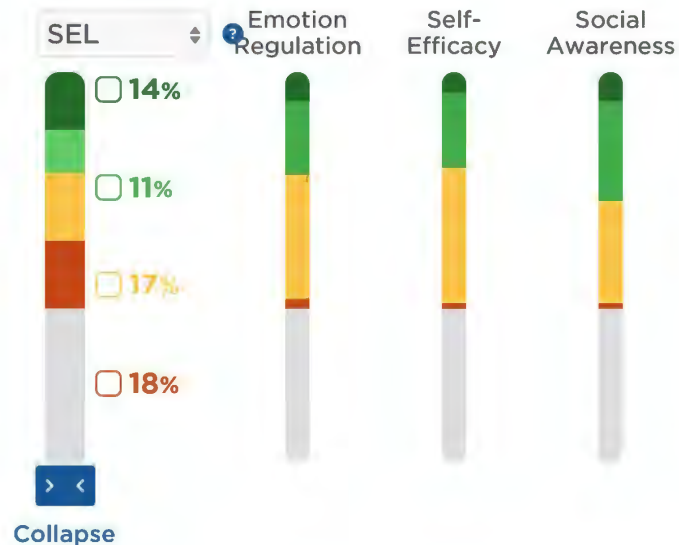
Semester 1

2023-2024



Semester 1

2024-2025





Fall Conference Data

Fall 2024

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AHS Students: **945**

Scheduled Conferences: **774**

Not Scheduled Conferences: **171**

Attended: **687**

No Shows: **87**

Percentage: **72.6%**

Fall 2023

.....

AHS Students: **912**

Scheduled Conferences: **749**

Not Scheduled Conferences: **163**

Attended: **517**

No Shows: **232**

Percentage: **56.6%**



SIP GOAL #1 - Attendance

By Spring of 2025, the number of students attending 90% or more of their school days will increase from 70% to 80%. This growth will be measured by October and April attendance reports.

Community Engagement Board meetings

- September 17 - 13 students/families invited (7 attended)
- October 8 - 19 students/families invited (13 attended)
- November 5 - 16 students/families invited (11 attended)
- December 9 - 16 students/families invited (13 attended)

Accountability Projects (Restorative Justice)

- Wednesday's - AHS library for one hour

Attendance Recognition Celebration

- Perfect attendance (9 students)
- Most improved attendance
- January Lunch Recognition

Administration Meetings

- 1st period attendance monitoring

Percentage of students with 90% attendance rate by grade:

	9th 238 students	10th 239 students	11th 235 students	12th 219 students
SEPT	60% 142	54% 129	67% 156	69% 149
OCT	67% 158	64% 153	73% 171	74% 162
NOV	66% 157	64% 153	73% 170	75% 163



SIP GOAL #2 & #3 - Academics



Focus on Freshmen Success



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By Spring of 2025, the percentage of 9th grade students earning their English credit will increase from 81% to 85%, compared to the 2023-24 school year. The freshmen subgroup includes all demographics: American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

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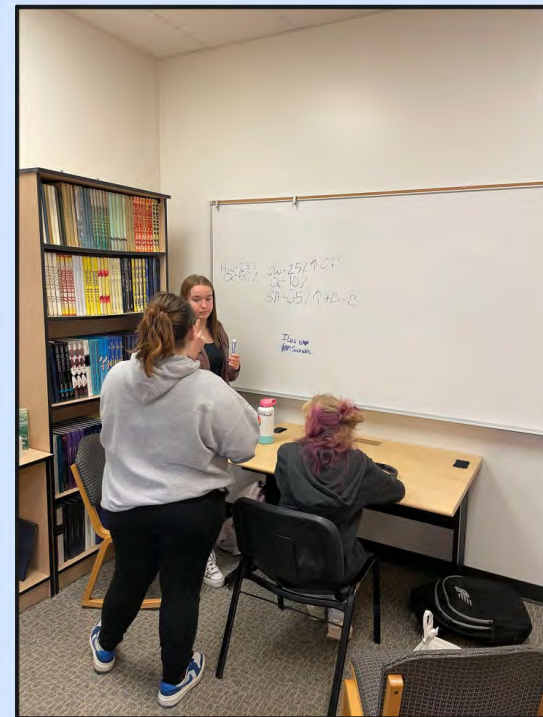
By Spring of 2025, the percentage of 9th-grade students earning their math credit will increase from 79% to 85%, compared to the 2023-24 school year. The freshmen subgroup includes all demographics: American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

- **After School Program - Mondays through Thursdays**
- **Peer Mentoring Program (Link Crew) - Tuesdays & Thursdays ([Link](#))**
- **Grade level meetings - Counselors in Auditorium during Advisory**
- **Cats Connections (Advisory) - Grade checks & Grade reflections**
- **Staff meetings focused on AVID strategies**



SIP GOAL #2 & #3 - Academics

Peer mentor program (Link Crew) - Tuesdays & Thursdays during advisory



$H_2O_2 \rightarrow 2H_2O + O_2$
 $2H_2O_2 \rightarrow 2H_2O + O_2$
 $2H_2O_2 \rightarrow 2H_2O + O_2$

This is the balanced equation.



GEARUP

WASHINGTON STATE

GEARUP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. It is a competitive, federal program that aims to increase the number of low-income students prepared to enter and succeed in postsecondary education. We look forward to supporting our students in some of the following ways:

- College Visits
- Job Shadows
- Internships
- College Applications
- FAFSA Support
- Community Service
- Work Based Learning



Faith Taylor Eldred: AHS Gear Up Advisor (9-10)
Jessica Madison: AHS Gear Up Advisor (11-12)
Lacey McMeekin: Gear Up Secretary

MTSS



ART



CLUBS



GEARUP

PBIS

WHAT DOES IT MEAN TO BE A BOBCAT?



FOOTBALL

SPORTS

MUSIC



ASB



AVID



RECESS AND PHYSICAL ACTIVITY

The board recognizes that recess is an essential part of the day for elementary school students, Young students learn through play, and recess supports the mental, physical, and emotional health of students and positively impacts their learning and behavior. Similarly, the board recognizes that students who engage in regular exercise are more likely to learn in the classroom and supports the district’s increased emphasis on physical activity at all grade levels to enhance the well-being of the district’s students. Therefore, it is the policy of the board to provide students with recess and opportunities for physical activity.

Recess

The district aims to make elementary school recess safe, inclusive, and high quality for all students. All district elementary schools will receive a minimum of 30 minutes per day of unstructured physical activity as recess. The accompanying procedure will specify how the district will meet other legal requirements.

Physical Activity

All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (e.g., brain boosters/energizers);
- Physical activity before and after school;
- Recess that aims to be safe, inclusive, and high quality;
- Family and community engagement;
- Staff wellness and health promotion;
- Opportunities for active transportation to school, and
- Access to school district facilities for physical activity, fitness, sports, and recreation programs.

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Policy 3210	Nondiscrimination
	Policy 3422	Student Sports -- Concussion, Head Injury and Sudden Cardiac Arrest
	Policy 4260	Use of School Facilities

Adopted: _____

Procedure - Recess and Physical Activity

Recess

By no later than the 2024–2025 school year, the district will provide at least thirty minutes of recess for all elementary-school students each school day that exceeds five hours. Schools may provide additional recess time before or after the school day, but that time may not be counted toward the thirty minutes of recess that is required. Additionally, time spent changing into and out of clothes for outdoor play should not be used to meet the thirty-minute requirement.

Recess must be supervised and student-directed. It must aim to be safe, inclusive, and high quality. To achieve those aims, schools will offer opportunities that align with state and national recess recommendations and maintain safe and age-appropriate equipment to use during recess. Schools may also include organized games as part of recess, but they should avoid including or permitting students to use computers, tablets, or phones during recess. Whenever possible, recess should be held outside. But if recess is held indoors, schools should use an appropriate space that promotes physical activity.

Recess will complement, not substitute for, physical education class.

Schools should not withhold recess as a form of discipline unless a student's participation in recess poses an immediate threat to the safety of the student or others. Nor should schools withhold recess to compel students to complete academic work. Schools should develop alternatives to withholding recess as a form of discipline or as a way to compel students to complete academic work.

The district encourages recess to be scheduled before lunch whenever possible. Scheduling recess before lunch reduces food waste, maximizes nutrition, and allows students to be active before eating. If recess is offered before lunch, schools will place appropriate hand-washing facilities and/or hand-sanitizing mechanisms just inside or outside the cafeteria to ensure proper hygiene prior to eating. Students must use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Physical Activity in Schools

Given that middle and high school students do not have recess, the district will encourage physical activity breaks for middle and high school students. All schools will participate in a Comprehensive School Physical Activity Program. A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement.

Quality Physical Education

Schools will implement a physical education program that includes instruction and practice in a variety of motor skills and movement patterns; knowledge of concepts, principles, strategies, and tactics related to movement and performance; knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; responsible personal and social behavior that respects self and others; and values physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Physical Activity during the School Day

The district recognizes that students are more attentive and readier to learn if provided with periodic breaks when they can be physically active or stretch. Schools will encourage teachers to do the following:

- Incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.
- Provide short (3-5-minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Schools cannot use physical activity during the school day as punishment. For example, a school can't have a student run laps or do push-ups as a form of punishment.

Physical Activity Before and After School

The district offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods (e.g., physical activity clubs, intramurals, sports, etc.).

Active Transport

The district will identify safe and active routes to and from school to promote alternative transport methods for children, such as walking and bicycle programs. The district will encourage this behavior by engaging and promoting activities such as the following:

- Designation of safe or preferred routes to school;
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week;
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area);
- Instruction on walking/bicycling safety provided to students;
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper;
- Use of crossing guards;
- Ensuring crosswalks exist on streets leading to schools;
- Documentation of the number of children walking and/or biking to and from school, and
- Creation and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).

School District Facilities

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the district's facilities use policy, community college, and municipal joint use agreements and partnerships with youth organizations so additional opportunities are available for all youth in the community to participate in quality physical activity, fitness, sports, and recreation programs.

Consolidated School Improvement Plan 2024–25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Aberdeen High School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 433	Grade Span: 9 - 12 School Type: High School
Principal: Aaron Roiko	Building Enrollment: 974 students
School District: Aberdeen School District	F/R Percentage: 58.9% (544 students)
Board Approval Date: October 1, 2024	Special Education Percentage: 17.4% (161 students)
Plan Date: August/September 2024	English Learner Percentage: 12.2% (131 students)
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Foundational Support	



Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Aaron Roiko, Principal
Mary Mainio, Assistant Principal
Rachel Wenzel, Dean of Students

Traci Sandstrom, Teaching & Learning Director
Sal Abruscato, MTSS
Ashley Kohlmeier, Certificated/AVID
SIP TEAM: Jon Kranich, Stacy Swinhart, Jessica Madison, Katina Gamleah,
Ryan Eyre, and Kyle Guggisberg-Scholinder

Section 3: Vision and Mission Statement

Vision: A community of confident and critical thinkers who are adaptable, responsible and effective communicators.

Mission: To facilitate an innovative and empowering learning experience for every student.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

One key takeaway is that students perform poorly in math and ELA i-Ready testing and coursework. 49% are not meeting the grade level benchmark at ELA i-Ready testing and 65% are not meeting the grade level benchmark for math. 44% of students failed at least one subject area. Another key takeaway is that student attendance is negatively impacting academic success. Last year, 137 students (15%) attended less than 80% of school days, and 244 (27%) attended less than 90%. According to SEL panorama surveys from the 2023-24 school year, many feel low or medium levels of self-efficacy, indicating a need to improve student's belief in their academic abilities.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

Our students are resilient, capable and embrace/respect each other's differences, not only within our diverse ethnic populations but also the large spread of socio-economic differences between many students. Our students believe they have strong relationships with adults (staff, teachers, coaches) according to the data from the Spring 2024 SEL survey in Panorama. Student behavioral referrals are significantly down in the initial SWIS data for the year compared to 2024 at the same time. Our administration, MTSS, and BSS work have worked closely with many Tier 3 and Tier 2 students and their teachers over the past several years to improve behavior and make the school and classrooms more safe and conducive to learning.

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Our high mobility rate, poverty, apathy, and changing demographics have created barriers to student achievement. Although it is not an excuse, families that struggle financially or endure high levels of trauma, at times send students to school who need more than what a classroom teacher can offer. We have limited capacity for mental health help not only in our school but also in our community. We also have a significantly high Special Education population and students with extremely high needs in the program with inadequate funding and staffing. There is also a lack of consistent strategies used across disciplines to support struggling students, and insufficient mitigation to support academics across all sub-group populations, specifically are EL population which has grown at a rapid pace in the last decade.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

- a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.
Student data and previous placement and services.
- b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.
Rank order lists start with grade level, followed by students needing to meet standards and grade data.
- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?
We use i-Ready data 3 times a year, grade and progress data is monitored every six weeks, and state assessment data (SBAC and WIDA) is reviewed annually. Students are surveyed three times a year in Panorama for SEL data.

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
Building a stronger connection between our MTSS Support and the instructional practices in our classrooms is one area that we should strengthen to implement evidence-based practices for teaching and learning, along with interventions. Multi-tiered systems of Support (MTSS) and baseline data points help to identify those students who are behind academically and emotionally. Climate surveys, SWIS data, universal screeners, observations, and eliciting qualitative feedback from staff, students, and families all lead to our building focusing on student engagement. We also recognize our need to strengthen our restorative practices and responses to discipline issues.
2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
Last spring, our school created a school improvement committee to determine our highest needs for improvement at Aberdeen High School. The committee spent last spring analyzing the data of incoming and current ninth graders to examine that our highest priority is the academic success of our freshmen and their ability to successfully obtain their credits so they are on track to graduate. Research shows that a student's successful completion of obtaining credits during Freshman year directly correlates to their ability to graduate on time. The committee, along with admin and our MTSS coach, have begun planning professional development toward supporting our Freshman class, specifically in

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

English and Mathematics. The initial PD resulted in positive feedback from staff according to a survey. Our building has also greatly emphasized and supported co-teaching models in mathematics and English classrooms. A general education teacher and resource teacher are assigned to co-teach a class each semester. The teachers had a series of 6 PD sessions with Dr. Katie Novak last year to support their instruction. The feedback from co-teachers has been positive. We have also begun implementing restorative practices as a response to discipline issues.

3. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Our planned professional development for teachers and educators includes time to identify students who need assistance, discuss evidence-based strategies in Panorama to support those students and implement systems to reduce the freshman failure rate and mitigate attendance issues using data collected in Panorama, SWIS, and Skyward. On the winter professional development day, Kelvin Oliver will be presenting “Changing the Culture of Discipline” and restorative practices to our staff.

b. How will the professional development activities benefit the students receiving targeted assistance services?

We are working towards reducing the freshman failure rate and mitigating our attendance issues by focusing our professional development on identifying students and targeting them for support.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Resource inequities include current and historical lack of access to academic support systems, lack of consistent strategies used across disciplines to support students, and insufficient mitigation to support academics across all demographic subgroups. This plan addresses these inequalities by implementing staff professional development to create academic support systems across all disciplines and identify students who need academic and attendance intervention.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Our MTSS model continuously supports/promotes engagement by addressing students' diverse needs. Our administration team does weekly walkthroughs to help identify/monitor classroom student engagement. Our building also has 3 Behavior Support Staff (BSS) members who take on caseloads of students to work with them individually on providing emotional, social, academic, and sometimes financial support. The BSS works closely with our MTSS coach and administration to provide data on student check-ins that are housed in Panorama. These staff members monitor their caseload of students' academics, attendance and behavior trends in hopes to move them from Tier II & III to a Tier I goal. Our entire student body takes a Panorama SEL survey three times a year to keep track of our student's needs and overall trends of the entire student population. We have begun implementing restorative responses to discipline issues such as accountability projects.

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

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Our School Improvement Committee met twice to discuss our school's strengths and areas of improvement. We looked at a variety of data from Panorama and SWIS to determine our need to improve our academic and attendance interventions, especially with our ninth-grade population.

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
Our business community and high school work together throughout the year in different capacities. Our juniors experience business week where our community leaders and business owners work with the class to simulate business decisions. We also have an expansive CTE department that provide students with experiences in the community such as the medical field and cosmetology programs.
5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
Areas of strength include consistent and clear channels of communication on multiple platforms (emails, monthly newsletters, updated websites and calendars, school apps such as Skyward and Canvas, and social media platforms). We would like to strengthen our family and community partnerships by providing more regular family engagement nights, specifically to highlight the diverse cultures within our school, and collaborating with local businesses, non-profits, and social services to offer family access to a wide range of supports.
6. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions**
 - a. **How does your targeted assistance program coordinate with core and additional programs in the school?**
Our MTSS program targets students who need academic support. Our BSS staff checks in with students who need behavioral support. The co-teaching model for some subject areas combines core academic teachers with support teachers for students in need. GPS meetings involve all teachers of students to identify support for struggling students.
 - b. **How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**
Our MTSS model aligns supports for academics, behaviors, and social-emotional needs. Regular meetings occur to review data and ensure students' needs are being served.
 - c. **How do you support transitions between grade spans?**
With the transition of 8th to 9th grade, meetings are held with staff from both schools to ensure smooth transitions and support for identified students. Our advisory model allows teachers to move up with their students from year to year to build relationships and monitor ongoing progress.
 - d. **Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?**
Our school is enriched with music, arts, and CTE electives. All students are capable of participating in electives/enrichment regardless of academic status.
7. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement**

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Conferences are held twice per year and at any time upon parent or teacher request to monitor progress and share assessment results. The GPS meetings involve parents in determining the best strategies to serve their children. The Community Engagement Board meets monthly with students and families to ensure students remain connected to school.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

Family surveys are conducted in the Spring to gather information and feedback on family engagement strategies.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal #1: By Spring of 2025, the number of students attending 90% or more of their school days will increase from 73% to 80%. This growth will be measured by October and April attendance reports. All student subgroups (demographics) will be included.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? We will use Panorama Attendance data to track and monitor progress toward our goal. What does the school expect to see mid-year to know if they are on track to meet the overarching goal? By mid year we will know if we are on track by comparing to previous years data trends regarding attendance.

Who will monitor the progress of this overarching goal? Administration, MTSS, and Attendance Coordinator

When/how often will they monitor progress toward this overarching goal? Weekly

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

	<i>behavior change be measured?</i>	<i>monitored or data reviewed?</i>		
AVID Strategy / greeting students at door. This helps build relationships which in turn gives students a sense of belonging	Pre/Post Surveys for staff and students	Surveys are conducted in the Fall, Winter, and Spring	Avid Coordinator Building Administration Team MTSS Coach	Professional Development Time during Bi-Weekly Staff Meetings
Identify and target all subgroups of chronically absent and truant students	Panorama Attendance Data Panorama Smart Grouping Skyward Attendance Reports	Weekly Attendance Monitoring	Attendance Coordinator Building Administration Team MTSS Coach	Weekly Building Administration Meetings Professional Development Time during Bi-Weekly Staff Meetings
Implement Restorative Accountability Projects as part of attendance progressive discipline	Skyward Attendance Reports	Weekly Monitoring	Attendance Coordinator Building Administration Team Behavioral Support Staff	Wednesday Accountability Projects
Panorama strategies to reinforce attendance	Staff Data on Survey	Bi-Weekly Monitoring	Building Administration Team MTSS Coach	Professional Development Time during Bi-Weekly Staff Meetings

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

5b. SY 2024–2025 SMARTIE Goal #2: By Spring of 2025, the percentage of 9th grade students earning their English credit will increase from 81% to 85%, compared to the 2023–24 school year. The freshmen subgroup includes all demographics: American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? **Grades in their English course will indicate if students are on track.** What does the school expect to see mid-year to know if they are on track to meet the overarching goal? **85% of 9th-grade students will earn their first-semester English credit.**

Who will monitor the progress of this overarching goal? **Administration, MTSS, ELA teachers**

When/how often will they monitor progress toward this overarching goal? **We will monitor progress at bi-monthly staff meetings and building administration meetings.**

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>AVID Strategy / Entry Task. This develops a similar routine across all classrooms. This routine helps students transition into each classroom and prepares them for learning.</p>	<p>Pre/Post Surveys for staff and students</p>	<p>Surveys are conducted in the Fall, Winter, and Spring</p>	<p>Avid Coordinator</p>	<p>Professional Development Time during Bi-Weekly Staff Meetings</p>
<p>Vocabulary strategies for content as well as academic language. This will help all students have a deeper understanding of content as well as what is expected from their learning.</p>	<p>Fall, Winter, Spring ELA i-Ready Results</p>	<p>Strategies will be shared at Bi-Weekly Staff Meetings and Instructional Coaching in the Classroom</p>	<p>MTSS Coordinator Administration Classroom Teachers</p>	<p>Instructional Coaching with MTSS Coordinator</p>

Collaborative practices to improve communication and critical thinking	Data from Portrait of a Graduate Rubrics	Quarterly	MTSS Coordinator Administration Classroom Teachers	Monthly Collaborative Time with ELA instructors
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

5c. SY 2024–2025 SMARTIE Goal #3: By Spring of 2025, the percentage of 9th-grade students earning their math credit will increase from 79% to 85%, compared to the 2023–24 school year. The freshmen subgroup includes all demographics: American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? **Grades in their math course will indicate if students are on track.** What does the school expect to see mid-year to know if they are on track to meet the overarching goal? **85% of 9th-grade students will earn their first-semester math credit.**

Who will monitor the progress of this overarching goal? **SIP Team, Administration, MTSS, and Math instructors**

When/how often will they monitor progress toward this overarching goal? **We will monitor progress at bi-monthly staff meetings and building administration meetings (BAM).**

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>AVID Strategy / Entry Task. This develops a similar routine across all classrooms. This routine helps students transition into each classroom and prepares them for learning.</p>	<p>Pre/Post Surveys for staff and students</p>	<p>Surveys are conducted in the Fall, Winter, and Spring</p>	<p>Avid Coordinator</p>	<p>Professional Development Time during Bi-Weekly Staff Meetings</p>

MTSS team will Focus on problem solving and questioning strategies (Polya's Problem Solving Model)	Fall, Winter, Mathematics I-Ready Results	Strategies will be shared at Bi-Weekly Staff Meetings and Instructional Coaching in the Classroom	MTSS Coordinator Administration Classroom Teachers	Weekly
Collaborative Practices to improve communication and critical thinking	Data from Portrait of a Graduate Rubrics	Quarterly	MTSS Coordinator Administration Classroom Teachers	Monthly Collaboration Time with Math Instructors

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. No application for OSSI grant. Apply as a District.

2. Click or tap here to enter text.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type "not applicable" for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including	N/A

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**
itle I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	differentiation and enrichment services as needed.	
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	N/A
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	N/A
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	N/A
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	N/A
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	N/A
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	N/A
Local Funds	Local levy revenue may be combined in schoolwide programs.	N/A

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*
itle I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	N/A

Harbor Jr/Sr Consolidated School Improvement Plan 2024-25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Harbor Junior Senior High School	Does your school share a building with another school? Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> If yes, which one(s)? Grays Harbor Academy Open Doors
School Code: ???????	Grade Span: 7-12 School Type: Alternative Junior Senior High School
Principal: Lisa Griebel	Building Enrollment: 120
School District: Aberdeen School District	F/R Percentage: 76%
Board Approval Date: ???????	Special Education Percentage: 25%
Plan Date: 2024-2025	English Learner Percentage: 3 %

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3 Graduation Rate

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Lisa Griebel, principal

Robert Sutlovich, GHA Mentor Teacher

Kasi Turner, Counselor

Tedd White, GED Mentor Teacher

Emma Wimberley, MTSS Assistant

Stephanie Hoffman, Parent/Guardian

Kayla Sturm, Teen Parenting teacher

Kris Bitar, IEP teacher

Section 3: Vision and Mission Statement

Harbor Junior Senior High School, a Title 1 Schoolwide Program, is dedicated to preparing our students to become Responsible Citizens, Lifelong Learners, Effective Planners and Successful Workers

Harbor Learning Center is our Aberdeen School District's alternative school- housing our teen parenting program, Grays Harbor Academy, and Open Doors/GED in addition to Harbor Jr/Sr High. Our Harbor Jr/Sr High students can move seamlessly from program to program as needed for each individual student.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

The students served by Harbor Jr./Sr. high school are by definition some of the highest-need students in our district. These are students who are credit deficient, victims of trauma, and have chronically unstable housing and home lives. We lack transportation for these students who come to us from all over Aberdeen, so attendance is a huge issue for our students. We work to ensure that students are more aware of what courses/credits they need in order to graduate, and encourage students to monitor their progress regularly. We offer alternative routes to credit achievement through mastery-based learning, state/district waivers, online courses, independent studies, and cross-credit course offerings. When those resources are exhausted, Harbor Junior Senior High is part of the Harbor Learning Center and students can move seamlessly into some of our other alternative programs if needed including full time on line, GED, and Open Doors Diploma pathway.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

The biggest strength by far at our school is the positive relationships developed among staff and students. Staff leverage these relationships with students to create trust for students to take academic risks. Staff also use their collegial relationships to advocate for students. We use Panorama and 80% of our students reported that our school provided supportive relationships.

3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.

In our Panorama Student survey, only 32% of our students reported feeling a sense of self efficacy. They do not feel academically confident nor do they think they can tackle difficult subjects or remember what they learn in class. Our school has been working with our district on increasing student engagement. We are working on increasing the rigor, relevance and fun in our courses.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

- a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**

Since we are an alternative school for students who are struggling academically and social-emotionally, all students are selected and targeted. Students apply to come to our school. To select students for enrollment, we look at academic data, test scores, attendance, discipline and contact their current school for information and recommendations.

- b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**

Grade 9-12 + students in each grade level are ranked by order of credits. In the middle school Grades 7 and 8, the focus is overall passing of the math and ELA core classes.

- c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**

Progress is monitored monthly at teacher collaboration meetings and quarterly at traditional grade reporting time frames. Students do not exit our services since we are an alternative school.

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

Our staff needs to continue our work on PBIS, particularly for Tier 2 students which most of our Harbor Learning Center students are. We will work on two components of PBIS the 2024-2025 school year- Restorative Practices and Accountability/Consequences.

Additionally, we are focusing on increasing student engagement through project based learning.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Our school began some professional development through our school district's focus on engagement and project based learning. We had some professional development and have gone on site visits to at least 6 different schools- including nationally recognized innovative schools on the East Coast. We have implemented some smaller school wide projects such as Winter Wishes, Mock Trials, Day of

Service and Projects in our 23-24 Summer School. We believe these do increase engagement as measured through student surveys and student participation/attendance.

3. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Our alternative high school has been around for years and students earn credits at their own pace by completing packets of work. Formerly, our focus was on Grades 10-12, mainly juniors and seniors trying to graduate. Post COVID, we reopened Grades 7-12 and have many students who are NOT here due to being credit deficient but because they are seeking a smaller, more personalized school environment. The traditional packets do not “work” with many of these younger, anxious students. Our staff needs instructional strategies to work with younger students and engaging student centered curriculum.

b. How will the professional development activities benefit the students receiving targeted assistance services?

Our traditional packets of self paced learning still work with our older self motivated students. By creating engaging projects, we intend to see an increase in attendance and an increase in class completions for our younger students.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Since we are a small alternative school that students CHOOSE to attend, we do not have transportation. This directly impacts student attendance. We hope that engaging activities will help increase student attendance.

Starting in 2024-25 we will have ONE math and ONE science teacher instead of ONE teacher teaching both subjects. When we had ONE teacher, students had to wait for spots to open in math classes to take math which widened the gap in math achievement. Now that we have ONE math teacher and ONE science teacher both will need to work on revamping/improving the “packets” of work. They will need assistance in designing engaging curriculum that can be done in a multi age classroom where students are working on a variety of subjects and are at different places in those subjects.

2. Consider the degree to which your school’s system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school’s system of support and how other areas will be strengthened.

While we have always known that the biggest strength of our school was our ability to build relationships with students who have been disengaged or let down by traditional education systems, we still need to continue to work on this. We need to ensure that EVERY student in our school has at least ONE “go to” adult.

Self efficacy is the student identified trait that needs the most work. We believe that by shifting to some project based learning and activities that engage higher level thinking, that students’ beliefs about their own capabilities will increase.

We plan on shifting the After School Program to a more robust program. In the 23-24 school year with the focus ONLY on academic support, attendance in our After School Program decreased. We will use grant funds to hire an After School Program Coordinator who will plan and deliver some fun and engaging activities in addition to providing tutoring and studying.

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

We surveyed our staff.

We used a variety of surveys with students including our school designed surveys and Panorama.

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

Our School Counselor accesses resources, and our CTE teachers connect with community in a variety of ways.

As we finish year three of the Harbor Learning Center and look forward to year four, we hope to continue to strengthen this area. We have really worked well with our Teen Parenting Program/COPE to connect our teen parents to community resources. Some of our Harbor High students take Running Start classes and have connected with Grays Harbor College. Our CTE teachers schedule field trips to job sites, post high school educational opportunities, and Job Corp.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

Our biggest strength is the connection that our teen parents have with COPE and our Snug Day Care. One of our school goals is to look beyond the goal of "just get them graduated". We want to make sure that the HSBP (High School and Beyond Plan) is not just a compliance check box for graduation but that each student leaves our school with a plan and ready for their next steps.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions

a. How does your targeted assistance program coordinate with core and additional programs in the school?

All of our students have access, if qualifying, for EL services, IEP services, McKinney Vento, and Native Ed services. All students in our school have Free Breakfast and Lunch.

b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?

We have two IEP teachers who support all three schools at the Harbor Learning Center, including Harbor Jr/Sr High. They divide up the case load and offer resource room classes, social emotional minutes support and intense case management. For the 24-25 school year, we will have a designated part time EL teacher who will provide direct and in direct services. This teacher will meet with EL students to do tutoring and check and connect. This EL teacher will support our MTSS paraeducators to make sure they are providing daily support for students in their core classes.

c. How do you support transitions between grade spans?

Our advisory teachers keep the same groups of students each year and the students are multi age. This provides a great transition and continuity with families from one grade level to the next.

Our school counselor meets at a minimum twice a year with the grade levels to go over grade level expectations.

Our middle school students have an opportunity to attend the comprehensive high school orientation to make sure they make an informed choice as to which school they will attend AND have an opportunity to see the elective classes offered at the comprehensive high school in case they want to take advantage of those courses.

Our 8th graders can take high school courses in 8th grade and start earning high school credits.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?

Yes. All enrichment and electives are open to our EL, 504, and IEP students.

7. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

All students enrolling at Harbor Junior/Senior High are required to have an entry conference with the principal and their family. In addition to direct contact from staff members and advisory teachers, we currently use our auto dialer to communicate information to our families. Our families are invited to participate in other family activities at our Harbor Learning Center site including our Family Nights, Community Engagement Boards, beginning of the year Orientation, and Student Led Conferences. We shifted to two evenings available for Student Led Conferences and significantly increased parent/guardian participation in conferences. We also do home visits to our students who are not attending regularly and in danger of having a truancy petition or to be dropped/withdrawn from our program.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

We track attendance at Orientation, Family Nights, and Student Led Conferences.

We track the success of contacts of our autodialers.

We also track the number of parent/family concerns that are received by our school district office.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

5a.SY 2024–2025 SMARTIE Goal #1: Sixty percent of the seniors we start with in September will graduate by the end of the 24-25 school year.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**?

Student credits, pathway requirements, HSB Plan and senior projects

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Seniors expecting to graduate should be within 4- 6 credits needed to graduate

Who will monitor the progress of this overarching goal ?
Lisa Griebel, principal and Kasi Turner, school counselor. IEP case manager additionally monitors the seniors with IEP's
When/how often will they monitor progress toward this overarching goal ?
Quarterly, 4 X a year

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described. *Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Teachers develop and monitor individual class contracts for each student to complete a .5</p>	<p>Teachers track the number of .5 credits earned in their courses.</p> <p>Advisory teachers, case managers, and school counselor</p>	<p>By end of school year in June '25</p>	<p>Each certified teacher</p>	<p>Teachers will need access to the number of credits each student has overall and in their own subject area.</p> <p>Teachers need access to the the</p>

<p>credit in their course.</p>	<p>monitors each student's progress.</p>			<p>23-24 end of year contracts for each student and the points each student has earned.</p>
<p>Advisory teachers monitor the overall progress of the seniors in each of their advisory class- keeping in close contact with the student, family, and school counselor.</p>	<p>The number of seniors who complete their graduation requirements by the end of the year</p> <p>Earlier intervention on grades 9-11 to make sure the gap in required credits is smaller by the time they reach senior status.</p>	<p>Progress is communicated weekly in advisory as each student monitors their own progress weekly.</p> <p>Families are communicated with quarterly by advisory teacher:</p> <p>Fall Before School Orientation, Fall Student Led Conferences, end of a traditional semester in January, and Spring Student Led Conferences.</p> <p>Counselor holds individual meetings with each senior at least twice yearly and families are welcome to attend.</p>	<p>Advisory teachers, school counselor, and IEP case managers</p>	<p>Skyward data for individual student progress.</p> <p>Advisory lessons</p> <p>Student led conferencing documents.</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Each certificated teacher receives additional supplemental time to input the contract points from the previous year into each student’s grade book and to develop individual class contracts for each student.

2. School counselor and other members of the advisory team create and copy advisory lessons that teach students how to monitor their progress toward graduation. They also develop the advisory lessons that prepare students for Student led conferencing. They are paid to develop, copy and then teach other staff how to do these advisory lessons. These advisory lessons will include student selected projects and activities.

5b. SY 2024–2025 SMARTIE Goal #2: Seventy-five per cent of the English Learners and Special Services students registered in September of 2024 will earn at least 6 credits by the end of June.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**?

Student’s credits

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

By Feb 1st, students should have earned 2-3 credits this school year

Who will monitor the progress of this overarching **goal**?

Lisa Griebel, principal, Kris Bitar, IEP case manager, and new part time EL teacher

When/how often will they monitor progress toward this overarching **goal**?

Quarterly, 4 times a year

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Targeted interventions in the After School Program and Summer School</p>	<p>The number of targeted students attending the After School Program and Summer School.</p> <p>Monitoring the credit progress of those students attending After School Program and Summer School.</p>	<p>The advisory committee is developing the plan for this and these activities will occur at least once a week during advisory starting in October.</p> <p>Progress of students and credits are monitored quarterly: Fall SLCs, end of traditional</p>	<p>After School Program Coordinator</p> <p>Summer School Coordinator</p>	<p>List of targeted students.</p> <p>Mailers and flyers</p> <p>Information at the before school Orientation</p> <p>Information at Student Led Conferences</p> <p>Intervention as part of Community Engagement Boards</p> <p>Staff for After School Program</p>

		semester, Spring SLC's and then end of June		and Summer School
Creating engaging student focused activities for advisory	Student attendance at these activities will be monitored and tracked. Students attending these activities will have their credits and progress monitored.	These activities will start in October.	Advisory Committee Advisory teachers	Materials are needed for the projects and activities

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. Summer school pay for an IEP teacher and para to support IEP students in summer school and after school program</p>
<p>2. Materials and resources for the high engagement advisory activities and other school wide projects.</p>

<p>5c. SY 2024–2025 SMARTIE Goal #3:</p> <p>Seventy five percent of the Grade 9 students who are enrolled in our school in September of 2024 will have earned 3 credits by February 1st.</p>
<p>What data will be used to determine the extent to which the school is on track to meet this overarching goal?</p>

<p>Students credits</p> <p>What does the school expect to see mid-year to know if they are on track to meet the overarching goal?</p> <p>Students should have earned 3 credits mid year</p>
<p>Who will monitor the progress of this overarching goal?</p> <p>Lisa Griebel, principal, and Kasi Turner, school counselor</p>
<p>When/how often will they monitor progress toward this overarching goal?</p> <p>Quarterly, 4 X a year</p>

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described. *Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Targeted academic interventions offered in the</p>	<p>The number of 9th grader attending the After School</p>	<p>Students invited for After School Program at</p>	<p>After School Program Coordinator</p>	<p>Skyward Advisory Lessons</p>

<p>After School Program and in Summer School.</p>	<p>Program and Summer School</p> <p>The number of credits 9th graders earn</p>	<p>beginning of the year Orientation, Fall Student Led conferences, and Spring Student Led Conferences</p> <p>Students invited to Summer School starting at Spring Student led conferences up until the time summer school starts</p>	<p>Summer School Coordinator</p>	<p>SLC prep lessons</p> <p>Summer School Invitations\</p> <p>Auto dialer</p>
<p>Engaging projects and other mastery based learning activities for students</p>	<p>If the students accessing the additional activities have:</p> <ol style="list-style-type: none"> 1) an increase in credits earned 2) An increase in attendance 3) The retention of 9th graders in our building (staying enrolled for the entire school year) 	<p>Students progress towards credits will be monitored quarterly - Fall SLC's, End of Traditional Semester, Spring SLC's and end of year.</p> <p>Exit interviews for students withdrawing will be conducting to see why student withdrew from our school and went elsewhere.</p> <p>Students will be surveyed quarterly to</p>	<p>Advisory team</p> <p>Advisory teachers</p>	<p>Materials for the projects and activities</p>

		reflect on the current projects/activities and suggest other activities		
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Additional para educator time to support students throughout the day in their classes
2. Summer School materials and supplies for engaging activities and mastery based learning and projects

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.

School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Open Doors

Consolidated School Improvement Plan 2024-25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and
School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Harbor Learning Center Open Doors	Does your school share a building with another school? Yes <input type="checkbox"/> X No <input type="checkbox"/> If yes, which one(s)? Harbor Jr Sr High School Open Doors
School Code: ?????????	Grade Span: Age 16-21 School Type: Open Doors/GED
Principal: Lisa Griebel	Building Enrollment: 45
School District: Aberdeen School District	F/R Percentage: 76 %
Board Approval Date: ?????????	Special Education Percentage: 12%
Plan Date: 2024-2025	English Learner Percentage: 5 %
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 3 Plus Comprehensive Grad Rate	

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Lisa Griebel, principal	Tedd White, GED Mentor Teacher
Kasi Turner, counselor	Robert Sutlovich, GHA Mentor Teacher
Alison Cline , IEP Teacher	Stephanie Hoffman, Parent/Guardian
Emma Wimberly, MTSS Assistant	Kayla Sturm, Teen Parenting Teacher

Section 3: Vision and Mission Statement

The Harbor Learning Center Open Doors program provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21 through GED preparation and a diploma pathway.

Harbor Learning Center is our Aberdeen School District's alternative school- housing our teen parenting program, Grays Harbor Academy, and Harbor Jr/Sr High. Our GED/Open Doors students can receive the same resources as the other students at the HLC and can move from program to program as needed for each individual student.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

We struggle still to get our Open Doors/GED students to come into school to take the SBA and other required tests. With the additional focus on diploma pathway and more specific conversations about how meeting standards on these tests can count as an IAP (indicator of academic progress), a high school graduation requirement, or as a way to retrieve credit, we hope to increase the number of students taking and be successful on our state tests. We also plan on using i ready as a way to measure progress.

As a district and as a school, we have a group of students that we need to provide a different pathway. These 16-21 year olds need a more flexible way to earn their high school diploma and there are barriers to them doing this in an "in person" traditional high school. These barriers include the need to work full time during regular school hours which impedes regular school daily attendance policies and also trauma or issues which result in behaviors/choices that limit their interaction on a school campus with other students and younger students.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

When we analyzed the students who are successful on the GED, we found two factors that stood out-age of student and time at school studying/preparing. The older students were more committed to finishing their GED quickly and laser focused to complete it. They also put in the time necessary to study in order to be successful on tests. We have created 3 flights/cohorts for the 24-25 school year

and believe that with the older more focused students mixed with the younger students that the role modeling with help support improvement in our younger students.

3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.

When analyzing students who are being successful, the common factor was that they were putting time in at school to study and seek help. Students who are struggling to make an IAP (indicator of academic progress) are doing the minimum contact time and need to increase time preparing. We need to create a more robust in school support model and increase contact with students/families to make sure the Open Doors Students are accessing the support needed. In particular, we will focus on the 16 year olds who are currently not making progress when compared to our older students in our GED program.

4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students**

- a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**

All students Open Doors are identified as Title One. To qualify for Open Doors, one must meet the criteria of being credit deficient and/or unlikely to graduate with their cohort group. Students are referred across our region by families, teachers, administrators, and school counselors. Peers in our program also serve as ambassadors.

- b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**

Our Open Doors staff rank students by progress toward completing the GED. So the top are students who need 4 tests, then 3, etc. Within those groups, we list by time being spent in person getting support from staff. We are now working on our diploma pathway so students who are NOT working towards their GED OR have completed their GED and want to continue on a high school diploma pathway will be rank ordered by credits needed to graduate.

- c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**

Open Doors students are required to make an IAP (indicator of academic progress) every 3 months. Each student is monitored to make sure that is happening. We will also be monitored credits earned by our diploma pathways students.

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

In the 23-24 (our third year) we took a team to visit two Open Doors programs. We learned a great deal from these site visits and plan on visiting more sites in the 24-25 school year AND sending a

team to state Open Doors trainings/meetings. We determined we needed more intense targeted support for students and that we need to develop the diploma pathway. Our Open Doors teaching staff includes two new to our school teachers who need training in the GED tests and how to use the pre tests and study guides to support students. All of our Open Doors teaching staff, case manager, and school counselor will need training in how to leverage our district mastery based learning policies for students in the Open Doors Diploma pathways to earn high school credit. We plan on visiting sites who are using mastery based learning and project based learning.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

We currently use pretests and then GED study guides for students. We have relied on tutoring strategies and materials that have been successful at the other GED site in our district, Grays Harbor Juvenile Detention Center. We have found that when we have students work in groups with an instructor working through a topic/task/concept together, the students participating in group work are more successful on GED tests.

3. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development**

- a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

All students in Open Doors need targeted assistance. All of the Open Doors staff need support to make sure that these students are making progress. Our district uses Panorama surveys as a baseline. We have not consistently had our Open Doors students take the Panorama survey, and now intend to require that as we do with students in our in person Harbor Jr/Sr High.

- b. **How will the professional development activities benefit the students receiving targeted assistance services?**

We will network with Successful Open Doors programs and implement the strategies they are using. For example, based on our site visits in 23-24, we have divided our students up into "flights" and assigned them days and times to be at school studying. This is a method two of the programs we visited were using and it was proving to be successful at their schools. We have already divided up the students and have sent letters communicating to them what "flight" they are assigned to for the 24-25 school year: AM, PM, or after school.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Our school does not have transportation. We will work with students to determine which "flight" (AM, PM, or After School) works with them since they need to provide their own transportation to and from school. We have worked with the Attendance and Engagement Specialist and that grant we had for 22-23 and 23-24 and have used the last of those funds to purchase bicycles which can be checked out to students. We did identify a group of students who need to do the GED or Open Doors Diploma Pathway who were unable to access our program during the school day. We are adding an after school "flight" so these students can be in Open Doors. We will also work to flex the schedule of our GED tester to accommodate students who work during the day.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Open Doors/GED is part of the Harbor Learning Center, HLC. The HLC is fully staffed to provide service to teen parents (complete with day care), on line learning, and in person learning. Our Open Doors/GED students can access the services provided here in the building and in our district including the day care, free lunch, McKinney Vento, Native American Coordinator, etc.

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

We interviewed students and got their feedback. Our Open Doors team at the HLC met after our site visits to other schools and identified what was going well and what we needed to improve. We have made significant improvements each year since starting this new program in 21-22, but with the SIP grant will be able to fund some of the areas we know we need to work on.

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

As we finish year three and look forward to year four, we hope to strengthen this area. We have really worked well with our Teen Parenting Program/COPE to connect our teen parents in GED/Open Doors to community resources. Some of our GED students have begun taking Running Start classes and have connected with Grays Harbor College. We have included our GED students on field trips to job sites, Job Corp. With the work on the Open Doors Diploma pathway, we know we will strengthen our connection to the community for Work Based Learning and Running Start.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

Our biggest strength is the connection our teen parents in GED have with COPE and our Snug Day Care. . With the work on the Open Doors Diploma pathway, we will strengthen our connection to the community for Work Based Learning (Grays Harbor Youth Works) and Running Start. (Grays Harbor College)

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions

- a. How does your targeted assistance program coordinate with core and additional programs in the school?**

Our GED/Open Doors students have access to EL services, IEP services, Native Ed services, Free Lunch, and McKinney Vento- just to name a few. Our GED/Open Doors students are included in our Harbor Learning Center Yearbook and graduation ceremonies.

- b. How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**

Our GED/Open Doors population is small and changes frequently as students withdraw after completing a GED or enroll throughout the year. Our IEP students in Open Doors have an identified case manager. Our EL students will have access to an EL cert teacher in 24-25. We examined our data and determined our Native Education students are not completing their GED's at the same pace as our white students, and plan to work

with our Native Ed Coordinator to identify underlying causes of this. We did notice that our Native Education students are not coming to school for support as frequently as our white students,

c. How do you support transitions between grade spans?

This is not as applicable to GED/Open Doors. We have determined that our students who opt to “end” at their GED and not pursue Running Start or their high school diploma need more support in entering the work force. We are working on a plan to support the transition from GED into the work force.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?

Most of our GED/Open Doors students can access the other programs that our GHA and Harbor High in person students can. That includes field trips, the After School Program, and the Twin Harbor Skill Center. Open Doors students, however, can not access the Harbor Jr/Sr High elective classes because they can not be dually enrolled.

7. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

In addition to direct contact from our GED mentor staff member, we currently use our auto dialer to communicate information to our GED families. Our GED families are invited to participate in other family activities at our Harbor Learning Center site including our Family Nights, Community Engagement Boards, beginning of the year Orientation, and Student Led Conferences. We also do home visits to our GED students who are in danger of not making an IAP (indicator of academic progress) and might be dropped from our program. We also have a large celebration (graduation) ceremony for our GED for families. This year we are adding communication with families to our Family Liaison as well.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

We are developing a shared document to track contacts with families so that all staff working with our GED/OPEN doors students can log their contacts with families.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students?
How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

5a.SY 2024–2025 SMARTIE Goal #1: In the 24-25 School Year, the number of GED completions will increase from 25 in the 23-24 school year to 35.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**?

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Who will monitor the progress of this overarching goal ?
Lisa Griebel, principal
When/how often will they monitor progress toward this overarching goal ?
Quarterly (4 times a year)

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described. ***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Access to an "After school" flight/band for support</p>	<p>We will track the number of students assigned to this track, the number requesting this track, and the number of students</p>	<p>This will be available 4 times a week starting in September through the End of the regular school</p>	<p>Lisa Griebel Principal Tedd White GED Mentor Teacher Bryce Fitzpatrick</p>	<p>Timesheeted time to create the data tracking tool for Open Doors and to monitor the data</p> <p>Timesheeted time for staff to staff the After School Flight</p>

	accessing the After School Program support.	year- 1 and ½ hour daily. Data will be checked quarterly.	Data organizer	
Students in danger of not meeting an IAP (indicator of academic progress) will be required to come to school four times a week and meet with a subject area teacher to receive support and tutoring in a GED subject area.	We track all students IAP's but will identify students who have not made an IAP in two months to come in person four days a week.	Progress of each Open Doors student is discussed at our weekly attendance meetings. Overall progress towards IAP's is checked before monthly count day.	Lisa Griebel Principal Tedd White GED Mentor Teacher Bryce Fitzpatrick Data organizer EL Teacher IEP Case Manager Attendance Secretary	Timesheeted time to create the data tracking tool for Open Doors and to monitor the data Timesheeted time for additional contacts with families of Open Doors Students beyond the 6.5 hours of our GED case manager.

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. After school time for GED teacher to tutor and the GED case manager to work with the After School Flight of students.</p>
<p>2. Additional curriculum and resources for the 4 core areas</p>

5b. SY 2024–2025 SMARTIE Goal #2: Of the IEP students enrolled in Open Doors in September of 2024, 100% will pass at least one GED test and/or earn at least 2 high school credits by February 2025.

What data will be used to determine the extent to which the school is on track to meet this overarching goal ? What does the school expect to see mid-year to know if they are on track to meet the overarching goal ?
Who will monitor the progress of this overarching goal ?
When/how often will they monitor progress toward this overarching goal ?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Specific tutoring and case management by the IEP case manager and tying of the IEP goals and objectives to</p>	<p>The number of IEP students in Open Doors throughout the year and whether they are GED candidates or</p>	<p>Monthly prior to count day</p> <p>Quarterly when progress is reported for all students at the Harbor</p>	<p>Tedd White</p> <p>GED Case Manager</p> <p>Alison Cline</p> <p>IEP Case Manager</p>	<p>Additional time for certificated staff to work with students after school</p> <p>Additional time for certificated staff for non core areas needed for graduation to</p>

<p>GED/Open Doors</p>	<p>diploma candidates</p> <p>The number of in person hours of tutoring the IEP students receive</p> <p>The number of GED tests passed and/or credits earned</p>	<p>Learning Center</p>	<p>Kasi Turner School Counselor</p>	<p>monitor mastery based learning credits.</p>
<p>Development of high school graduation plan for IEP students choosing Open Doors diploma pathway</p>	<p>The number of GED tests and credits completed by IEP students.</p>	<p>Monthly prior to count day</p> <p>Quarterly when progress is reported for all students at the Harbor Learning Center</p> <p>At students IEP meetings</p>	<p>Tedd White GED Case Manager</p> <p>Alison Cline IEP Case Manager</p> <p>Kasi Turner School Counselor</p>	

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. Additional time for certificated teacher to work with students to earn/retrieve high school credits that are not provided within the school day by assigned Open Doors staff or for students who can not access Open Doors staff during regular school hours</p>
<p>2. Professional development and training for Open Doors Staff</p>

5c. SY 2024–2025 SMARTIE Goal #3: HLC Open Doors will finalize all components of the diploma pathway and at least 4 students will complete their high school diploma through this new option.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Who will monitor the progress of this overarching **goal**?

When/how often will they monitor progress toward this overarching **goal**?

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described. *Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
Certificated staff available for tutoring or	The number of hours certificated staff	Monthly prior to count day	Tedd White	Additional time for certificated staff to

assessing progress toward completing graduation requirements outside of the regular school day.	are working outside the normal school hours, the number of students accessing these opportunities, and the number of credits earned.	Quarterly when progress is reported for all students at the Harbor Learning Center	GED Case Manager IEP Case Manager and EL teacher Kasi Turner School Counselor	work with students after school Additional time for certificated staff for non core areas needed for graduation to monitor mastery based learning credits.
Develop a comprehensive list of how students can meet the district's graduation requirements in a variety of flexible ways	A document will be developed that shows this and is accessible for each student and the plan that they are on to meet the graduation requirements	Quarterly when progress is reported for all students at the Harbor Learning Center	Lisa Griebel Principal Tedd White GED Case Manager Kasi Turner School Counselor	Click or tap here to enter text.

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. Widely shared and accessible tracking document for students and IAP's needs to be developed and maintained</p>
<p>2. Curriculum materials for Mastery Based Learning</p>

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>There are 4 certificated teachers identified to provide support in the four core areas of the GED- math, science, social studies, and ELA.</i>
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	We have an identified IEP case manager who will also provide tutoring to our IEP students working on their GED. Both EL and IEP teacher will determine how to support these students who are choosing a diploma pathway.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Attending Open Doors training opportunities for the staff</i>
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	We have an identified certificated EL teacher assigned for 24-25 to support our EL students in GED and assist our GED mentor teacher and core teachers with our EL students.

Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	MTSS assistants support students in their core classrooms. An MTSS assistant also specializes as a resource for students assisted devices- chromebooks.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Our After School Program is available to all Open Doors students.</i>
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	

GHA

Consolidated School Improvement Plan 2024-25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Grays Harbor Academy	Does your school share a building with another school? Yes <input type="checkbox"/> X No <input type="checkbox"/> If yes, which one(s)? Harbor Junior/Senior High School Open Doors
School Code: ???????	Grade Span: K-12 School Type: Online ALE school
Principal: Lisa Griebel	Building Enrollment: 95 students
School District: Aberdeen School District	F/R Percentage: 76 %
Board Approval Date: ? ?????????	Special Education Percentage: 20 %
Plan Date: 2024-2025	English Learner Percentage: 4 % (4 out of 95)
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:	

Tier 3 Graduation Rate

Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Lisa Griebel, principal

Amy Moyer, MTSS assistant

Kasi Turner, counselor

Alison Cline, IEP teacher

Robert Sutlovich, GHA mentor teacher

Stephanie Hoffman, parent/guardian

Kayla Sturm, Teen Parenting teacher

Brandi Creviston, EL teacher

Section 3: Vision and Mission Statement

Grays Harbor Academy is an Alternative Learning Experience (ALE) that uses the Edgenuity Student Information System (SIS) as the online platform. Our goal is to provide a learning alternative for students who prefer an option that includes independent learning outside of the typical classroom experience.

Harbor Learning Center is our Aberdeen School District's alternative school- housing our teen parenting program, Grays Harbor Academy, Open Doors, and Harbor Jr/Sr High. Our Grays Harbor Academy students can receive the same resources as the other students at the HLC and can move from program to program as needed for each individual student.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

Grays Harbor Academy was a school in improvement for state scores for all groups for the 2023-2024 school year. We exceeded two of our three School Improvement goals. We learned that constant communication is absolutely essential, as well as close working relationships with parents/guardians. For goals surrounding increased graduation rates, student, parent/guardian and family communication will be vital. In particular, the categories of students struggling with Grays Harbor Academy are IEP and EL students. Students choosing Grays Harbor Academy because of poor attendance while in person also struggle online. Students placed into Grays Harbor Academy as a result of discipline in their home school do not perform well academically in our online school.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

Our GHA's communication with students and families is excellent! We send progress reports weekly and "cc" parents/guardians on all communication. All of the communication from our Edgenuity online teachers also go to parents/guardians. Our team makes phone calls when needed, and sends text messages. We have found that families respond to text messages more readily than phone calls. When needed, we also do home visits.

3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.

Many students who leave their home school for online are seeking less structure, but our Edgenuity classes require self motivation and self discipline to be successful. Many of our Grays Harbor Academy students can be academic “minimalists.” They appear to be unwilling to do anything more than the bare minimum that is required. Online teachers sometimes offer extra credit opportunities for answering trivia questions, or booking meetings. Very few students, if any, take advantage of these when they arise.

Some of our students enter our online school credit deficient despite students/families being informed that our online school is not a credit retrieval school. Since they start behind, if they are not keeping up and passing classes, they fall farther behind. Our school has also attracted many IEP students. Some of these students present unique challenges for our GHA team to meet their academic goals when their behavior goals also need to be supported.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students

- a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**

Many of our students are established and have been with us for more than a year or two. For new students, we talk to the parents/guardians, let them know what to expect in online education. We also reach out to the school principal and counselor of their home school for any insight that may influence our decision to enroll. If a student has an IEP, we require an IEP meeting with our team and the home school IEP team to determine if online placement can support the students IEP goals and objectives.

Throughout the year, Grays Harbor Academy receives students who have been long-term suspended, or expelled, from other schools. Since the student is placed into our school, and often the student and family are not happy with the placement, the student is often not successful on line. The behavior that resulted in the on line placement often precludes the student from accessing in person support at our site during school hours as well.

- b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**

All of our students are served and on our rank order list. Our list is by success online. Our team sends out individual student progress reports every Monday morning and “CC’s” parents/guardians as part of our required weekly check-ins. At the end of each month, our GHA team determines whether students are making satisfactory progress, or if they are in need of intervention. Satisfactory progress is defined as staying up to date on their classes (less than 8% behind pace for a first intervention) and failing no more than two classes. We require students to come into school to receive help and support when they are on an intervention plan. After three unsuccessful intervention plans, students may be removed from the program/online school and return to their home school. We do have an option to tailor their learning plan to better focus on fewer classes, increasing students' chance of success, and in some cases do this because it is in the best interest of the

student to stay on line and not be at a brick and mortar school. However, when we do that we often cause credit deficiencies for high school students or widen the credit gap farther.

c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Even though we monitor progress monthly as required for an ALE school, the mentor teacher and other GHA team members could monitor progress even more frequently and attempt to intervene before an intervention plan is put into place. This would require phone calls and communication to get students caught up and passing. Home visits are also an option. This also would require a better communication system with our EL and IEP teachers. To prepare for this, we have planned and scheduled weekly meetings to make sure our team is collaborating to increase academic success for our EL and IEP students. Unfortunately in the past, we have had to contact CPS and file truancy petitions when families are shirking their responsibilities in regards to their child's education.

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

We need training in the attendance screener now that our grant for Attendance and Re-engagement has expired. We need refresher training on how to conduct a safe, effective and culturally respectful home visit. We need to send our on line mentor teacher to WALA so we can learn from other ALE schools. Our new IEP and EL teachers will need training in Edgenuity.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

Our current GHA mentor teacher did receive training from our on line provider, Edgenuity, and our in district Skyward (student management system). The effective measurement is that we are in compliance with ALE guidelines.

3. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

Professional development has proven essential to our program. Learning about different strategies for compliance, and progress monitoring has been invaluable. We are planning more professional development for the 2024-2025 school year including more site visits, and WALA events. We have

new team members for 2024-2025 including a new MTSS para, a new EL teacher, and a new IEP teacher.

b. How will the professional development activities benefit the students receiving targeted assistance services?

Our original on-line school was designed pre-COVID for families seeking rigorous, flexible curriculum. Post COVID, many of the families choosing our on line school are seeking another option because their student is not being academically successful or not regularly attending school and are on their way to a truancy petition. Our team needs specific strategies to support struggling and reluctant learners who are at home and out of our reach. Additionally, some of the students placed on line due to discipline incidents in their home school need very specific behavior support in order to be more successful when they return to in person.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Since we serve students throughout our district and there is no transportation, our online students face challenges to get to our school for drop in or scheduled support. Some of our families still have some connectivity issues. Our online school is funded to provide support during normal school hours and our online families need access to staff and services outside the normal 7:30-3:00 time frame.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

In the 2023-2024 school year, we added MTSS para support to our On Line team using the SIP grant. This additional support was used to increase contact with families and students. We also used it to staff after school hours support for our GHA students and MANY families took advantage of these After School Hours. When our online students came in person for support, their online academic progress improved. They developed positive relationships with our GHA team. Some of these students who had chosen online because of anxiety, stress, or social difficulties at their home school, then chose to enroll in our in person school, Harbor Jr/Sr High.

We need to strengthen the following:

- We need to administer the attendance screener when students are not engaging in their online curriculum.
- We need to create and implement an accountability project for students who are placed on line for discipline and are returning to their home school.
- We need to require and monitor I ready lessons for our elementary students when they have GAPS in reading and math.
- We need to require our online students to take the Panorama survey.

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

Many of our online students require attendance interventions. Our students who are placed due to discipline have high recidivism. They go back to their home school, exhibit the same behaviors and

are again placed in our online school. We often have “Gaggle Alerts” for topics our online students are “googling” or writing about. Many of these topics are safety related. If we had our students doing the Panorama survey, we might be able to provide an intervention/contact with families BEFORE students are to the point they are searching for ways to self harm.

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

Since our students are online, this is an area we could strengthen. We do support our online seniors in finding places to volunteer in order to complete their Senior Projects. We also have BHR available at school and some of our online families do bring their students in for that support.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

All of our families participate in an in person meeting when we write and sign off on the required Student Learning Plan. For students who are placed on line due to discipline, they also have to agree to and sign a Safety Plan.

We are adding a beginning of the year in person evening open house/family night for our on line families which will include a meal.

We plan on adding scheduled senior meetings on Zoom.

We are going to add an end of the year junior meeting.

We send credit progress toward graduation home to our in person families 4 times a year. We will add that to our on line families as well.

6. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions**

- a. **How does your targeted assistance program coordinate with core and additional programs in the school?**

All of our students are identified as needing support. We provide support in person and on zoom to help students with their on line courses.

- b. **How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**

Grays Harbor Academy has one full-time MTSS assistant and also a part-time assistant. They work with students who are struggling and can work with students in person, after school, or with Zoom sessions. We also have access to a family service worker who is fluent in Spanish, and she has been an asset when communicating with families. We have a designated IEP case manager for our in person students. We are adding an EL teacher. Our school counselor is also fluent in Spanish.

- c. **How do you support transitions between grade spans?**

We allow for summer school. Students transitioning from junior high to high school have the opportunity to experience high school classes either online, or taking classes at our local Skills Center branch. We are adding an end of the year Junior Meeting to start preparing our juniors for the graduation requirements of the HSBP and the senior project.

d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?

Yes, however not until a particular grade level is reached. Our program allows for students to have shared enrollment and some will take music at their home school, and be online the rest of the time. In high school, students can also enroll in Twin Harbor Skills Center programs, and explore opportunities in nursing, automotive technology, or industrial engineering. Our students are also able to partake in Running Start with Grays Harbor College once they enter 11th grade. Students in Grays Harbor Academy can also participate in the district Native American Education Program. Our online students are also eligible to participate in athletics, so long as they meet eligibility requirements.

7. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement

a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

All families (unless Choosing in from a remote district) have an in person meeting to review the Student Learning Plan. All families receive our school wide (Harbor Learning Center) auto dialer calls and our newsletters. All families are invited to our Family Nights. On line families can also schedule student led conferences with our GHA team during our twice yearly Student Led Conferences.

b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

We track the number of families that attend our meetings.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students?
How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: *This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.*

Note: *For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.*

5a. SY 2024–2025 SMARTIE Goal #1: Overall graduates will increase by at least 5%.

(In 23-24, 62.5% of seniors graduated.)

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

We (the GHA Mentor Teacher and school counselor) will be looking closely at required credits needed to graduate and ensure that our students are enrolled in

classes that will satisfy their credits. If students complete, and pass, all of their first semester classes, they will be considered on track to graduate on time.

We will also be closely monitoring the progress of the High School and Beyond Plan. We have “target” due dates, but all activities and Senior Board must be completed, and passed, by May 2025.

We will also ensure increased graduation rates by allowing our students to take alternatives to the SBAC as necessary. This could include the SAT, ACT, or ASVAB. The GHA Mentor Teacher works closely with the school counselor and district assessment coordinator to learn when these opportunities arise so that they may be passed along to the students.

Who will monitor the progress of this overarching goal?

Robert Sutlovich, Grays Harbor Academy Mentor Teacher

When/how often will they monitor progress toward this overarching goal?

Frequently throughout both semesters.

*Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described. *Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

	<i>change be measured?</i>	<i>monitored or data reviewed?</i>		
GHA mentor teacher meets with each family before school starts, during Student Led Conferencing, and after school ends to develop Student Learning Plans	The number of families attending each event	Before school starts Fall SLC's Spring SLC's Post school year end meetings	GHA mentor teacher IEP case manager EL teacher MTSS paraeducators	Progress toward course completion Skyward credits HSBP and Senior Project data base
Extended testing times for students - including after school, evenings, or Saturdays if needed	The number of students participating in state tests The number of students meeting state testing graduation requirements	Spring 2025 by the time the state testing window closes	GHA mentor teacher MTSS assistants Building test proctor	Chromebooks Additional time for staff to work after school, evenings, or Saturdays as needed

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Purchase additional chromebooks and chargers (sometimes students wait for a couple of days for repairs or for a replacement device)

2. Professional development for GHA team including site visits and conferences. Additional days for GHA mentor teacher to meet with families before school starts to develop SLP's and to communicate progress and plan for next school year after school year closes.

5b. SY 2024–2025 SMARTIE Goal #2: Our 9-12 GHA students with IEP’s enrolled in September of 2024 should earn at least 3 credits by the first of February 2025.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Who will monitor the progress of this overarching **goal**?

When/how often will they monitor progress toward this overarching **goal**?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
IEP students on intervention plans will come to school at least	On going progress as measured by edgenuity and	On going as needed Student progress is	GHA mentor teacher	Data base tracking tool

once a week to get support from the IEP case manager or After School program staff.	odysseyware software or other data base tracking tool Attendance tracking	discussed at weekly GHA team meetings	IEP case manager MTSS assistants	After School Program
All IEP students will connect with case manager or MTSS assistants once a week for a positive check in and interaction- this includes coming on campus for lunch or activities and/or the After School Program	Attendance tracking	On going as needed Student progress is discussed at weekly GHA team meetings	GHA mentor teacher IEP case manager MTSS assistants	Data base tracking tool After School Program Games/activities

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Additional time for IEP teacher and other certified teachers to support students after traditional school hours on academic and behavior goals
2. Additional time for GHA staff to plan, implement, and attend family engagement evenings

5c. SY 2024–2025 SMARTIE Goal #3: Students placed on line as a result of discipline, or choosing online while in the truancy process at their home school, will participate in weekly two way check-ins on Zoom or in person at least 3 times a month.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

The GHA Team keeps a tracker of check-ins and we will know this goal is being met when students make three check-ins per month. By mid-year and end of the year, we expect this pattern to continue interrupted.

Who will monitor the progress of this overarching **goal**?

Robert Sutlovich, GHA Mentor Teacher

When/how often will they monitor progress toward this overarching **goal**?

The GHA Team will be monitoring weekly to track the progress of this goal

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described. ***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

Students will meet with GHA staff weekly via ZOOM or in person to discuss academic progress, academic skills, and social problem solving skills	Progress monitoring, course completion, academic gaps, and differentiated options.	Weekly Student Led Conferences twice yearly	GHA mentor teacher (ASD teacher) GHA MTSS paraeducators	Data based developed to track and monitor progress
Completion of an accountability project	The number of completed and presented accountability projects	During weekly check ins Presentation required to GHA staff before student presents to home school during re entry conference	GHA mentor teacher MTSS paraeducators	Staff Canvas/Google Doc project

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. MTSS para educators to tutor and provide checkins during the school day
2. MTSS para educators to tutor and provide checkins after school hours

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2024-25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable”

for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Edgenuity is a program that has been vetted by the state of Washington. All of the classes and lessons meet grade level learning targets and our district's priority standards. IEP students using the Imagine Edgenuity product can have course level increased or decreased based on need. Both programs allow for bypassing assignments and asking the online teachers for alternate assignments.</i>
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<i>In Edgenuity, all of the classes are the same, regardless of the assigned teacher. All teachers make themselves available for individual meetings for extra help, support, and tutoring.</i>
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	<i>Grays Harbor Academy utilized SIP funds in the 2023-2024 school year in a successful effort in increasing SBAC scores. More specifically, a full-time and a part-time MTSS assistant was hired on. We increased our weekly check-in rate, and had over 90% of our students take the math and ELA sections of the SBAC.</i> <i>In the 2024-2025 school year, we are once again utilizing SIP funds. Our current GHA Team will work together to increase our student graduation rate by at least 5%.</i>
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>The GHA Mentor Teacher has experience with AVID and PBIS. There are plans for more ALE site visits and collaboration in the 2024-2025 school year.</i>
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>For the first time, Grays Harbor Academy will have EL support. The Harbor Learning Center will have a 0.2 FTE EL teacher and they will be working with GHA students on EL support. EL students enrolled in GHA will be required to participate in EL services.</i>
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and	<i>????</i>

	improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	????
Local Funds	Local levy revenue may be combined in schoolwide programs.	????
Other Funding Sources, including School Improvement Grant Funding	<i>None to my knowledge.</i>	?????

Consolidated School Improvement Plan 2024–25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Miller Junior High	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 2305	Grade Span: 6–8 School Type: Junior High
Principal: John Meers	Building Enrollment: 704
School District: Aberdeen School District 5	F/R Percentage: 63%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 17%
Plan Date: 8/30/2024	English Learner Percentage: 14%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 3+	

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



John Meers, Principal	Margie Barlow, Teacher
Kasey Robbins, Assistant Principal	Kameron Covall, Para Educator/Parent
Matt Harless, Teacher	Sara Verde, MTSS Coordinator

Section 3: Vision and Mission Statement

Mission: To facilitate an innovative and empowering learning experience for every student.

Vision: A community of confident critical thinkers who are adaptable, responsible and effective communicators.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

Most groups are struggling. There are no groups that are excelling as a whole.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

Involvement in athletics, music or other extracurricular activities.

3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.

Lack of foundational skills and study habits. Language barriers. Generational poverty.

4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students**

- a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**

Click or tap here to enter text.

- b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**

Click or tap here to enter text.

- c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**

Click or tap here to enter text.

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

As a whole, we need to improve our implementation of Relationship Centered Learning. We have a PBIS system in place, but we often find ourselves so focused on managing behavior, that we don't get to provide as much positive feedback for our students. We also need professional development regarding grading for equity.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

PBIS implementation; MTSS intervention; Professional Development in engagement.

3. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development**

- a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

Click or tap here to enter text.

- b. **How will the professional development activities benefit the students receiving targeted assistance services?**

Click or tap here to enter text.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Our MTSS team (coaches and assistants) has been consistent in providing academic support for students in ELA and Math, but is still in the process of growing. We have had disruptions in our staffing of the MTSS Coach due to resignations and Reductions in Force over the past two years. Our counselors and MTSS team have provided lessons for teachers to implement for SEL. Our PBIS system for behavior is fairly well-grounded, and is growing with the re-focus that we began last year. MTSS para educators are only meeting the needs of few, when there are many in need of support.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened. Our PBIS system is growing, and we are seeing some positive results. We need to continue the upward trend in its consistent implementation. We need to establish some continuity in the MTSS Coaching position.
3. How did your school identify these areas of strengths and improvement?
Through our comprehensive needs assessment. We utilized assessment data, grades and anecdotal information.
4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
We have worked with multiple community agencies, including Behavioral Health Resources, Catholic Community Services, WISE and the Aberdeen Police Department.
5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Our work with BHR has been a strength. Our staff has identified via our CNA the need and desire to build stronger family and community engagement, as well as more transparency with parents regarding our planning.

6. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions

- a. **How does your targeted assistance program coordinate with core and additional programs in the school?**

Click or tap here to enter text.

- b. **How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**

Click or tap here to enter text.

- c. **How do you support transitions between grade spans?**

Click or tap here to enter text.

- d. **Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?**

Click or tap here to enter text.

7. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 - Parent and Family Engagement

- a. **How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**

Click or tap here to enter text.

- b. **How will you evaluate your parent and family engagement strategies? How will you know if they are working?**

Click or tap here to enter text.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal #1: By spring 2025, the number of students in our identified groups who are at grade level in ELA according to our iReady assessment will increase by five percentage points from the fall assessment numbers. Those groups are All Students; American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? iReady assessments; ELA assessments and grades

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? We look forward to student groups each showing at least a three-percentage-point increase in students at grade level by the winter iReady ELA assessment.

Who will monitor the progress of this overarching **goal**? Admin Team, MTSS Coach, Leadership Team

When/how often will they monitor progress toward this overarching **goal**? Three time annually; fall, winter and spring

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

	<i>behavior change be measured?</i>	<i>progress be monitored or data reviewed?</i>		
<p>Activity 1</p> <p>Employ iReady Guided Pathways in math and ELA 20 to 50 minutes weekly to help foster growth in student skills.</p>	<p>We will be utilizing usage data weekly to monitor usage by students. We will assess in fall, winter and spring using the iReady assessment piece to monitor progress.</p>	<p>The length of the activity is for the entire school year. We will monitor progress in fall, winter and spring.</p>	<p>Administrative Team, MTSS Team and Classroom Teachers.</p>	<p>Purchase of subscription for iReady Guided Pathways.</p>
<p>Activity 2</p> <p>Utilize MTSS team to provide push-in and pull-out interventions in math and ELA to assist students who are identified as qualifying for LAP services.</p>	<p>Admin team and MTSS coach will monitor student grades and utilize progress monitoring data from our iReady assessments.</p>	<p>The length of the activity is for the entire school year. Admin team and MTSS coach will monitor progress in fall, winter and spring.</p>	<p>Administrative Team, MTSS Team and Classroom Teachers.</p>	<p>Funding for MTSS coach and assistants.</p>
<p>Activity 3</p> <p>Conduct Data Action Meetings to monitor student progress using iReady data and classroom grades. We will also utilize staff meeting times to analyze data.</p>	<p>We will utilize iReady data and classroom grades.</p>	<p>Every six weeks.</p>	<p>Principal, assistant principal and MTSS coach.</p>	<p>Substitutes for classroom teachers to participate in meetings during the school day.</p>
<p>Activity 4</p> <p>Utilize Flex Time for additional support for student</p>	<p>Review and assess student classroom grades and iReady scores</p>	<p>Weekly</p>	<p>Principal, assistant principal and MTSS coach.</p>	<p>Restructure of schedule to allow time for additional "as needed" support for students, regardless of SPED, Title I, LAP or EL status.</p>
<p>Activity 5</p> <p>Utilize RACE and CER writing strategies across content area to help student formulate</p>	<p>Through observation and anecdotal evidence from teachers</p>	<p>monthly</p>	<p>Principal, Assistant Principal, ELA Team</p>	<p>Training and materials for RACE and CER</p>

their thoughts completely for writing.				implementation in classrooms.
Activity 6 Provide continuing Professional Development for teachers for the implementation of Amplify ELA.	Observation and PD rosters/timesheets	Monthly	Principal, Assistant Principal, Teaching and Learning Coordinator	Purchase of PD time from Amplify ELA, funds to pay teachers for after-school participation in training.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Funds for substitutes so teachers can participate in Data Action Meetings during the school day: \$18,000 OSSI Funds (combined cost for Goals #1 and #2)
2. iReady subscription with Guided Pathways- LAP funds \$24,000 (combined cost for Goals #1 and #2)
3. Pay for one hour of after-school Amplify ELA training for teachers- \$1,000

5b. SY 2024–2025 SMARTIE Goal #2: By spring 2025, the number of students in our identified groups who are at grade level in Math according to our iReady assessment will increase by five percentage points from the fall assessment numbers. Those groups are All Students; American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? iReady assessments; math assessments and grades

What does the school expect to see mid-year to know if they are on track to meet the overarching goal? We look forward to student groups each showing at least a three-percentage-point increase in students at grade level by the winter iReady math assessment.

Who will monitor the progress of this overarching **goal**? Admin Team, MTSS Coach, Leadership Team

When/how often will they monitor progress toward this overarching **goal**? Three time annually; fall, winter and spring

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Employ iReady Guided Pathways in math and ELA 20 to 50 minutes weekly to help foster growth in student skills.</p>	<p>We will be utilizing usage data weekly to monitor usage by students. We will assess in fall, winter and spring using the iReady assessment piece to monitor progress.</p>	<p>The length of the activity is for the entire school year. We will monitor progress in fall, winter and spring.</p>	<p>Administrative Team, MTSS Team and Classroom Teachers.</p>	<p>Purchase of subscription for iReady Guided Pathways.</p>

<p>Activity 2</p> <p>Utilize MTSS team to provide push-in and pull-out interventions in math and ELA to assist students who are identified as qualifying for LAP services.</p>	<p>Admin team and MTSS coach will monitor student grades and utilize progress monitoring data from our iReady assessments.</p>	<p>The length of the activity is for the entire school year. Admin team and MTSS coach will monitor progress in fall, winter and spring.</p>	<p>Administrative Team, MTSS Team and Classroom Teachers.</p>	<p>Funding for MTSS coach and assistants.</p>
<p>Activity 3</p> <p>Conduct Data Action Meetings to monitor student progress using iReady data and classroom grades. We will also utilize staff meeting times to analyze data.</p>	<p>We will utilize iReady data and classroom grades.</p>	<p>Every six weeks.</p>	<p>Principal, assistant principal and MTSS coach.</p>	<p>Substitutes for classroom teachers to participate in meetings during the school day.</p>
<p>Activity 4</p> <p>Utilize Flex Time for additional support for student</p>	<p>Review and assess student classroom grades and iReady scores</p>	<p>Weekly</p>	<p>Principal, assistant principal and MTSS coach.</p>	<p>Restructure of schedule to allow time for additional “as needed” support for students, regardless of SPED, Title I, LAP or EL status.</p>

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. Funds for substitutes so teachers can participate in Data Action Meetings during the school day: \$18,000 OSSI Funds (combined cost for Goals #1 and #2)</p>
<p>2. iReady subscription with Guided Pathways- LAP funds \$24,000 (combined cost for Goals #1 and #2)</p>
<p>3. Purchase of portable PA system to help with staff training and student/parent engagement events- \$1,000 OSSI funds</p>

5c. SY 2024–2025 SMARTIE Goal #3: By spring 2025, the percentage of Miller students in our identified groups who demonstrate engagement by correctly expressing the “why” of what they are learning in the classroom will increase by five percentage points from the fall data, as measured by non-evaluative observation and data collection by the administrative team. Those groups are All Students; American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Data from classroom data collection and observation should reveal weekly and monthly increases by at least one percentage point each month.

Who will monitor the progress of this overarching goal? Principal, Assistant Principal and MTSS coach

When/how often will they monitor progress toward this overarching goal? Monthly

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

	<i>behavior change be measured?</i>	<i>progress be monitored or data reviewed?</i>		
Activity 1 Reconfigure building PBIS plan to emphasize recognition for student engagement.	We will utilize weekly engagement data from our admin team walkthroughs.	This will take place throughout the day.	Building admin team, PBIS committee, building Leadership Team.	Planning time for PBIS team; money to fund PBIS recognition program.
Activity 2 Maintain a list of engagement strategies to be used in classrooms from PD provided by ESD 113.	Weekly teacher tracking and staff meeting reflection	This will take place throughout the year.	Principal, Assistant Principal	Staff meeting time for introduction and reflection.
Activity 3 Provide basic Spanish lessons for teachers	Bi-weekly	Throughout the school year	Principal, Assistant Principal, EL Teacher	Funds to pay EL teacher for instruction
Activity 4- Continue implementation of E-Hallpass to regulate student time out of class, and contribute to safety of students	Daily	Throughout the year	Principal, Assistant Principal, Behavior Support Specialists, Office Staff, Teachers	Funding for E-Hallpass subscription
Activity 5- Utilize Gaggle reporting app for students to anonymously report safety or behavior concerns to staff	Daily	Throughout the year	Principal, Assistant Principal, Counselors	Funding for District Gaggle subscription
Activity 6 Develop a list of engagement strategies to be used in classrooms from PD provided by ESD 113.	Weekly teacher tracking and staff meeting reflection	This will take place throughout the year.	Principal, Assistant Principal	Staff meeting time for introduction and reflection.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Funding for planning for PBIS recognition programs, including planning time for staff and supplies- \$5,000 district PBIS funds
2. Funding to pay instructor for bi-weekly Spanish lessons for staff- \$3,500 OSSI funds
3. Funding to pay hourly salaries for Classified staff to work at Bobkitten Days in August to assist students and families in preparing for the school year. \$2,500 in OSSI funds.

5d. SY 2024–2025 SMARTIE Goal #4: By spring 2025, the number of parents of students in our identified groups who indicate that they feel engaged with Miller Junior High will increase by five percentage points from the fall data, as measured by parent surveys conducted by the school. Those groups are All Students; American Indian/Alaskan Native; Hispanic/Latino; English Language Learners; Low Income; and Students with Disabilities.
What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal? Data from district surveys will be utilized. We would expect to see a three-percentage points increase during our mid-year survey.
Who will monitor the progress of this overarching goal? Principal, Assistant Principal and MTSS coach
When/how often will they monitor progress toward this overarching goal? Three times annually; fall, winter and spring.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #4: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support</i>	<i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based</i>	<i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example,</i>

<i>achieving this overarching improvement goal? What student groups will benefit and why?</i>	<i>practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?</i>	<i>the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>evidence-based practice (intervention, activity, or strategy)? Who else will be involved?</i>	<i>professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Create Miller Activities Committee to plan activities, events and strategies that will contribute to increased family involvement. These activities will be culturally sensitive and inclusive for all student and family populations.	Miller Junior High will utilize parent data from district surveys regarding family engagement.	This will take place throughout the year.	Admin Team, Miller Activities Committee, Building Leadership Team.	Planning time for the committee; supplies for family engagement activities.
Activity 2 Incorporate our Title I Family Engagement funds to create a series of events that will encourage family involvement.	Survey data; attendance data.	Throughout the year.	MTSS Team, Admin Team, Building Leadership Team.	Family Involvement funds; planning time for Miller Activities Committee; supplies for events.
Activity 3 Staff Bobkitten Days (Back-to-School Days) and Open House with classified staff to assist parents and students in orientation to the school	Anecdotal observation; parent feedback from events	August 2024	Principal, Assistant Principal, Classified Staff	Funds to pay hourly wages to Classified Staff.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

Click or tap here to enter text.

1. Title I Family Involvement funds- \$5,000.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Collaboration Time; Data Action Meetings
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Provide MTSS coaches to assist teachers in planning and implementing interventions for students in ELA and math.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Provide funding for activities listed in SIP to work toward achieving goals.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Provide mentors to new teachers. Provide professional development for our recently-adopted math curriculum. Provide student engagement professional development.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions	Funding for Panorama, our district data dashboard.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Provide intervention, curriculum and MTSS assistants for interventions. Includes iReady for intervention and assessment purposes.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Provide PBIS recognition supplies for students.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Title V– purchase IXL, which is another support for teachers and students in math and ELA. Weatherwax Trust supports AVID Summer Institute and materials, and our Innovative Practices Site Visits.

Consolidated School Improvement Plan 2024-25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: AJ West Elementary	<p>Does your school share a building with another school?</p> <p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
School Code: Click or tap here to enter text.	<p>Grade Span: K-5</p> <p>School Type: Elementary</p>
Principal: Nani Villarreal.	Building Enrollment: 284
School District: Aberdeen	F/R Percentage: 85.9%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 29%
Plan Date: 9/4/2024	English Learner Percentage: 19%
<p>Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</p> <p>Foundational</p>	



Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Nani Villarreal, Principal

Sara Verde, MTSS Coach.

Marnie Ranheim, Counselor

AJ West Certificated Staff

Marnie Ranheim, Counselor

Rachel Johnson, SpEd Teacher

Section 3: Vision and Mission Statement

OUR WHY:

We believe all children have unlimited potential and deserve a safe, nurturing environment where they feel empowered, capable and worthy.

VISION:

Our vision is to inspire individual growth and independent thinkers in a nurturing community.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?
 - 30% of all students met standard on SBAC ELA and 28.8% met standard on SBAC Math, while 27.1% met standard on science.
 - Only 15.9% of SWD met standard on SBAC ELA whereas 31.1% of SWD met standard on the SBAC Math
 - Only 8.3% of EL students met standard on SBAC ELA and 19.4% of EL students met standard on SBAC Math
 - 49% of all students met 100% of typical growth in reading as measured by iReady end of year benchmark reading scores
 - 41% of all students met 100% of typical growth in math as measured by iReady end of year benchmark reading scores
 - In 2023-24 SY there were 358 major behavioral referrals per SWIS
2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
 - Staff and students are responsive to the PBIS system in place as reflected in SWIS data and anecdotal feedback
 - Per iReady data students show consistent overall growth in reading
 - Per Panorama SEL student surveys, students generally feel supported at AJ West
3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.
 - Significant student discipline issues created a challenging learning environment within the school
 - Very large class sizes in some grade levels
 - Staff and student absences
 - Unfilled classified staff positions

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?

Staff have requested additional professional learning in Restorative Practices and Playworks.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

MTSS staff support and training, Restorative Practices and Playworks training for some staff, Counselor SEL Lessons

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

There is increasingly less staff and resources available to address student behavior needs and provide academic interventions

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

AJ West historically has high attendance of family engagement activities and parent/student conferences. Most staff are willing to participate in planning and implementing PBIS celebrations, assemblies, etc.

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

Anecdotal feedback, surveys, staff discussion, academic data

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

AJ West historically has high attendance and participation in school activities such as the annual Fun Run which had over 150 students participate last year.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

Annual Fun Run, PBIS Celebrations and activities, identify and access funding and partnerships through community organizations

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal #1:

By May 31, 2025 at least 69% of all students will meet 100% of typical growth in reading as measured by iReady End of Year Benchmark reading scores.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

<p style="text-align: center;">Activity 1</p> <p>Develop and implement a Multi-Tiered System of Supports (MTSS) framework that emphasizes data-driven decision-making during grade-level PLCs and data action meetings.</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) overall growth reports.</p>	<p>Monthly PLC and Data Action Meetings will be conducted throughout the 2024-25 school year.</p>	<p>Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers</p>	<p>Really Great Reading curriculum, iReady data, PLC and grade team/band planning time.</p>
<p style="text-align: center;">Activity 2</p> <p>Continued implementation of a Multi-Tiered System of Support as a Continuum of Support for Academics.</p> <p>Establish a dedicated WIN (What I Need) block at each grade level/grade band for pull-out or walk-to interventions focused on Literacy. During this time, reading interventions, EL services, and SpEd Resource support will be provided. All students performing below grade level in</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) overall growth reports.</p> <p>Oral Reading Fluency Assessments</p> <p>Really Great Reading Unit Assessments</p>	<p>Daily literacy interventions will be provided for 30-60 minutes at each grade level.</p> <p>The MTSS Coach will review progress monitoring data every two weeks to track student growth.</p> <p>Monthly PLC and Data Action Meetings will be held to evaluate the effectiveness of interventions and make necessary adjustments</p>	<p>Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers, MTSS Assistants, EL and SpEd Resource Paraprofessionals.</p>	<p>Really Great Reading curriculum, iReady data, PLC and grade team/band planning time, staff PD.</p>

foundational skills will participate in targeted, accelerated interventions to support their growth.				
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.
2. Click or tap here to enter text.

5b. SY 2024–2025 SMARTIE Goal #2:

By May 31, 2025 at least 61% of all students will meet 100% of typical growth in reading as measured by iReady End of Year Benchmark math scores.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Develop and implement a Multi-Tiered System of Supports (MTSS) framework that emphasizes data-driven decision-making during grade-level PLCs and data action meetings.</p>	<p>iReady Math Data Reports (Fall, Winter, and Spring) overall growth reports.</p>	<p>Monthly PLC and Data Action Meetings will be conducted throughout the 2024-25 school year.</p>	<p>Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers</p>	<p>Bridges math intervention curriculum, iReady data, PLC and grade team/band planning time.</p>
<p>Activity 2</p> <p>Continued implementation of a Multi-Tiered System of Support as a Continuum of Support</p>	<p>Ready Math Data Reports (Fall, Winter, and Spring) overall growth reports.</p> <p>Math Intervention progress monitoring -</p>	<p>Monthly PLC and Data Action Meetings will be held to evaluate the effectiveness of interventions and</p>	<p>Principal, MTSS Coach, EL Teacher, Grade Level/Grade Band Teachers, SpEd Resource Teachers, Paraprofessionals.</p>	<p>Bridges math intervention curriculum, iReady Fluency Flight, iReady data, PLC and grade team/band planning time, staff PD.</p>

for Academics. Establish time within each grade level/band for math intervention utilizing available personnel and other resources.	curriculum embedded and teacher created.	make necessary adjustments.		
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

5c. SY 2024–2025 SMARTIE Goal #3:

At the conclusion of the 2024-25 school year AJ West Elementary School will demonstrate a minimum of a 10% decrease of K-5 major behavior referrals in comparison to the 2023-24 school year as measured by SWIS.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Implement PBIS by engaging all students and staff in collaboratively defining and communicating clear expectations while promoting positive behavior through incentives and recognition.</p>	<p>Utilize SWIS core data reports, Panorama student SEL surveys, and anecdotal feedback from staff and students.</p>	<p>The PBIS team will analyze SWIS data monthly to assess progress, and make necessary adjustments. Additionally, the team will review Panorama SEL survey results annually to evaluate the effectiveness of current systems.</p>	<p>Principal, PBIS Committee</p>	<p>SWIS behavior data reporting system (pbisApps.org)</p> <p>Panorama student SEL surveys</p> <p>Extended time for PBIS Committee meetings</p> <p>The second staff meeting of each month will be dedicated to PBIS.</p>

<p>Hold monthly PBIS Committee meetings, update PBIS posters, maintain a calendar of preventative PBIS activities, recognize students regularly, organize monthly PBIS celebrations, and utilize the Cat Tracks token economy along with the school store.</p>				
<p>Activity 2</p> <p>Foster a positive and inclusive playground environment where all students can actively participate in play and enhance their social-emotional well-being through the implementation of the Playworks program.</p> <p>Develop a Playworks calendar featuring a game of the month to be taught in PE classes and introduced on the playground.</p>	<p>Utilize SWIS core data reports, Panorama student SEL surveys, and anecdotal feedback from staff and students.</p>	<p>The PBIS team will analyze SWIS data monthly to assess progress, and make necessary adjustments.</p>	<p>Principal, PBIS Committee, Teachers, Paraprofessionals</p>	<p>SWIS behavior data reporting system (pbisApps.org)</p> <p>Staff Playworks professional development and calendar planning</p> <p>The second staff meeting of each month will be dedicated to PBIS</p> <p>Playworks website and online materials</p>

<p>Activity 3</p> <p>Develop and implement individualized student behavior plans with targeted support strategies. Utilize Restorative Practices, including accountability projects, structured schedules, and community service, to address behavior and promote personal responsibility.</p>	<p>Utilize SWIS core data reports, Panorama student SEL surveys, and anecdotal feedback from staff and students.</p>	<p>The Principal, Behavior Support Specialist, and School Counselor will meet weekly to evaluate individual student needs and monitor progress. The Behavior Support Specialist and School Counselor will collaborate with teachers and staff to align and coordinate services and supports.</p>	<p>Principal, Behavior Support Specialist, School Counselor</p>	<p>SWIS behavior data reporting system (pbisApps.org)</p> <p>Staff Restorative Practices professional development and training opportunities</p>
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.
2. Click or tap here to enter text.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Staff professional development for the Science of Reading, PLC time,
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Intentional Tier II intervention instruction in ELA and Math aligned to the grade level standards and Science of Reading
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	N/A
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	PBIS and Restorative Practice professional development
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	WIDA training and conference
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	MTSS coaches and paraprofessional support, along with the expense of intervention curriculum for K–5 students.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

***NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Grays Harbor Community Foundation Grant - After School Program

Consolidated School Improvement Plan 2024–25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Central Park Elementary	Does your school share a building with another school? No If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: Click or tap here to enter text.	Grade Span: Pre K - 5. School Type: Elementary
Principal: Ruth Erwin-Svoboda	Building Enrollment: 122 + Preschool
School District: Aberdeen School District #5	F/R Percentage: 53%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 26%
Plan Date: Click or tap here to enter text.	English Learner Percentage: 3%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: None	

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



Ruth Erwin-Svoboda, Principal	Bailee Green, ASB Advisor
Tonya Robison, PTO President	Kylie Knodel, ASB Advisor
Kim Vordahl, PTO President	Click or tap here to enter text.

Section 3: Vision and Mission Statement
Educating the Heart and Mind.

5a.SY 2024–2025 SMARTIE Goal #1: We will improve average daily attendance to 93% by the end of the 24–25 school year.
What data will be used to determine the extent to which the school is on track to meet this overarching goal ? What does the school expect to see mid-year to know if they are on track to meet the overarching goal ?
Who will monitor the progress of this overarching goal ?
When/how often will they monitor progress toward this overarching goal ?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

****Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources

<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
20 Day Increment Rewards	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Family Communication & Rewards	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Attendance Board Rewards				
Monthly Attendance Team Meetings				
Daily Tracking in class				
93% rate celebrated at each assembly (cumulative)				
Extra Activities on Early Release Days				

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. ASB

2. PTO

5b. SY 2024–2025 SMARTIE Goal #2: 30% reduction in referrals

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Who will monitor the progress of this overarching **goal**?

When/how often will they monitor progress toward this overarching **goal**?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

****Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support</i>	<i>What short-and long-term data will be collected to measure the impact of implementing</i>	<i>When will this evidence-based practice (intervention, activity, or strategy)</i>	<i>Who (what team or individual) will be responsible for implementing, measuring,</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or</i>

<i>achieving this overarching improvement goal? What student groups will benefit and why?</i>	<i>this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?</i>	<i>occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>and adjusting the evidence-based practice (intervention, activity, or strategy)? Who else will be involved?</i>	<i>strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Implement PBIS (consistently)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Kelso's Choices teaching (students and staff)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Sentence Frames
Playworks Implementation				
Reflections Room & Structured Day				
Before School Detention/Restorative Practices				

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. PBIS for Restorative Practices Resources
2. Admin PD for further training.

5c. SY 2024–2025 SMARTIE Goal #3: Increase Reading Comprehension for both literature and informational text in all grades.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Who will monitor the progress of this overarching **goal**?

When/how often will they monitor progress toward this overarching **goal**?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
K-2 Walk to Read	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

3-5 Reading Centers	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Rotations - focus on Comprehension cross curricular				
PBL Training and Implementation				

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

Consolidated School Improvement Plan 2024–25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: McDermoth Elementary	Does your school share a building with another school? No If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: Click or tap here to enter text.	Grade Span: Kinder-5th Grade School Type: Elementary
Principal: Mindi Hammill	Building Enrollment: 282
School District: Aberdeen School District	F/R Percentage: 72.1%
Board Approval Date: Fall 2024	Special Education Percentage: 22.7%
Plan Date: 10/10/24	English Learner Percentage: 15.3%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 3 with Option for Foundational Supports	



Section 2: School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Mindi Hammill, Principal
Amber Melville, MTSS Coach
Amanda Lewis, EL Teacher

Tracy Miner, Counselor
Dawn Skorzewski, Special Education
McDermoth Certificated Staff

Section 3: Vision and Mission Statement

Bulldogs are Fierce-

Focused

Individuals who are

Eager learners

Respectful and responsible

Creating space where

Everyone belongs

School Motto: When put to the test, we always give our Bulldog Best!

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?

WSIF:

Currently all groups and subgroups are above the threshold. Students with disabilities are still a subgroup that is the lowest.

iReady Reading and Math Data:

Regarding students with disabilities, iReady data indicates 43% met their growth goal, where 57% of the all population met their growth goal in Math. 46% of SWDs met their growth goal in Reading, where 63% met their growth goal in Reading. Indicating disparity in the amount of growth for SWDs.

Overall, growth performance for our school is strong, with 122% annual median growth in Reading and 109% annual median growth in Math.

54% of students are “on-grade level or above” in Math and 63% in Reading.

Smarter Balanced:

44.8% proficient in ELA, 28.6% of SWDs proficient

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

34.3% proficient in Math, 19% of SWDs proficient

47.2% proficient in Science

Our scores are close to state proficiency in Reading (50.7%) and Math (37.7%), and above in Science (42.7%)

There is a large disparity between our proficiency scores for all students and students with disabilities. This sub-group has less growth than our typical student and less achievement.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?

Click or tap here to enter text.

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.

Our strong data systems and PLCs with the MTSS Coach and classroom teachers have led to success and growth with our overall population of students. This provides facilitated data analysis and data-based decision making to promote positive student and school outcomes.

Our PBIS systems have provided a preventative approach and incentives to create a positive school culture.

Communication and collaboration among paraprofessionals and general-ed classroom teachers and the caseworkers of our SWDs requires strengthening and a more systematic approach.

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students

- a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

Click or tap here to enter text.

- b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

Click or tap here to enter text.

- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Click or tap here to enter text.

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
Click or tap here to enter text.

Pupil management and structured recess

Program-specific training for paraprofessionals who work with SWDs in Really Great Reading programs.
General academic training for paraprofessionals who work with SWDs in group management.
All staff/teachers Project Based Learning professional development to increase student investment and engagement

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
We have begun supporting our SPED instructors with incentives, data action meetings with the leadership team, and targeted assistance to teach intervention programming for instruction

3. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development**

- a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**

Click or tap here to enter text.

- b. **How will the professional development activities benefit the students receiving targeted assistance services?**

Click or tap here to enter text.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Click or tap here to enter text.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened. Click or tap here to enter text.

Our Bulldog Best Block for Literacy is a strength. During this “walk to intervention” time, all students are grouped and provided a literacy group. Our iReady data has shown that students are making significant growth in the area of Reading. The MTSS team will continue to strengthen their approach by increasing progress monitoring to bi-weekly to monitor student progress more closely. Additionally, the MTSS team will identify resources for vocabulary and comprehension to strengthen interventions for struggling students in these domains.

Our PBIS Systems have been reinvigorated and this has been a strength for our school. We dedicated Professional Development to identifying a new system of incentives for our students to create more interest and buy-in from students. This team developed and implemented a new school store where students can earn Bulldog Bucks and order items from the McDermoth Marketplace. We are still working on refining this system as it was implemented Spring 2023. This has led to a dramatic decrease in behavior referrals this spring. We still need to strengthen our systems that are utilized for teaching playground expectations. Our PBIS team will be creating a 6-week roll out plan, along with a PBIS calendar, for the 2023-2024 school year to systematically teach expectations.

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

After reviewing iReady data in Reading, engagement data, WSIF, & Panorama data

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

Every student grades Kinder through grade 5 on iReady three times annually. This data is used in data action meetings with leadership, coaches, and teachers to identify student strengths, needed supports, and appropriate interventions. Individual students are identified through GPS meetings with an entire team to determine what interventions are provided, align those to specific student needs, and push forward to collect more data or more advanced testing through the psych.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

Strong teaching faculty in general education classrooms...
PTO-strong relationships with faculty and community
New playground-Community partnership provided
Strong LAP programming

6. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions**

- a. **How does your targeted assistance program coordinate with core and additional programs in the school?**

Click or tap here to enter text.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- b. **How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**
Click or tap here to enter text.
 - c. **How do you support transitions between grade spans?**
Click or tap here to enter text.
 - d. **Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?**
Click or tap here to enter text.
7. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – Parent and Family Engagement**
- a. **How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**
Click or tap here to enter text.
 - b. **How will you evaluate your parent and family engagement strategies? How will you know if they are working?**
Click or tap here to enter text.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal #1:

McDermoth Elementary will increase the number of students with regular attendance (attending 90% or fewer than 2 days absent per month on average) from 62.1% in SY 23–24 to 68% SY 24–25. This projected growth will include our SWD and EL populations as sub groups.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

The Panorama Attendance Report will be reviewed monthly with the Attendance team to identify if we are on-track with our goal.

Who will monitor the progress of this overarching goal?

Mindi Hammill, Principal, and Amber Melville, MTSS Coach will monitor the progress of the overarching goal along with the Attendance team that meets monthly.

When/how often will they monitor progress toward this overarching goal?

This goal will be monitored monthly at our Attendance Team meeting.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

****Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support</i>	<i>What short-and long-term data will be collected to measure the impact of implementing</i>	<i>When will this evidence-based practice (intervention, activity, or strategy)</i>	<i>Who (what team or individual) will be responsible for implementing, measuring,</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or</i>

<p><i>achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Implement Bloomz communication app to enhance school-wide communication between teachers, parents, and students. This will improve the frequency of messaging about the importance of attendance and foster a more connected school community.</p> <p>1a) Utilize the Bloomz auto-notices feature to send automatic notices to families regarding absences and number of days attended when students reach a defined threshold.</p>	<p>Bloomz deliverability reports reviewed monthly</p> <p>Bloomz Engagement Reports reviewed monthly</p> <p>Panorama attendance reports</p>	<p>Attendance team will review the Bloomz / Panorama reports monthly to monitor implementation.</p>	<p>Attendance team, Principal, MTSS Coach</p>	<p>Bloomz</p> <p>Bloomz Academy Training</p>
<p>Activity 2</p>	<p>Panorama Attendance Report</p>	<p>Attendance team will review the Bloomz /</p>	<p>Attendance team, Principal, MTSS Coach</p>	<p>Panorama, PBL training</p>

Implement PBL to increase student engagement and make learning more relevant, thus increasing attendance.		Panorama reports monthly to monitor implementation.		

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Activity 2: PBL Training with Jen Flo from ESD 113 (\$0)
2. Activity 3: Incentives for Attendance (\$1,000) (OSSI, 27 - Teaching)
3. Activity 1: Bloomz Communication App (Title 1 PFE Funds)

5b. SY 2024–2025 SMARTIE Goal #2:

By the end of the 2024–25 school year, 65% of McDermoth students will be on-grade level (from 59% in 2023–24) as measured by the iReady Reading Diagnostic, through the integration of project-based learning strategies that focus on critical thinking and communication.

In aligning with the Aberdeen School District’s mission to foster critical thinking and communication, McDermoth Elementary will implement Project-Based Learning (PBL) with each grade level team implementing at least one project per trimester or three projects by the end of the 2024–2025 school year.

What data will be used to determine the extent to which the school is on track to meet this overarching goal? What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

A teacher survey of PBL implementation will be utilized to identify if the school is on track with this goal. By mid-year, we expect to see that the learning lab is complete and available to staff for use with PBL. Additionally, we expect to see at least one project in development or complete by mid-year from every staff member in order to be on-track.

Who will monitor the progress of this overarching goal?

Mindi Hammill, Principal, and Amber Melville, MTSS Coach will monitor this goal each trimester.

When/how often will they monitor progress toward this overarching goal?

This goal will be monitored by iReady each trimester (September, January, May).

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

****Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)***

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Create a dedicated Project Based Learning Lab that is equipped with flexible seating, collaboration spaces, and technology to facilitate critical thinking and communication.</p>	<p>PBL grade-level meeting agendas</p> <p>Survey of # of projects for each teacher</p> <p>Survey of impact of PBL on students and teachers</p>	<p>By October 2024, PBL planning teams will be established</p> <p>By January 2025, the learning lab will be created</p> <p>Each trimester of 2024-25, survey of # of PBL projects for teachers</p> <p>Each trimester of 2024-25, survey students and teachers about the impact of</p>	<p>PBL grade-level teams, Principal, MTSS Coach, Counselor</p>	<p>PBL training/workshops</p> <p>Extended Time to collaborate as a PBL team.</p> <p>PBL learning lab purchased furniture and resources.</p>

		implementing PBL projects.		
<p>Activity 2</p> <p>Implement PBL</p> <p>2a) Establish PBL Planning Teams for each grade level that collaborates monthly.</p> <p>2b) Incorporate PBL into curriculum maps.</p> <p>2c) Establish PBL Assessment Criteria</p> <p>2d) Develop PBL Resource Library</p> <p>2e) Showcase Student Projects</p> <p>2f) Reflect: Collect and Analyze Feedback for implementation Effectiveness</p>	<p>PBL grade-level meeting agendas</p> <p>Survey of # of projects for each teacher</p> <p>Survey of impact of PBL on students and teachers</p>	<p>By October 2024, PBL planning teams will be established</p> <p>By January 2025, the learning lab will be created</p> <p>Each trimester of 2024-25, survey of # of PBL projects for teachers</p> <p>Each trimester of 2024-25, survey students and teachers about the impact of implementing PBL projects.</p>	<p>PBL grade-level teams, Principal, MTSS Coach, Counselor</p>	<p>PBL training/workshops</p> <p>Extended Time to collaborate as a PBL team.</p> <p>PBL learning lab purchased furniture and resources.</p>
<p>Activity 3</p> <p>Teachers will implement at least one reading-focused project in each grade that aligns with reading standards, requiring</p>	<p>PBL grade-level meeting agendas</p> <p>Survey of # of projects for each teacher</p>	<p>By October 2024, PBL planning teams will be established</p>	<p>PBL grade-level teams, Principal, MTSS Coach, Counselor</p>	<p>PBL training/workshops</p> <p>Extended Time to collaborate as a PBL team.</p> <p>PBL learning lab purchased furniture and resources.</p>

<p>students to research, analyze, and synthesize information from various texts.</p>	<p>Survey of impact of PBL on students and teachers</p>	<p>By January 2025, the learning lab will be created</p> <p>Each trimester of 2024-25, survey of # of PBL projects for teachers</p> <p>Each trimester of 2024-25, survey students and teachers about the impact of implementing PBL projects.</p>		
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Activity 1: [Learning Lab and Collaborative Seating](#) (OSSI \$23,000-Teaching, 32-Instructional Technology)
2. Activity 2: PBL Training with Jen Flo from ESD 113 (\$0)

5c. SY 2024–2025 SMARTIE Goal #3: [Click or tap here to enter text.](#)

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Who will monitor the progress of this overarching goal?

When/how often will they monitor progress toward this overarching goal?

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Consolidated School Improvement Plan 2024-25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Robert Gray Elementary.	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code:	Grade Span: K-5 School Type: Public Elementary
Principal: Daniel Olson	Building Enrollment: 216
School District: Aberdeen School District	F/R Percentage: 85.4%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 29.9%
Plan Date: Click or tap here to enter text.	English Learner Percentage: 25.6%
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier 3 Compounded	

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



<p>Dan Olson, Principal</p> <p>Amber Metke, MTSS Coach</p> <p>Amber Melville, MTSS Coach</p> <p>Katherine Kim, Counselor</p> <p>Julie Niemi, PBIS</p> <p>Mackenzie Ochoa, Teacher</p> <p>Myka Jugum, Teacher</p> <p>Charlotte Mao, Teacher</p> <p>Patricia Timmons, Teacher</p> <p>Brandi Creviston, MLL</p> <p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p>
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Section 3: Vision and Mission Statement

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

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?
 - Currently, the Hispanic/Latino of any race(s) is below the Title 1 Threshold and English Language Learners ratings are below the All Schools Identification Threshold on the WSIF.
 - Hispanic/Latino any race(s) has a proficiency ELA score of 1.0 and a proficiency Math score of 2.0
Hispanic/Latino any race(s) has a Growth ELA score of 1.0 and a Growth Math score of 3.0
 - English Language Learners have a proficiency ELA score of 1.0 and a proficiency Math score of 1.0
English Language Learners have a Growth ELA score of 2.0 and a Growth Math score of 3.0
 - A more rigorous MTSS schedule is needed to support our Tier 2 and Tier 3 learners, as well as working with classroom teachers to provide connections to MTSS work that is underway and linking it to each classroom.
 - Robert Gray had 782 discipline referrals last year. Attendance also decreased in the building for numerous reasons. A change in building culture/climate is needed for students to feel safe when attending school.
2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
 - Improvement in Growth Math Decile by 2 points for Low Income learners.
 - Improvement in Growth Math Decile by 4 points for Students With Disabilities.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Exploring what strategies/programs were implemented to support that growth.
3. What are possible root causes your team has identified for areas of improvement? Consider of areas of strength and what it will take to build strength in other areas.
- Inconsistent attendance and less rigorous MTSS support programs have limited the potential growth for students.
 - Significant discipline issues in the building created a challenging learning environment where students didn't feel safe in their learning spaces.
 - EL teacher was out at the end of the last school year and will be out until November this year, which could significantly impact the success of her students on testing success. A plan is in place to support her students this fall and a plan is being implemented to work with classroom teachers to support their efforts in their classroom with EL students.
4. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students**
- a. **Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.**
Click or tap here to enter text.
- b. **Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.**
Click or tap here to enter text.
- c. **How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?**
Click or tap here to enter text.

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
- Science of Reading training for all teachers
 - Numbers Corners and Bridges Math training for K-5 teachers
 - Playworks training for teachers and paraprofessionals

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- MTSS and PBIS training support for academic and behavioral/social-emotional initiatives
 - Right Response training for all staff (de-escalation training)
2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
- Teachers and MTSS paraprofessionals have already met with MTSS coaches to train on new programs that will be used for Tier 2 and Tier 3 interventions. Success will be measured on iReady and other state/district assessments.
 - A small group of teachers have already participated in initial Science of Reading training, but very minimal. Training occurred late in school year and we have yet to determine their immediate success. Success will be evident on iReady and state/district assessments.
 - Universal Playworks use in both P.E. and on the playground. Common language and familiar, structured, games. Success will be measured with SWIS data on referrals and behavior.
 - Classroom counselor lessons and Second Step lessons taught by classroom teachers. Hear common language during problem solving by students in unstructured environments. SWIS data in primary measurement.
 - Kelso's Choices posters throughout the building and reference to them by teachers and paraprofessionals. SWIS data.
3. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development**
- a. **How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**
Click or tap here to enter text.
- b. **How will the professional development activities benefit the students receiving targeted assistance services?**
Click or tap here to enter text.

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
- Funding Gaps:
The Comprehensive Needs Assessment revealed that our school has historically struggled with securing adequate funding to provide ongoing professional development for teachers, particularly in evidence-based literacy and math instruction. This has resulted in a lack of consistent, high-quality training for teachers, which in turn has impacted student outcomes.
 - Staffing Challenges:
There is a shortage of specialized instructional staff who are trained in the latest educational methodologies, such as the science of reading and math discourse strategies. Without this expertise, our teachers have been limited in their ability to implement effective instructional practices, particularly in literacy and numeracy.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Insufficient Instructional Materials:
Our assessment highlighted a significant disparity in the availability and quality of instructional materials across subjects. While some subjects are well-supported, there has been a noticeable lack of comprehensive, research-based resources for teaching reading and fostering mathematical discourse. This has created an inequitable learning environment where not all students have access to the tools they need to succeed.
2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
 - Experienced teaching staff with years of experience working with the students in our building and participating in PBIS initiatives.
 - Positive relationships with families in our community and generations attending this school.
 - New MTSS schedule and coaches. Bringing new programs and approaches to improve/strengthen opportunities for student growth
 - Collaborative work between MTSS and Special Education programs to reach all Tier 2 and Tier 3 students.
 - Plans to connect EL teacher and classroom teachers to share resources and ideas to reach all students.
 - Needs in the building to strengthen PBIS initiatives and more comprehensive training for all staff.
 3. How did your school identify these areas of strengths and improvement?
 - Survey data and SWIS data.
 - Limited growth shown by iReady data.
 - WSIF report card.
 4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
 - BHR, WISE, and other counseling services available in our school for our students.
 - YMCA after school program.
 5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
 - Collaboration opportunities for teachers, every week, to review data.
 - Active PTO and school sponsored events for families.
 - Need to increase family activities in our building, with Spanish speaking supports in place.
 - Parent support events in our school need to increase.
 6. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions**
 - a. **How does your targeted assistance program coordinate with core and additional programs in the school?**

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Click or tap here to enter text.

- b. **How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**

Click or tap here to enter text.

- c. **How do you support transitions between grade spans?**

Click or tap here to enter text.

- d. **Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?**

Click or tap here to enter text.

7. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – Parent and Family Engagement**

- a. **How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**

Click or tap here to enter text.

- b. **How will you evaluate your parent and family engagement strategies? How will you know if they are working?**

Click or tap here to enter text.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

5a.SY 2024–2025 SMARTIE Goal #1:

By June 2025, 100% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed typical growth in reading, as measured by iReady diagnostic assessments, including 100% of students with disabilities (SWD), Multilingual Learners (MLLs) and Hispanic/Latino student groups.

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

The school will use a variety of assessment data to monitor progress:

- **Benchmark assessments:** Fall, winter, and spring benchmark assessments (e.g., iReady, RAN assessments, 2nd/3rd grade ORF) will provide insight into students' reading levels and growth.
- **Progress monitoring:** For students receiving interventions (including SWD), regular progress monitoring data (weekly or bi-weekly) will provide information on specific reading skills (e.g., phonics, fluency, comprehension) using tools like the BDS and ADS from Really Great Reading as well as various literacy tasks in iReady.
- **Formative assessments:** Classroom-based formative assessments aligned with the reading curriculum, including running records, teacher-created assessments, and comprehension checks, will contribute to understanding ongoing progress.

What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

By mid-year (winter benchmarks), the school would expect to see:

- **50–60% of students achieving or exceeding typical growth targets** as indicated by benchmark data, ensuring that progress is on track for spring goals.
- **SWD student group demonstrating comparable progress** to their peers, using tailored progress-monitoring tools to ensure the intervention strategies are effective.
- **Intervention effectiveness:** Data from students receiving tiered interventions should show accelerated growth for those falling behind, indicating that additional supports are working.
- **Classroom formative assessments** indicating that the majority of students are progressing through key reading standards at the expected pace.

Who will monitor the progress of this overarching goal?

Classroom teachers: Responsible for tracking student progress through formative assessments and reading data at the individual and class level.

Special education teachers/interventionists: Specifically tasked with monitoring SWD and students receiving interventions, ensuring they are meeting their IEP goals and making typical progress.

Reading specialists/coaches: Supporting both general education and special education teachers by analyzing data and offering instructional support or professional development as needed.

School leadership team: This includes the principal, and instructional coach, who oversee data analysis at the grade level, monitor school-wide trends, and ensure alignment with the school's literacy plan.

When/how often will they monitor progress toward this overarching goal?

Benchmark assessment checkpoints: Three times per year (fall, winter, spring) during established assessment windows (e.g., iReady, RAN and 2nd/3rd grade ORF).

Progress monitoring for intervention groups: Weekly or bi-weekly for students receiving Tier 2 and Tier 3 interventions, with SWD progress tracked according to their IEPs.

Monthly data meetings: Grade-level teams and school leadership will meet monthly to analyze formative and progress-monitoring data, adjusting instructional plans as needed to ensure students are on track for typical growth.

Mid-year review: A formal mid-year review after winter benchmark data will provide a school-wide progress check to determine if additional instructional adjustments or supports are needed.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy)</u>	Data Measures	Timeframe	Lead	Resources
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<u>strategy</u>) to support SMARTIE Goal				
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings.</p> <p>1a) Implement a monthly staff meeting focused on data action.</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs</p>	<p>Data Action Meeting will occur monthly throughout the 2024-25 school year.</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring)</p>
<p>Activity 2</p> <p>Implement a Multi-Tiered System of Support as a Continuum of Support for Academics.</p> <p>3a) Implement a pull-out or walk-to-intervention for</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs</p> <p>Oral Reading Fluency Assessments</p>	<p>Literacy Interventions will occur daily for 30-60 minutes for each grade.</p> <p>Progress monitoring will be reviewed bi-weekly by the MTSS Coach to</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team, MTSS Assistants and Paraprofessionals</p>	<p>iReady Assessment</p> <p>Oral Reading Fluency Assessments</p> <p>Really Great Reading Programs (Countdown, Blast, Boost, Boost Plus, HD Word, HD Word Plus, QReads,</p>

<p>Literacy at each grade level. Reading interventions, EL services, and resource services are provided during this block. ALL students below grade level in foundational skills will receive an accelerated intervention.</p>		<p>monitor student progress.</p> <p>Data Action Meeting will occur monthly to monitor effectiveness.</p>		<p>WonderWorks, 95%Group Comprehension, Multisyllabic Word Routines, Heggerty PA)</p>
<p>Activity 3</p> <p>All classroom teachers, including EL teachers, the MTSS team, and Resource team will receive "Science of Reading" professional development to increase understanding of how students learn to read that is research-based and exemplifies explicit instruction.</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs</p> <p>Oral Reading Fluency Assessments</p>	<p>Ongoing throughout the 2024-2025 school year. During professional development days and collaboration time. Paid training may also occur outside of the regular work day.</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team, MTSS Assistants and Paraprofessionals</p>	<p>iReady Assessment</p> <p>Oral Reading Fluency Assessments</p>

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. Hill Learning Center Science of Reading Short Course: \$2,750 Funded through OSSI Grant</p> <ul style="list-style-type: none"> a. \$125 each for 22 staff members b. 11 classroom teachers, 2 SpEd teachers, 1 EL teacher, 3 MTSS paras, 3 SpEd paras, 1 ½ para, 1 principal
<p>2. Timesheet for staff to attend Science of Reading Short Course: \$10,500 Funded Through OSSI Grant</p>

- a. Certificated: Curriculum rate \$50 per hour up to 12 hours per person
- b. Classified: Hourly rate \$25 per hour up to 12 hours per person

3. TV on cart with clicker for MTSS staff to work with groups: \$500/ea x 2 = \$1,000

5b. SY 2024–2025 SMARTIE Goal #2:

By June 2025, 100% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed typical growth in math, as measured by iReady diagnostic assessments, including 100% of students with disabilities (SWD).

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

The school will use a variety of assessment data to monitor progress:

- **Benchmark assessments:** Fall, winter, and spring benchmark assessments (e.g., iReady) will provide insight into students' math levels and growth.
- **Progress monitoring:** For students receiving interventions (including SWD), regular progress monitoring data (weekly or bi-weekly) will provide information on specific reading skills (e.g., phonics, fluency, comprehension) using tools with the Bridges Intervention Program for our tier 2 interventions and Math Triumphs for our tier 3 interventions.
- **Formative assessments:** Classroom-based formative assessments aligned with the math curriculum, teacher-created assessments will contribute to understanding ongoing progress.

What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

By mid-year (winter benchmarks), the school would expect to see:

- **50–60% of students achieving or exceeding typical growth targets** as indicated by benchmark data, ensuring that progress is on track for spring goals.
- **SWD student group demonstrating comparable progress** to their peers, using tailored progress-monitoring tools to ensure the intervention strategies are effective.
- **Intervention effectiveness:** Data from students receiving tiered interventions should show accelerated growth for those falling behind, indicating that additional supports are working.
- **Classroom formative assessments** indicating that the majority of students are progressing through key math standards at the expected pace.

Who will monitor the progress of this overarching **goal**?

Classroom teachers: Responsible for tracking student progress through formative assessments and math data at the individual and class level.

Special education teachers/interventionists: Specifically tasked with monitoring SWD and students receiving interventions, ensuring they are meeting their IEP goals and making typical progress.

Reading specialists/coaches: Supporting both general education and special education teachers by analyzing data and offering instructional support or professional development as needed.

School leadership team: This includes the principal and instructional coach, who oversee data analysis at the grade level, monitor school-wide trends, and ensure alignment with the school's literacy plan.

When/how often will they monitor progress toward this overarching **goal**?

Benchmark assessment checkpoints: Three times per year (fall, winter, spring) during established assessment windows (e.g., iReady).

Progress monitoring for intervention groups: Weekly or bi-weekly for students receiving Tier 2 and Tier 3 interventions, with SWD progress tracked according to their IEPs.

Monthly data meetings: Grade-level teams and school leadership will meet monthly to analyze formative and progress-monitoring data, adjusting instructional plans as needed to ensure students are on track for typical growth.

Mid-year review: A formal mid-year review after winter benchmark data will provide a school-wide progress check to determine if additional instructional adjustments or supports are needed.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1 Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings.</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs</p>	<p>Data Action Meeting will occur monthly throughout the 2024-25 school year.</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring)</p>

<p>1a) Implement a monthly staff meeting focused on data action.</p>				
<p>Activity 2 Implement a Multi-Tiered System of Support with a Continuum of Support for Academics</p> <p>2a) Implement the Bridges Math Intervention Curriculum as a targeted math intervention for small-group instruction during Math intervention blocks for 3rd-5th grade.</p>	<p>iReady Math Data Reports (Fall, Winter, and Spring of 2023-24) *Overall growth and growth reports for EL and SWDs</p> <p>Smarter Balanced Math Growth and Achievement Scores for Grades 3rd-5th</p> <p>Bridges Intervention progress monitoring assessments.</p>	<p>Math Interventions will occur daily for 20-30 minutes for 3rd, 4th, and 5th grade.</p> <p>Progress monitoring from Bridges Math Intervention Program will be reviewed bi-weekly by the MTSS Coach/Resource Teachers to monitor student progress.</p> <p>Data Action Meeting will occur monthly throughout the 2024-25 school year.</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team, MTSS Assistants and Paraprofessionals</p>	<p>iReady Math Data Reports (Fall, Winter, and Spring)</p> <p>Progress Monitoring Data from Bridges Math Intervention.</p>
<p>Activity 3 Implement Bridges Corner Number Corner in Kindergarten, 1st Grade, and 2nd Grade</p>	<p>iReady Math Data Reports (Fall, Winter, and Spring of 2023-24) *Overall growth and growth reports for EL and SWDs</p> <p>Number Corner Assessments</p>	<p>Data Action Meeting will occur monthly throughout the 2024-25 school year.</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team, MTSS Assistants and Paraprofessionals</p>	<p>iReady Math Data Reports (Fall, Winter, and Spring)</p> <p>Progress Monitoring Data from Bridges Math Intervention.</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Purchase of Number Corners 3-5 -\$500 per classroom x 5 = \$2,500
2. Paid Number Corner monthly collaboration - 13 classrooms, \$50/hr, 9 months/yr = \$5,850

5c. SY 2024–2025 SMARTIE Goal #3: Robert Gray Elementary will have less than 400 Behavior Referrals at the conclusion of the 2024–2025 school year as measured by SWIS. Data will be reviewed for students in regards to hispanic/latino, SWDs, and Multilingual learners to ensure that behavior incidents are evenly distributed among all subgroups and categories as compared to 2023–2024 of 781 behavior referrals.

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

SWIS (School-Wide Information System) Behavior Referral Data:

- This data will track the number of behavior referrals over time, including specifics by category, incident type, and student subgroup.
- Disaggregation of data by **Hispanic/Latino, SWDs (Students with Disabilities), and Multilingual Learners** will allow the school to assess whether behavior referrals are distributed equitably across these subgroups.

Equity in Referrals:

- Analysis of the distribution of behavior incidents to ensure no subgroup is disproportionately represented in referral data.

Behavior Intervention Data:

- Information on students receiving tiered behavioral interventions (e.g., PBIS Tier 1, 2, or 3) to gauge if the interventions are effective in reducing referrals.

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Referral Trends:

- By mid-year, the school expects to see a decreasing trend in the number of behavior referrals, with a projection to stay under the 400-referral goal by year-end.
- Behavior incidents should be evenly distributed across student subgroups without overrepresentation of Hispanic/Latino, SWDs, or MLLs in referrals.

Intervention Effectiveness:

- The school anticipates mid-year data will show positive impacts of behavioral interventions, including a reduction in repeat referrals for students receiving additional support.

Who will monitor the progress of this overarching **goal**?

Who Will Monitor:

- **School Leadership Team** (including administration, counselors, and behavior specialists) will be responsible for monitoring behavior referral data.
- **Student Support Team** will focus on ensuring that behavior referrals are evenly distributed across subgroups and categories.

When/how often will they monitor progress toward this overarching **goal**?

When/How Often:

- Progress will be monitored **monthly** through regular reviews of SWIS behavior data to identify trends and adjust strategies as needed.
- Formal **mid-year reviews** will occur at the end of each semester, using the data to reflect on overall progress toward the 400-referral goal and equity of distribution among subgroups.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Implement PBIS: All students and staff members will work together to define and communicate</p>	<p>SWIS Core Data Reports: Total Office Discipline Referrals, Avg. # of Referrals Daily, Time of Day, Day of Week, etc.</p>	<p>PBIS team will review the SWIS data monthly to review our progress and make adjustments.</p>	<p>PBIS Team, Principal, MTSS Coach, and School Counselor</p>	<p>SWIS (pbisapps) Panorama Education</p>

<p>expectations and incentivize positive behavior.</p> <p>1a) Develop a calendar of PBIS preventative practices activities to implement (Recess Rodeo, 20 Rules in 20 Days, Teaching Common Area Expectations, etc.)</p> <p>1b) Implementation of the Robert Gray Store and Blue Ships (Token Economy and School Store)</p>	<p>Panorama Student Survey</p> <p>PBIS TFI (Tier 1-3)</p>	<p>PBIS team will review the PBIS TFI annually to determine effectiveness of our systems.</p> <p>Our PBIS Team will develop and adjust the Robert Gray Store quarterly for continued novelty and to maintain interest.</p>		<p>Extended time for PBIS Team meetings</p>
<p>1c) Create a positive inclusive environment on the playground for all students to participate and engage in active play and to support social-emotional well-being by implementing Playworks</p>	<p>SWIS Core Data Reports: Total Office Discipline Referrals, Avg. # of Referrals Daily, Time of Day, Day of Week, etc.</p> <p>Panorama Student Survey</p> <p>Great Recess Framework will be utilized monthly</p>	<p>PBIS team will review the SWIS data monthly to review our progress and make adjustments.</p> <p>PBIS team will review the PBIS TFI annually to determine effectiveness of our systems.</p>	<p>PBIS Team, Principal, MTSS Coach, Behavior Support personnel and School Counselor</p>	<p>SWIS (pbisapps)</p> <p>Panorama Education</p> <p>Extended time for PBIS Team meetings</p> <p>PlayWorks U Professional Development</p>
<p>1d) Post culturally appropriate signage on the playground for rules for behavior expectations and games.</p>	<p>Staff/student observation, usage, and impact on proper play.</p> <p>SWIS data on behavior referrals due to student frustration about</p>	<p>By Oct. 31, 2024</p> <p>Throughout the year.</p> <p>SWIS data and daily observations by recess staff.</p>	<p>Principal, Recess lead, PBIS team, School Counselor</p>	<p>Laptop, printer, laminator, and adhesive.</p>

	misunderstanding expectations.			
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. PBIS Reward and Incentives-\$1000.00
2. Playworks Add on training for junior coaches-\$2,000
3. General playground equipment for Playworks implementation - \$1000

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

***NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	PLC training; Science of Reading and comprehension strategies
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Intentional Tier II intervention instruction in ELA and Math aligned to the grade level standards and Science of Reading
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Playworks training for junior coaches
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	N/A
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	MTSS coaches, MTSS paraprofessional support; the cost of intervention curriculum for K–6 students.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

***NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Local Funds	Local levy revenue may be combined in schoolwide programs.	Grays Harbor Community Foundation Grant - Afterschool Program
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.

Consolidated School Improvement Plan 2024–25

Title I Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A Targeted Assistance Programs, OSSI School Improvement Plans. All schools in WA State must have an annual school improvement plan as per WAC 180-60-220, the plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process that includes an ongoing process used to monitor, adjust, and update the plan.

Section 1: Building Data	
Building Name: Stevens Elementary	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, which one(s)? (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
School Code: 114	Grade Span: K-5 School Type: Public Elementary
Principal: Tosha Love	Building Enrollment: 285 Student
School District: Aberdeen School District	F/R Percentage: 85.96% (245 students)
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 20.35% (58 students)
Plan Date: 8/27/24	English Learner Percentage: 30% (95 students)
Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Tier III Compounded	

Section 2: School Leadership Team Members and Parent-Community Partners



Please list by (Name, Title/Role)

Tosha Love, Principal

Jamie Stotler, Program Administrator

Amber Metke, MTSS Coach

Amber Melville, MTSS Coach

Heather Colwell, MLL

Martha Lennier, Teacher

Lori Gay, Teacher

Jessica Prosch, SpEd

Ryan Sturm, Teacher

Christine Vanairsdale, Teacher

Katie Chapman, Teacher

Payton Kersker, Teacher

Rees Sturm, Teacher

Juli Brotzel, Teacher

Loni Tegelberg, Teacher

Renee Frederickson, Teacher

Kirsten Tageant, Teacher

Heather Colwell, MLL Teacher

Stacy Hunt, Teacher

Michelle Lawson, Teacher

Ashley Oldham, Teacher

Rhonda Turner, Teacher

Section 3: Vision and Mission Statement

Our Vision for Stevens Elementary

Stevens Elementary is a safe caring place where meaningful learning and relationships are fostered through respect, teamwork, a quest for excellence and the development of an ethic of lifetime learning.

Our Mission: to prepare each student to be successful through

- Character development
- High expectations
- Project based learning
- Collaboration amongst staff, students, and families
- Involve community/agencies/businesses
- Focused professional development
- Goal setting
- Enjoying the journey

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your Comprehensive Needs Assessment (CNA) to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state and locally determined, school-level, indicators of learning and teaching success (e.g., Washington School Improvement Framework)?
 - The proficiency and growth for the Special Education students has been on the decline and are the least successful.
 - Consistent implementation of Tier 2 support is needed.
 - Intentional focus and implementation of Tier 1 is crucial to the learning outcomes and to support Tier 2.

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
 - resilient
 - positive parent-teacher-student relationships
 - self advocates
 - take initiative
 - street smart
 - kind and appreciative
 - independent

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.
 - Consistent increase in enrollment of English Language Learners and increase in qualifying students for special education.
 - Scope and sequence for English Language Learners and Special Education has been driven by compliance rather than addressing skill deficits.
 - Supplanting Tier 2 services with Tier 3 supports rather than “addition to”.
 - Emphasis on balanced literacy instead of structured literacy.
 - Attendance concerns
 - Lack of parent involvement and support in academic programs and success.
 - Students assessed on grade level content rather than assessing at their academic level for growth.

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

4. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two - Identification of Students
- Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.
 - Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.
Click or tap here to enter text.
 - How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?
Click or tap here to enter text.

Educators

- What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
 - Science of Reading training
 - Continued and relevant professional development to support MTSS and PBIS practices and implementation
 - Identified consistency between MTSS and Special Education programs to consistently implement all levels of support.
 - Engagement strategies
 - De-escalation training for all staff
 - Time to plan and do
- What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
 - MTSS interventions for ELA measured by student growth on the iReady and other district/state benchmark assessments
 - School-wide PBIS implementation measured by observation of student behaviors of the Husky Habits (Respect, Responsible, Safe, and Kind) and tracking of discipline referrals using SWIS
 - Implementation of consistent ELL interventions and supports measured by academic growth on the iReady and other district/state assessments
 - iReady training to implement the program with students and use the data to provide and plan instruction
 - Implementation of reading program in the classroom: Really Great Reading, Heggerty, etc
 - Second Steps in the classroom to support SEL

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

3. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development

- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

Click or tap here to enter text.

- b. How will the professional development activities benefit the students receiving targeted assistance services?

Click or tap here to enter text.

Systems of Support

- Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Funding Gaps:

The Comprehensive Needs Assessment revealed that our school has historically struggled with securing adequate funding to provide ongoing professional development for teachers, particularly in evidence-based literacy and math instruction. This has resulted in a lack of consistent, high-quality training for teachers, which in turn has impacted student outcomes.

Staffing Challenges:

There is a shortage of specialized instructional staff who are trained in the latest educational methodologies, such as the science of reading and math discourse strategies. Without this expertise, our teachers have been limited in their ability to implement effective instructional practices, particularly in literacy and numeracy.

Insufficient Instructional Materials:

Our assessment highlighted a significant disparity in the availability and quality of instructional materials across subjects. While some subjects are well-supported, there has been a noticeable lack of comprehensive, research-based resources for teaching reading and fostering mathematical discourse. This has created an inequitable learning environment where not all students have access to the tools they need to succeed.

- Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
 - Strong implementation and success of school-wide PBIS; Husky Habits (Respect, Responsible, Safe and Kind); Mind Yeti Wednesdays; weekly counselor lessons; Second Steps SEL
 - Friday Husky Digs (Innovative Learning implementation)
 - MTSS implementation to provide supports to all students regardless of labels but based on student need
 - Alignment of MTSS and Special Education programs to Science of Reading
 - Small group ELA interventions
 - Weekly GPS meeting to focus on individual student supports/success

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

- How did your school identify these areas of strengths and improvement?
 - Everyday observations of student behaviors and school/building operations
 - Summative and formative academic assessments
 - iReady benchmark assessment data.
 - WSIF School Report Card
 - SEL Panorama survey
 - How well do school and community systems interact to assure continuity of support for students? Provide at least one example.
 - BHR, WISE, and other counseling services
 - After School Program
 - Summer extended learning opportunities
 - YMCA After School programming and daycare
 - What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
 - ELL instructional groups
 - School-wide PBIS
 - Frequent data review for behavior, academics, and SEL
 - Family Events sponsored by the school; PTO; and After School program
- Areas of Focus
- More academically intentional family events
 - Increase PTO participation
 - Increase parent/family communication regarding school-wide data (ex: monthly attendance and behavior data in the newsletter)
 - Pump up monthly assemblies

Section 4: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions**
 - a. **How does your targeted assistance program coordinate with core and additional programs in the school?**
Click or tap here to enter text.
 - b. **How have you aligned your targeted supports to ensure students falling in WSIF identified student groups are receiving required services to ensure growth and proficiency?**
Click or tap here to enter text.
 - c. **How do you support transitions between grade spans?**
Click or tap here to enter text.
 - d. **Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interest?**
Click or tap here to enter text.
- **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – Parent and Family Engagement**
 - a. **How does your parent and family engagement strategy align to your targeted assistance practices and strategies?**
Click or tap here to enter text.
 - b. **How will you evaluate your parent and family engagement strategies? How will you know if they are working?**
Click or tap here to enter text.

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: *In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).*

Using the guiding questions and tables below, identify your highest priority school improvement goals and evidence-based practices (interventions, activities or strategies) for SY 2024–25. The goals should be based off WSIF results, additional school-level data compiled in your Comprehensive Needs Assessment, and your evaluation and identification of resource inequities. Please refer to the [Step-by-Step School Improvement Planning and](#)

Section 5: School Improvement Plan (Component #2 – Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

[Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?
- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized or historically unserved/underserved students have equitable access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

5b. SY 2024–2025 SMARTIE Goal #1: Fall to spring, 100% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed typical growth in reading, as measured by iReady diagnostic assessments, including 100% of students with disabilities (SWD) meeting or exceeding typical growth.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**?

The school will use a variety of assessment data to monitor progress:

- **Benchmark assessments:** Fall, winter, and spring benchmark assessments (e.g., iReady, RAN assessments, 2nd/3rd grade ORF) will provide insight into students' reading levels and growth.
- **Progress monitoring:** For students receiving interventions (including SWD), regular progress monitoring data (weekly or bi-weekly) will provide information on specific reading skills (e.g., phonics, fluency, comprehension) using tools like the BDS and ADS from Really Great Reading as well as various literacy tasks in iReady.
- **Formative assessments:** Classroom-based formative assessments aligned with the reading curriculum, including running records, teacher-created assessments, and comprehension checks, will contribute to understanding ongoing progress.

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

By mid-year (winter benchmarks), the school would expect to see:

- **50–60% of students achieving or exceeding typical growth targets** as indicated by benchmark data, ensuring that progress is on track for spring goals.
- **SWD student group demonstrating comparable progress** to their peers, using tailored progress-monitoring tools to ensure the intervention strategies are effective.
- **Intervention effectiveness:** Data from students receiving tiered interventions should show accelerated growth for those falling behind, indicating that additional supports are working.
- **Classroom formative assessments** indicating that the majority of students are progressing through key reading standards at the expected pace.

Who will monitor the progress of this overarching **goal**?

Classroom teachers: Responsible for tracking student progress through formative assessments and reading data at the individual and class level.

Special education teachers/interventionists: Specifically tasked with monitoring SWD and students receiving interventions, ensuring they are meeting their IEP goals and making typical progress.

Reading specialists/coaches: Supporting both general education and special education teachers by analyzing data and offering instructional support or professional development as needed.

School leadership team: This includes the principal, and instructional coach, who oversee data analysis at the grade level, monitor school-wide trends, and ensure alignment with the school's literacy plan.

Grade-level data action meetings will be held three times a year, bringing together the school leadership team, grade level teams, SWD teacher and MLL teacher to collaborate and analyze student data, ensuring focused and strategic decision-making to drive student growth and school-wide improvement.

When/how often will they monitor progress toward this overarching **goal**?

Benchmark assessment checkpoints: Three times per year (fall, winter, spring) during established assessment windows (e.g., iReady, RAN and 2nd/3rd grade ORF).

Progress monitoring for intervention groups: Weekly or bi-weekly for students receiving Tier 2 and Tier 3 interventions, with SWD progress tracked according to their IEPs.

Monthly data meetings: Grade-level teams and school leadership will meet monthly to analyze formative and progress-monitoring data, adjusting instructional plans as needed to ensure students are on track for typical growth.

Mid-year review: A formal mid-year review after winter benchmark data will provide a school-wide progress check to determine if additional instructional adjustments or supports are needed.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.

***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)**

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings.</p> <p>1a) Implement a monthly staff meeting focused on data action.</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs</p>	<p>Data Action Meeting will occur monthly throughout the 2024-25 school year.</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring)</p>

<p>Activity 2</p> <p>Implement a Multi-Tiered System of Support as a Continuum of Support for Academics.</p> <p>3a) Implement a pull-out or walk-to-intervention for Literacy at each grade level. Reading interventions, EL services, and resource services are provided during this block. ALL students below grade level in foundational skills will receive an accelerated intervention.</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs</p> <p>Oral Reading Fluency Assessments</p>	<p>Literacy Interventions will occur daily for 30-60 minutes for each grade.</p> <p>Progress monitoring will be reviewed bi-weekly by the MTSS Coach to monitor student progress.</p> <p>Data Action Meeting will occur monthly to monitor effectiveness.</p> <p>September 2024 - June 2025</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team, MTSS Assistants and Paraprofessionals</p>	<p>iReady Assessment</p> <p>Oral Reading Fluency Assessments</p> <p>Really Great Reading Programs (Countdown, Blast, Boost, Boost Plus, HD Word, HD Word Plus, QReads, WonderWorks, 95%Group Comprehension, Multisyllabic Word Routines, Heggerty PA)</p>
<p>Activity 3</p> <p>All classroom teachers, including EL teachers, the MTSS team, and Resource team will receive “Science of Reading” professional development to increase understanding of how students learn to read that is research-based and exemplifies explicit instruction.</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs</p> <p>Oral Reading Fluency Assessments</p>	<p>October 2024 - June 2025</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team, MTSS Assistants and Paraprofessionals</p>	<p>iReady Assessment</p> <p>Oral Reading Fluency Assessments</p>
<p>Activity 6</p> <p>Layered Tier 1 instructional supports/programming aligned with the Science of</p>	<p>Daily progress monitoring and observation</p>	<p>September 2024 - June 2025</p>	<p>Classroom teachers</p>	<p>Really Great Reading</p> <p>Wonders</p> <p>SuperKids</p>

Reading to support phonemic awareness; phonics; fluency; comprehension, etc				Heggerty 95% multisyllabic routine cards
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Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Hill Learning Center Science of Reading Short Course registration: \$3750 funded through OSSI grant
 - a. \$125.00 per staff member: certificated and classified staff- 30
 2. Timesheet for staff to attend Science of Reading Short Course: \$13,800 funded through OSSI grant
 - a. Certificated: Curriculum rate \$50 per hour up to 12 hours per person-20: (\$10,800)
 - b. Classified: Hourly rate \$25 per hour up to 12 hours per person-10 paras (MTSS, Special Education, speech, general): (\$3,000)
 3. Purchase Really Great Reading Student Kits for general education K-2 classrooms funded through OSSI grant: \$800
- Total=\$18,350

5b. SY 2024–2025 SMARTIE Goal #2: Fall to spring, 100% of students in each grade level (K, 1st, 2nd, 3rd, 4th, and 5th) will meet or exceed typical growth in math, as measured by iReady diagnostic assessments, including 100% of students with disabilities (SWD) meeting or exceeding typical growth.

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

The school will use a variety of assessment data to monitor progress:

- **Benchmark assessments:** Fall, winter, and spring benchmark assessments (e.g., iReady) will provide insight into students' math levels and growth.
- **Progress monitoring:** For students receiving interventions (including SWD), regular progress monitoring data (weekly or bi-weekly) will provide information on specific reading skills (e.g., phonics, fluency, comprehension) using tools with the Bridges Intervention Program for our tier 2 interventions and Math Triumphs for our tier 3 interventions.
- **Formative assessments:** Classroom-based formative assessments aligned with the math curriculum, teacher-created assessments will contribute to understanding ongoing progress.

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

By mid-year (winter benchmarks), the school would expect to see:

- **50–60% of students achieving or exceeding typical growth targets** as indicated by benchmark data, ensuring that progress is on track for spring goals.
- **SWD student group demonstrating comparable progress** to their peers, using tailored progress-monitoring tools to ensure the intervention strategies are effective.
- **Intervention effectiveness:** Data from students receiving tiered interventions should show accelerated growth for those falling behind, indicating that additional supports are working.
- **Classroom formative assessments** indicating that the majority of students are progressing through key math standards at the expected pace.

Who will monitor the progress of this overarching **goal**?

Classroom teachers: Responsible for tracking student progress through formative assessments and math data at the individual and class level.

Special education teachers/interventionists: Specifically tasked with monitoring SWD and students receiving interventions, ensuring they are meeting their IEP goals and making typical progress.

Reading specialists/coaches: Supporting both general education and special education teachers by analyzing data and offering instructional support or professional development as needed.

School leadership team: This includes the principal and instructional coach, who oversee data analysis at the grade level, monitor school-wide trends, and ensure alignment with the school’s literacy plan.

Grade-level data action meetings will be held three times a year, bringing together the school leadership team, grade level teams, SWD teacher and MLL teacher to collaborate and analyze student data, ensuring focused and strategic decision-making to drive student growth and school-wide improvement.

When/how often will they monitor progress toward this overarching **goal**?

Benchmark assessment checkpoints: Three times per year (fall, winter, spring) during established assessment windows (e.g., iReady).

Progress monitoring for intervention groups: Weekly or bi-weekly for students receiving Tier 2 and Tier 3 interventions, with SWD progress tracked according to their IEPs.

Monthly data meetings: Grade-level teams and school leadership will meet monthly to analyze formative and progress-monitoring data, adjusting instructional plans as needed to ensure students are on track for typical growth.

Mid-year review: A formal mid-year review after winter benchmark data will provide a school-wide progress check to determine if additional instructional adjustments or supports are needed.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
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<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Implement a Multi-Tiered System of Supports that includes Data-Based Decision Making during grade level Data Action Meetings.</p> <p>1a) Implement a monthly staff meeting focused on data action.</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring) *Overall growth and growth reports for EL and SWDs</p>	<p>Data Action Meeting will occur monthly throughout the 2024-25 school year.</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team</p>	<p>iReady Reading Data Reports (Fall, Winter, and Spring)</p>
<p>Activity 2</p> <p>Implement a Multi-Tiered System of Support with a Continuum of Support for Academics</p> <p>2a) Implement the Bridges Math Intervention Curriculum as a targeted math intervention for small-group instruction during Math intervention blocks for 3rd-5th grade.</p>	<p>iReady Math Data Reports (Fall, Winter, and Spring of 2024-25) *Overall growth and growth reports for EL and SWDs</p> <p>Smarter Balanced Math Growth and Achievement Scores for Grades 3rd-5th</p>	<p>Math Interventions will occur daily for 20-30 minutes for 3rd, 4th, and 5th grade.</p> <p>Progress monitoring from Bridges Math Intervention Program will be reviewed bi-weekly by the MTSS Coach/Resource</p>	<p>Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team, MTSS Assistants and Paraprofessionals</p>	<p>iReady Math Data Reports (Fall, Winter, and Spring)</p> <p>Progress Monitoring Data from Bridges Math Intervention.</p>

	Bridges Intervention progress monitoring assessments.	Teachers to monitor student progress. Data Action Meeting will occur monthly throughout the 2024-25 school year.		
Activity 3 Implement Bridges Corner Number Corner in Kindergarten, 1st Grade, and 2nd Grade	iReady Math Data Reports (Fall, Winter, and Spring of 2024-25) *Overall growth and growth reports for EL and SWDs Number Corner Assessments	Data Action Meeting will occur monthly throughout the 2024-25 school year.	Principal, MTSS Coach, Grade-Level PLCs, EL Teacher, Resource Teachers, Leadership Team, MTSS Assistants and Paraprofessionals	iReady Math Data Reports (Fall, Winter, and Spring) Progress Monitoring Data from Bridges Math Intervention.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Purchase of Number Corners 3-5 -\$500 per classroom x 7 = \$3,500
 2. 1 hour teacher led Number Corner professional development for implementation: paid at curriculum rate \$50 per hour = \$800
- Total:\$4300

5c. SY 2024–2025 SMARTIE Goal #3: By June 2025, Stevens Elementary will increase the percentage of students with regular attendance (attending 90% of school days or having fewer than 2 absences per month on average) from 74% to 78%. Additionally, the attendance rate for students with disabilities (SWE) will increase from 78% to 82%, ensuring equitable access to learning for all students.

What data will be used to determine the extent to which the school is on track to meet this overarching goal?

Attendance data: The school's attendance tracking system (Skyward) will be used to monitor the percentage of students attending at least 90% of school days or with fewer than 2 absences per month. This data will be disaggregated by grade level, student groups (including SWD), and overall student population.

At-risk student reports: Skyward and Panorama reports identifying students who are at risk for chronic absenteeism (those with less than 90% attendance) will help to target interventions.

Intervention records: Weekly attendance letters generated from Skyward and Panorama documentation of attendance interventions (such as parent outreach, attendance meetings, counseling, building led Community Engagement Board, or attendance contracts) will track the effectiveness of strategies implemented for students with attendance challenges.

What does the school expect to see mid-year to know if they are on track to meet the overarching goal?

Attendance rates: By mid-year (December or January), the school expects at least 76% of students to be meeting the regular attendance criteria (attending 90% of the time or having fewer than 2 absences per month).

Improvement in at-risk students: A reduction in the number of students flagged as at risk for chronic absenteeism based on the first half of the year's attendance data as reported in Skyward and Panorama.

Progress for student groups: Disaggregated data should show improvement in attendance for all student groups, including SWD, ensuring equity in progress toward the goal.

Who will monitor the progress of this overarching goal?

Attendance team: The school's attendance team, which may include the principal, attendance coordinator, school counselor, and student family service worker, will be responsible for tracking overall progress toward the attendance goal.

Classroom teachers: Teachers will monitor attendance in their classrooms and notify the attendance team of any patterns of concern with specific students.

Support staff: Special education teachers and interventionists will focus on monitoring attendance for SWD and other at-risk students, ensuring they receive the necessary support.

When/how often will they monitor progress toward this overarching goal?

Weekly Monitoring: The office coordinator and principal will print weekly attendance notification letters from Skyward that will be sent home with students, as well as mailed home to inform parents of cumulative absences. This information will be tracked via google spreadsheet to target at-risk students early to provide interventions.

Monthly monitoring: The attendance team will review attendance data monthly to ensure regular progress toward the goal. At-risk students will be flagged early, and interventions will be updated as needed. Students that have an increase in absence, or are significantly above the 10% absentee rate, will be scheduled for a school based Community Engagement Board meeting.

Mid-year review: A formal mid-year review will occur in January, which aligns to mid-year report cards, to assess whether the school is on track to meet the year-end target of 78% of students with regular attendance. Adjustments to interventions will be made if progress is not sufficient.

End-of-year review: A final review in June 2025 will determine whether the school met its attendance goal.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.

**Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal. (Data + Evidence-based Practice = Support of SMARTIE Goal)*

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
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<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Activity 1</p> <p>Daily phone calls to all students that are absent to confirm absences and document the reason for the absence.</p>	<p>September 2024 - June 2025</p>	<p>Office Coordinator Student Family Service Worker</p>	<p>Daily Skyward attendance reports</p>	<p>Office staff will make contact home to confirm absences</p> <p>Daily attendance entering into Skyward for unexcused/excused absences</p>
<p>Activity 2</p> <p>Weekly Skyward generated attendance letters sent home.</p>	<p>September 2024 - June 2025</p>	<p>Office Coordinator Student Family Service Worker Principal</p>	<p>Skyward attendance letters Skyward/Panorama data</p>	<p>Attendance letter tracking</p> <p>Schedule attendance conferences</p> <p>Implement community resource board</p> <p>Develop of attendance support plans</p>
<p>Activity 3</p> <p>Daily shout out during morning announcements to recognize classrooms with perfect attendance the day prior & social media recognition</p>	<p>September 2024 - June 2025</p>	<p>Principal</p>	<p>Skyward attendance letters School social media page</p>	<p>Tracking of absences and tardies to demonstrate increase/decrease of trends</p>

Activity 4 Monthly Perfect Attendance awards for classroom	September 2024 - June 2025	Principal	Skyward reports	Weekly/monthly attendance tracking to identify excessive absences & perfect attendance
Activity 5 School Wide Attendance Bingo Incentive: Each day a classroom has perfect attendance, the teacher name will be added to the Attendance Bingo Board. Once a board has been completely filled in, the whole school receives an incentive.	September 2024 - June 2025	Office Coordinator Principal	Daily Skyward attendance reports PBIS funds	Tracking of absences and tardies to demonstrate increase/decrease of trends.
Activity 6 Data notification in staff memos and school wide newsletters	September 2024 - June 2025	Principal	Weekly staff Monday Memo Monthly Stevens Newsletter	Identify and share attendance rates for absences and tardies each month
Activity 7 Development of school wide attendance plan for addressing excessive excused/unexcused absences including developing and implementing a monthly Stevens Community Engagement Board meetings with families to create an attendance contract and identify barriers to attendance.	October 2024 - June 2025	Principal Stevens Leadership Team Stevens Engagement Board	Monthly staff leadership meetings Monthly Stevens Engagement Board meetings	Track absences Create and implement attendance support plan between parents, student, and school

<p>Activity 8</p> <p>Implementation of Innovative Practices with Husky Digs: Each Friday, all students participate in self-selected interest classes such as baking or gardening for 1 hour.</p>	<p>October 2024-June 2025</p>	<p>All Staff</p>	<p>All Staff</p>	<p>Weekly Staff Meeting Monthly Collaboration OSSI Grant for supplies</p>
<p>Activity 9</p> <p>Implementation of Bloomz- a unified communication platform.</p>	<p>October 2024-June 2025</p>	<p>All Staff</p>	<p>All Staff</p>	<p>Bloomz Platform</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Innovative Learning materials funded through the OSSI grant = \$2,500
2. Timesheet for building staff to participate in the monthly Community Engagement Board meetings = \$1,000

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Para support time for small group math instruction & intervention;, PLC training; Science of Reading and comprehension strategies
Title I, Part A	To provide all children with a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Intentional Tier II intervention instruction in ELA and Math aligned to the grade level standards and Science of Reading
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	N/A
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	MTSS coaches, MTSS paraprofessional support; the cost of intervention curriculum for K–6 students.

Section 6: Funding (Component #3 – Consolidated Funds Matrix SY 2024–25)

***NOTE:** All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “**not applicable**” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.*

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Local Funds	Local levy revenue may be combined in schoolwide programs.	Grays Harbor Community Foundation Grant - Afterschool Program
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	Click or tap here to enter text.



Our Children,
Our Schools,
Our Future

TO: Lynn Green and Traci Sandstrom, Superintendents
 FROM: Elyssa Louderback, Executive Director of Business & Operations
 SUBJECT: Monthly Budget Report for November, 2024
 DATE: December 17, 2024

GENERAL FUND SUMMARY:

Revenue--Receipts were \$ 4,164,784.32.

Expenditures-- Expenditures were made in the total of \$ 5,537,641.42. Expenditures for staff salary and benefits account for 76% of all expenditures for the month and 76.6% of year to date total expenditures.

Fund Balance— Current month ending fund balance is \$ 3,091,735.28. We had a negative cash flow of \$ 1,372,857.10 for the month. We will be managing our cash flow very carefully and making adjustments through the year.

Additional General Fund Information

Revenue by Major Category:

<u>Revenue Source</u>	<u>Budgeted</u>	<u>Actual YTD</u>	<u>% Actual</u>	<u>Largely Comprised of:</u>
Local Taxes	\$ 5,579,124	\$ 2,062,425	36.97%	Prop taxes - received Oct/Nov and April/May
Local Nontax	\$ 397,010	\$ 149,385	37.63%	Donations, Traffic Safety, Food Service, Misc
State, General	\$ 33,580,700	\$ 7,546,521	22.47%	Apportionment and LEA
State, Special	\$ 14,497,538	\$ 3,263,301	22.51%	Spec Ed, Detention, LAP, Bilingual, Hi Cap, Transport
Federal, General	\$ 45,000	\$ -	0.00%	Federal Forest; deducted from apportionment
Federal, Special	\$ 6,843,748	\$ 1,237,538	18.08%	Food Service, Fed Grants (Title I, Title 2, ESSER, etc)
Other Districts	\$ 226,867	\$ 149	0.07%	Non high payments from Cosmopolis SD
Other Agencies	\$ 29,000	\$ 23,734	81.84%	Private Foundations, ESD 113
Other Fin Sources	\$ -	\$ -		
Totals	\$ 61,198,987	\$ 14,283,052	23.34%	
			25.00%	% of fiscal year elapsed

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

Board of Directors	\$ 99,000	\$ 4,989	5.04%	Dues, audits, elections, legal svcs, travel, etc
Superintendent's Office	\$ 449,866	\$ 105,227	23.39%	General Admin/ Supt Office
Business Office	\$ 698,521	\$ 166,716	23.87%	Fiscal operations
Human Resources	\$ 449,997	\$ 108,753	24.17%	Personnel & recruitment, labor relations
Public Relations	\$ 50,250	\$ 5,072	10.09%	Educational/admin info to public
Supervision of Instruction	\$ 1,448,318	\$ 349,570	24.14%	includes secretarial support
Learning Resources	\$ 229,969	\$ 65,417	28.45%	Library resources & staffing
Principal's Office	\$ 3,366,069	\$ 869,232	25.82%	includes Secretarial support
Guidance/Counseling	\$ 2,339,697	\$ 528,718	22.60%	Counselors/support services
Pupil Management	\$ 4,000	\$ 7,111	100.00%	Bus & playground management, etc
Health Services	\$ 3,050,486	\$ 744,384	24.40%	Health including: nursing, OT/PT/SLP, etc
Teaching	\$ 35,709,198	\$ 8,257,023	23.12%	classroom teachers/para support
Extra-curricular	\$ 1,470,719	\$ 355,778	24.19%	Coaching, advising, ASB supervision
Payments to other districts	\$ 701,000	\$ -	0.00%	CTE/Skills Center fees/pmts to other schools
Instructional Prof Dev	\$ 1,210,682	\$ 534,578	44.16%	Prof development; instructional staff
Instructional Technology	\$ 91,631	\$ 252,777	275.86%	classroom technology
Curriculum	\$ 974,495	\$ 282,711	29.01%	District materials adoptions/purchases; staff
Food Services	\$ 2,953,399	\$ 829,532	28.09%	Mgmt of food service for district
Transportation	\$ 1,325,881	\$ 367,426	27.71%	Co-op payments, fuel, insurance
Maint & Operations	\$ 3,660,050	\$ 1,020,112	27.87%	cust/maint/grounds, security, warehouse
Other Services	\$ 2,920,171	\$ 1,546,163	52.95%	Insurance, utilities, tech, print, motor pool, Erat
Transfers	\$ (261,250)	\$ (75,285)	28.82%	in district use of buses, vehicles, food service
Interfund Transfers	\$ -	\$ -	0.00%	Transfers (to Cap Proj/ Debt Service)
Totals	\$ 62,942,149	\$ 16,326,003	25.94%	
			25.00%	% of fiscal year elapsed

CAPITAL PROJECTS FUND SUMMARY:

Revenue -- Total receipts were \$ 40,645.46 and consist of grants, rental fees and interest.

Expenditures —Expenditures were made in the amount of \$ 36,952.56 for the month.

Fund Balance — Current monthly ending fund balance is \$ 58,826.89.

DEBT SERVICE FUND SUMMARY:

Revenue -- Total receipts were \$ 6,776.52 and consists of tax payments and transfers.

Expenditures — There were no expenditures for the month.

Fund Balance — Current month ending fund balance is \$ 994,197.58. Funds in this account are held for bond principal and interest payments.

ASSOCIATED STUDENT BODY FUND SUMMARY:

Revenue — There was \$ 78,761.21 revenue for the month.

Expenditures -- Expenditures total 15.2% of the budgeted expenditures for this fiscal year.

Fund Balance — Current month ending fund balance is \$ 401,530.84.

TRANSPORTATION VEHICLE FUND SUMMARY:

Revenue – There was \$ 309.50 revenue for the month and consisted of interest and depreciation.

Expenditures — There were no expenditures for the month.

Fund Balance — Current month ending fund balance is \$ 346,467.69.

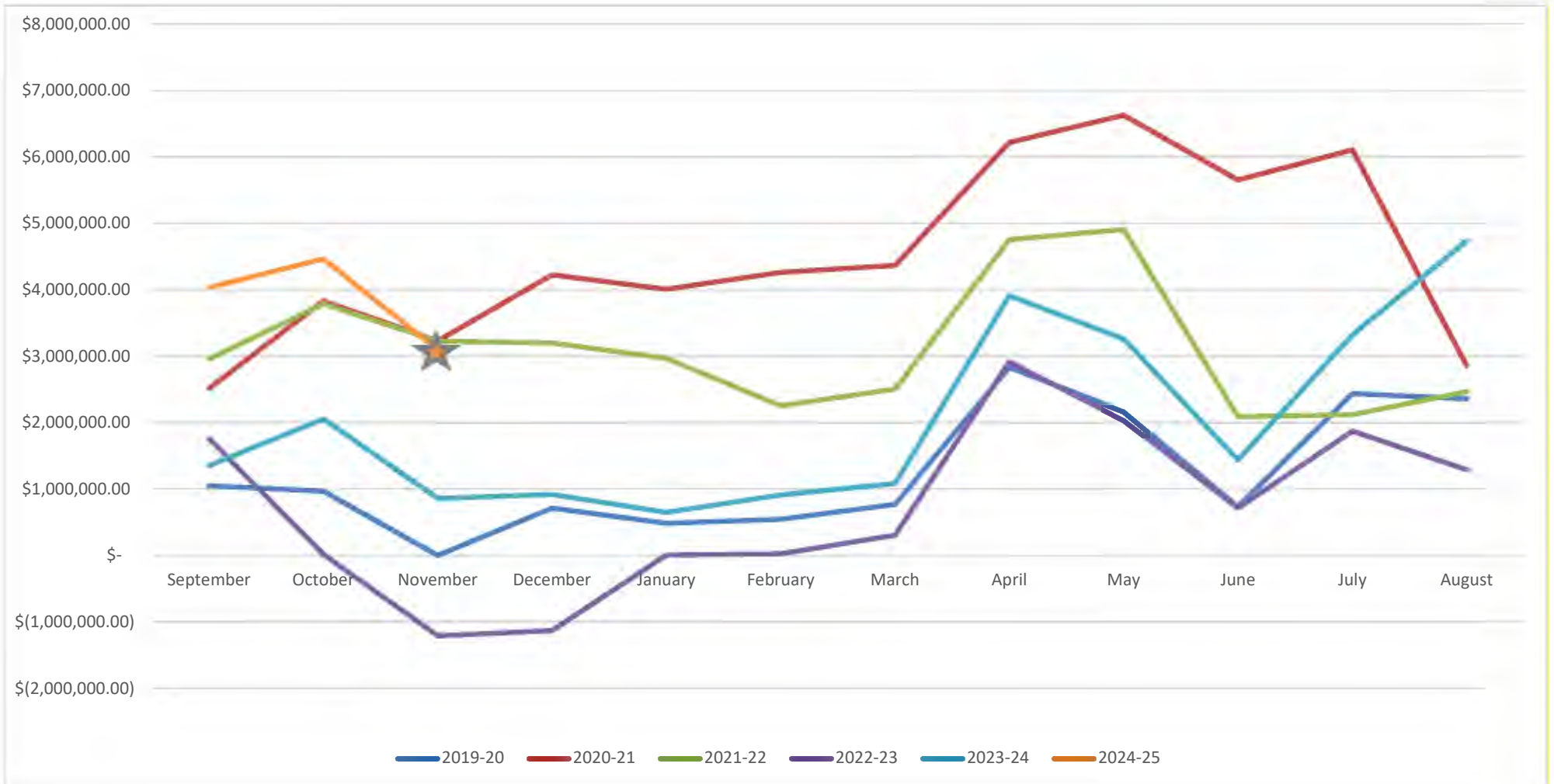
SUMMARY OF BUDGET EXPENDITURE CAPACITY

Budget Capacity as of November, 2024:

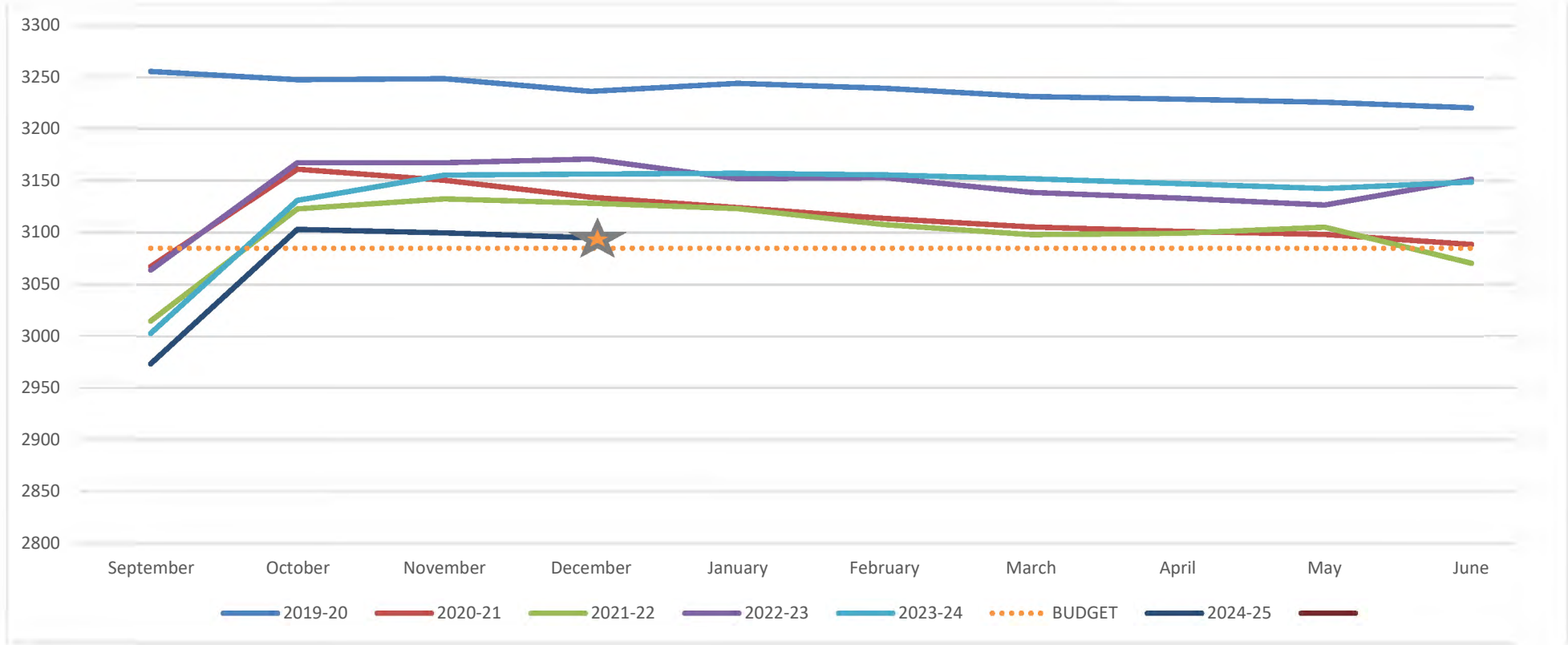
Fund	Budget	Expenditures YTD	Balance	% Expenditures	% Remaining
General	\$ 62,942,149	\$ 16,326,003	\$ 46,616,146	25.94%	74.06%
Capital Projects	\$ 6,300,000	\$ 592,813	\$ 5,707,187	9.41%	90.59%
Debt Service	\$ 295,000	\$ -	\$ 295,000	0.00%	100.00%
ASB	\$ 540,797	\$ 82,199	\$ 458,598	15.20%	84.80%
Trans Vehicle	\$ 200,000	\$ -	\$ 200,000	0.00%	100.00%

GENERAL FUND FUND BALANCE TRENDS

End of November, 2024



ENROLLMENT TRENDS as of December, 2024



AAFTE	Grades K – 5	Gr. 6 – 8	HS	Subtotal	Run Start/ Open Door	+/- (Budget)
2024-25 Budget	1,231	728	983	2,942	143	3,085
2024-25 Actual	1,206.13	700.31	1,037.12	2,943.55	151.38	+ 9.93 (3,094.93)
2023-24 Actual	1,276.92	720.04	990.32 *	2,987.30	161.22 *	+ 78.52 (3,070)
2022-23 Actual	1,292.06	759.62	982.59	3,034.27	127.93	+ 77.20 (3,085)
2021-22 Actual	1,299.38	775.67	963.66	3,038.71	75.13	+ 13.84 (3,100)
2020-21 Actual	1,287.98	777.52	943.61	3,015.97	85.44	+ 1.41 (3,100)
2019-20 Actual	1,445.35	805.48	980.66	3,231.49	98.98	+ 40.47 (3,290)

* Includes summer school enrollment

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2024

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	5,579,124	324,056.55	2,062,425.33		3,516,698.67	36.97
2000 LOCAL SUPPORT NONTAX	397,010	75,324.67	149,384.66		247,625.34	37.63
3000 STATE, GENERAL PURPOSE	33,580,700	1,996,028.05	7,545,521.37		26,035,178.63	22.47
4000 STATE, SPECIAL PURPOSE	14,497,538	818,125.88	3,263,300.64		11,234,237.36	22.51
5000 FEDERAL, GENERAL PURPOSE	45,000	.00	.00		45,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	6,843,748	942,807.72	1,237,538.08		5,606,209.92	18.08
7000 REVENUES FR OTH SCH DIST	226,867	148.50	148.50		226,718.50	0.07
8000 OTHER AGENCIES AND ASSOCIATES	29,000	8,292.95	23,733.52		5,266.48	81.84
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	61,198,987	4,164,784.32	14,282,052.10		46,916,934.90	23.34
<u>B. EXPENDITURES</u>						
00 Regular Instruction	26,618,322	2,200,689.49	6,804,941.72	78,002.01	19,735,378.27	25.86
10 Federal Stimulus	0	.00	2,257.36	5,454.00-	3,196.64	0.00
20 Special Ed Instruction	9,924,586	850,966.76	2,360,257.87	1,137,057.89	6,427,270.24	35.24
30 Voc. Ed Instruction	2,979,151	244,459.26	794,282.08	27,855.58	2,157,013.34	27.60
40 Skills Center Instruction	257,644	32,435.96	100,310.21	145.93	157,187.86	38.99
50+60 Compensatory Ed Instruct.	6,817,224	430,934.03	1,560,983.06	18,768.25	5,237,472.69	23.17
70 Other Instructional Pgms	872,728	42,121.72	169,213.01	12,730.79	690,784.20	20.85
80 Community Services	2,455,609	180,128.39	511,604.26	5,031.32	1,938,973.42	21.04
90 Support Services	13,016,885	1,555,905.81	4,022,153.73	218,298.75	8,776,432.52	32.58
<u>Total EXPENDITURES</u>	62,942,149	5,537,641.42	16,326,003.30	1,492,436.52	45,123,709.18	28.31
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	1,743,162-	1,372,857.10-	2,043,951.20-		300,789.20-	17.26
<u>F. TOTAL BEGINNING FUND BALANCE</u>	4,889,319		5,135,686.48			
<u>G. GLS 896, 897, 898 ACCOUNTING</u>	XXXXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
<u>H. TOTAL ENDING FUND BALANCE</u>	3,146,157		3,091,735.28			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	14,070.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	420,331	676,579.59
G/L 823 Restricted for Carryover of Tra	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	81,543	102,021.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	14,070	.00
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 873 Committed to Depreciation Sub-F	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	538,204-	862,051.09-
G/L 891 Unassigned Min Fnd Bal Policy	3,168,417	3,161,115.78
<u>TOTAL</u>	3,146,157	3,091,735.28

20--Capital Projects-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2024

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	1,302,008	.00	.00		1,302,008.00	0.00
2000 Local Support Nontax	19,500	40,645.46	45,929.70		26,429.70-	235.54
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	4,800,000	.00	186,309.45		4,613,690.55	3.88
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	6,121,508	40,645.46	232,239.15		5,889,268.85	3.79
B. EXPENDITURES						
10 Sites	0	.00	186,309.45	8,950.29	195,259.74-	0.00
20 Buildings	6,300,000	36,952.56	406,503.68	0.00	5,893,496.32	6.45
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	6,300,000	36,952.56	592,813.13	8,950.29	5,698,236.58	9.55
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES						
OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	178,492-	3,692.90	360,573.98-		182,081.98-	102.01
F. TOTAL BEGINNING FUND BALANCE	343,731		419,400.87			
G. GLS 896, 897, 898 ACCOUNTING	XXXXXXXX		.00			
CHANGES AND ERROR CORRECTIONS (+OR-)						
H. TOTAL ENDING FUND BALANCE	165,239		58,826.89			
(E+F + OR - G)						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	429,212.13-
G/L 864 Restricted from Fed Proceeds	111,714	.00
G/L 865 Restricted from Other Proceeds	5,300,000-	126,676.00-
G/L 866 Restrictd from Impact Proceeds	0	.00
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	5,353,525	614,715.02
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	165,239	58,826.89

30--Debt Service Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2024

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	2,734.85	7,159.48		7,159.48-	0.00
2000 Local Support Nontax	25,000	4,041.67	12,566.16		12,433.84	50.26
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	25,000	6,776.52	19,725.64		5,274.36	78.90
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	250,000	.00	.00	0.00	250,000.00	0.00
Interest On Bonds	44,100	.00	.00	0.00	44,100.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	900	.00	.00	0.00	900.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	295,000	.00	.00	0.00	295,000.00	0.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	270,000-	6,776.52	19,725.64		289,725.64	107.31-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	969,260		974,471.94			
<u>G. GLS 896, 897, 898 ACCOUNTING</u>	XXXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
<u>H. TOTAL ENDING FUND BALANCE</u>	699,260		994,197.58			
<u>(E+F + OR - G)</u>						
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	699,260		994,197.58			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	699,260		994,197.58			

40--Associated Student Body Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2024

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	68,425	2,004.47	38,067.93		30,357.07	55.63
2000 Athletics	124,750	3,194.75	61,307.40		63,442.60	49.14
3000 Classes	2,500	.00	250.00		2,250.00	10.00
4000 Clubs	168,570	3,815.00	20,246.41		148,323.59	12.01
6000 Private Moneys	80,700	69,746.99	70,506.99		10,193.01	87.37
<u>Total REVENUES</u>	444,945	78,761.21	190,378.73		254,566.27	42.79
<u>B. EXPENDITURES</u>						
1000 General Student Body	32,646	2,337.34	19,485.33	0.00	13,160.67	59.69
2000 Athletics	248,971	13,924.81	41,196.21	4,775.74	202,999.05	18.46
3000 Classes	2,500	.00	.00	0.00	2,500.00	0.00
4000 Clubs	175,890	7,838.52	20,569.78	0.00	155,320.22	11.69
6000 Private Moneys	80,790	60.00	947.62	0.00	79,842.38	1.17
<u>Total EXPENDITURES</u>	540,797	24,160.67	82,198.94	4,775.74	453,822.32	16.08
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	95,852-	54,600.54	108,179.79		204,031.79	212.86-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	280,036		293,351.05			
<u>E. GLS 896, 897, 898 ACCOUNTING</u>	XXXXXXXXXX		.00			
<u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>						
<u>F. TOTAL ENDING FUND BALANCE</u>	184,184		401,530.84			
<u>C+D + OR - E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	7,500		7,500.00			
G/L 819 Restricted for Fund Purposes	176,684		394,030.84			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	184,184		401,530.84			

90--Transportation Vehicle Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2024 (September 1, 2024 - August 31, 2025)

For the ABERDEEN SCHOOL DISTRICT NO 5 School District for the Month of November, 2024

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	15,000	309.50	1,697.99		13,302.01	11.32
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	368,914	.00	.00		368,914.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	383,914	309.50	1,697.99		382,216.01	0.44
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	383,914	309.50	1,697.99		382,216.01	0.44
<u>D. EXPENDITURES</u>						
Type 30 Equipment	200,000	.00	.00	0.00	200,000.00	0.00
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	200,000	.00	.00	0.00	200,000.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	183,914	309.50	1,697.99		182,216.01-	99.08-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	289,788		344,769.70			
I. <u>GLS 896, 897, 898 ACCOUNTING</u> <u>CHANGES AND ERROR CORRECTIONS (+OR-)</u>	XXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	473,702		346,467.69			

K. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 819 Restricted for Fund Purposes	473,702	346,467.69
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted For Arbitrage Rebate	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	473,702	346,467.69

2025-2026 Aberdeen School District Calendar

August 2025				
M	T	W	TH	F
				1
4	5*	6	7	8
11	12	13	14	15
18	19*	20	21	22
25	26	27	28	29
03/180				
September 2025				
M	T	W	TH	F
1	2*	3	4	5
8	9	10	11	12
15	16*	17	18	19
22	23	24	25	26
29	30			
24/180				
October 2025				
M	T	W	TH	F
		1	2	3
6	7*	8	9	10
13	14	15	16	17
20	21*	22	23	24
27	28	29	30	31
47/180				
November 2025				
M	T	W	TH	F
3	4*	5	6	7
10	11	12	13	14
17	18*	19	20	21
24	25	26	27	28
63/180				
December 2025				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16*	17	18	19
22	23	24	25	26
29	30	31		
78/180				
January 2026				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20*	21	22	23
26	27	28	29	30
97/180				

August 2025

- 25 Professional Development
- 26 Professional Development
- 27 First Day of School

September 2025

- 01 Labor Day-No School

November 2025

- 11 Veterans Day-No School
- 26-28 Thanksgiving Holiday

December 2025

- 19 Early Release
- 22-31 Winter Break

January 2026

- 1-2 Winter Break cont's
- 05 School Resumes
- 19 Martin Luther King, Jr Holiday-No School

February 2026

- 16 Presidents Day Holiday -No School
- 17 Professional Development-No School

March 2026

- 20 Weather Makeup Day, if needed

April 2026

- 6-10 Spring Break

May 2026

- 22 Weather Makeup Day, if needed
- 25 Memorial Day Holiday

June 2026

- 10 Last Day of School / Early Release
- 19 Juneteenth Holiday

* Denotes Board meeting

Collaboration Days/Early Release

- Sept. 24, 2025
- Oct. 22, 2025
- Dec. 3, 2025
- Jan. 14, 2026
- Feb. 4, 2026
- March 4, 2026
- April 15, 2026
- May 13, 2026

February 2026				
M	T	W	TH	F
2	3*	4	5	6
9	10	11	12	13
16	17*	18	19	20
23	24	25	26	27
115/180				
March 2026				
M	T	W	TH	F
2	3*	4	5	6
9	10	11	12	13
16	17*	18	19	20
23	24	25	26	27
30	31			
136/180				
April 2026				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21*	22	23	24
27	28	29	30	
153/180				
May 2026				
M	T	W	TH	F
				1
4	5*	6	7	8
11	12	13	14	15
18	19*	20	21	22
25	26	27	28	29
172/180				
June 2026				
M	T	W	TH	F
1	2*	3	4	5
8	9	10	11	12
15	16*	17	18	19
22	23	24	25	26
29	30			
180/180				
July 2026				
M	T	W	TH	F
		1	2	3
6	7*	8	9	10
13	14	15	16	17
20	21*	22	23	24
27	28	29	30	31

Technology Surplus December 2024

Asset/SN	Desc	Asset/SN	Desc
20016	dell Tower	11910	macbook
85YMV12	dell Tower	30607	aver doc camera
20018	dell Tower	30027	apc ups
2UA01411TG	hp Tower	20870	apc ups
2UA01411SZ	hp Tower	31624	dell 7010
2UA01411RB	hp Tower	32369	dell 7010
2UA01411S7	hp Tower	20011	dell monitor
19687	hp Tower	20046	dell monitor
19683	hp Tower	20045	dell monitor
2UA01411RN	hp Tower	19661	hp monitor
C8N7GQ1	dell Tower	19658	hp monitor
20015	dell Tower	12935	gateway monitor
C8J5GQ1	dell Tower	12933	gateway monitor
20034	dell Tower	19604	hp nmonitor
19681	hp Tower	19614	hp monitor
GJYBYF1	dell Tower	19605	hp monitor
18339	dell Tower	19610	hp monitor
18316	dell Tower	19657	hp monitor
19672	hp Tower	19616	hp monitor
19674	hp Tower	12944	gateway monitor
19685	hp Tower	19608	hp monitor
2UA01411SK	hp Tower	6875	dell monitor
19684	hp Tower	19618	hp monitor
20026	dell Tower	20043	dell monitor
JF1XFQ1	dell Tower	20041	dell monitor
CN32SBSHJK05RQ	hp officejet 6400	19615	hp monitor
13303	hp laserjet p401	19613	hp monitor
D281P0695471	sony vcr	20040	dell monitor
3312	mitsubishi vcr	19662	hp monitor
14971302	jvc vcr	19611	hp monitor
14971248	jvc vcr	20044	dell monitor
9941825	multisync a700 crt	20039	dell monitor
7138	hp laserjet 2600n	CN0YR64P7444513VAPAS	dell monitor
20497	hp laserjet 402	CN0YR64P7444513VBQNS	dell monitor
16859	samsung laptop	19606	hp monitor
30401	samsung laptop	CN0YR64P7444513VAMGS	dell monitor
16255	samsung laptop	U53052H0D927838	Brother typw writer
16884	samsung laptop	8107	HP printer
30018	Dell e5540	8083	HP ScanJet
30031	Dell e5540	20073	Epson DS-50000
30070	Dell e5540	30139	Brother 6400
30040	Dell e5540	7ZCPV12	dell 7010
18653	Dell e5540	PF2XAP2H	lenovo 100e
p204z6gjp2n0b960100h	lenovo 100e	PF2XT1MY	lenovo 100e

PF2XSKEP	lenovo 100e	PF2Z1M7V	lenovo 100e
d6hb6h2	3180	glpgnq2	lenovo 100e
32YS063	3180	5cd0269jtg	lenovo 100e
16VP893	dell 3180	dt4k4m3PF2ZW3E4	lenovo 100e
2FFL8Y2	dell 3180	p204z5myp2n0b960100h	lenovo 100e
5HG4893	lenovo 100e	PF2Z21QW	lenovo 100e
PF2Z1YCH	lenovo 100e	p208lmbg	lenovo 100e
PF2XSDTP	lenovo 100e	5k1c6h2	lenovo 100e
H73R063	lenovo 100e	p204z793p2n0b960100h	lenovo 100e
5qwx4q2	lenovo 100e	jnr05q2	lenovo 100e
2SKS063	lenovo 100e	p204z4jlp2n0b960100h	lenovo 100e
p204z4cw	lenovo 100e	PF2XSDX1	lenovo 100e
3BGX493	lenovo 100e	PF2YMT9E	lenovo 100e
PF2XSC2F	lenovo 100e	PF2Z1KSJ	lenovo 100e
HQ60063	lenovo 100e	2568yb2	lenovo 100e
10p06q2	lenovo 100e	drzvl52	lenovo 100e
5H6YZ53	lenovo 100e	j988yb2	lenovo 100e
7m5gnq2	lenovo 100e	p204z4srp2n0b960100h	lenovo 100e
2B1Q063	lenovo 100e	p204z4q7p2n0b960100h	lenovo 100e
jlsqnh2	lenovo 100e	PF2Z20GQ	lenovo 100e
70XN063	lenovo 100e	PF2XSXJC	lenovo 100e
85v64m3	lenovo 100e	p204z4k7p2n0b960100h	lenovo 100e
5cd0269l6h	lenovo 100e	PF2YMK3N	lenovo 100e
ft7m4m3	lenovo 100e	6KQYZ53	lenovo 100e
65652g2	lenovo 100e	5cd1239kq7	lenovo 100e
cb1c6h2	lenovo 100e	pf2yfs8m	lenovo 100e
PF2YM1GN	lenovo 100e	6VK0063	lenovo 100e
JLGX493	lenovo 100e	6PZK8Y2	lenovo 100e
p204z79ap2n0b960100h	lenovo 100e	p204z726p2n0b960100h	lenovo 100e
PF2Z2WGYG	lenovo 100e	PF2YM3PT	lenovo 100e
PF2Z1Q1Z	lenovo 100e	p208lmbi	lenovo 100e
p204zq06p2n0b960100h	lenovo 100e	PF2XB4V9	lenovo 100e
p205045mp2n0b960100h	lenovo 100e	PF2XSHHG	lenovo 100e
p204zqlvp2n0b960100h	lenovo 100e	PF2Z1TPM	lenovo 100e
p204z531p2n0b960100h	lenovo 100e	PF2Z1GDY	lenovo 100e
35YS063	lenovo 100e	5cd026dk60p204zq94p2n0b960100h	lenovo 100e
PF2YFV9C	lenovo 100e	p204z4t0p2n0b960100h	lenovo 100e
PF2YMK0J	lenovo 100e	2k6s4q2	lenovo 100e
p208lmcp	lenovo 100e	p20504cgp2n0b960100h	lenovo 100e
1C3R063	lenovo 100e	PF2XT4AS	lenovo 100e
ggwlnq2	lenovo 100e	3B3R063	lenovo 100e
H5ZK8Y2	lenovo 100e	5cd0269jzw	lenovo 100e
p204z5y7p2n0b960100h	lenovo 100e	13005	monitors
3n9fnq2	lenovo 100e	12321	monitors
30513	lenovo thinkpad	A00	monitors
30429	lenovo thinkpad	SD8114410223	monitors

30456	lenovo thinkpad	16733	macbook
30W81D2	dell 3160	30867	macbook
JVV81D2	dell 3160	20282	Dell Latitude
1NQHB52	dell 3160	20228	Dell Latitude
FFVGB52	dell 3160	20481	Dell Latitude
JTV81D2	dell 3160	20485	Dell Latitude
F71Y962	dell 3160	20224	Dell Latitude
FHQHB52	dell 3160	20236	Dell Latitude
2DQHB52	dell 3160	31222	Dell Latitude
JDQHB52	dell 3160	20221	Dell Latitude
6WZHB52	dell 3160	33961013894849	Dell Latitude
7LQHB52	dell 3160	20488	Dell Latitude
88W81D2	dell 3160	20213	Dell Latitude
JMV81D2	dell 3160	30021	Dell Latitude
2CTGB52	dell 3160	30037	Dell Latitude
9DQHB52	dell 3160	30053	Dell Latitude
219HB52	dell 3160	30055	Dell Latitude
949HB52	dell 3160	20255	Dell Latitude
62LHB52	dell 3160	30862	Dell Latitude
17RGB52	dell 3160	20223	Dell Latitude
59QHB52	dell 3160	30567	Dell Latitude
F4W81D2	dell 3160	31616	Dell Latitude
3S8HB52	dell 3160	7177	monitor
14385	monitors	S4Z110921635	monitor
16088	monitors	7186	monitor
18521	monitors	3691	monitor
CN0F8NDP7426112Q0YWU	monitors	3689	monitor
18652	monitors	7184	monitor
18581	monitors	7176	monitor
18568	monitors	14205	monitor
SD8114410226	monitors	7181	monitor
TEN130802104	monitors	30704	doc camera
Z106309	monitors	30616	doc camera
18626	monitors	12046	projector
18611	monitors	12056	imac
18626	monitors	9391	imac
18651	monitors	10399	projector
SD8114410246	monitors	10018	hitachi projector
7081	monitors	19866	projector
11951	cisco switch	19306	hp laptop
8889	alpha smart		nikon d30 camera
6410	vcr		nikon d30 camera
5926	sony cam corder		nikon coolpix 5700
g9hk00416	panasonic camcorder		nikon coolpix 5700
16247	hp laptop		nikon coolpix 5700
9080	sony dvd player		nikon coolpix 5700

5350	hitachi projector		nikon coolpix 5700
1928	sony camera		nikon coolpix 5700
8108	drawing tablet		nikon coolpix 5700
g9hk00392	panasonic camcorder		kodak camera
7137	dell laptop		canon camcorder
8093	hitachi projector		samsung g1 microphone
9782	video telemaker	H1CF19495110066	newtek live control
9793	kramer tools	9207	epson projector
16432	appletv	20076	epson r1900
11582	usb hub		fischer dvd player
14108	ipad	10735	samsung vcr/dvd
11906	macbook		denon stereo
4272	macbook	20079	tricaster studio
16252	hp laptop	13405	ipad
3611	macbook	13379	ipad
4888	macbook	13403	ipad
5588	macbook	13383	ipad
30069	dell laptop	13386	ipad
4307	kodak camera	13378	ipad
16427	ipad	13398	ipad
16431	ipad	13352	ipad
16422	ipad	13385	ipad
16430	ipad	13381	ipad
20171	acer projector	13399	ipad
	nikon d30 camera	13400	ipad
	nikon d30 camera	13404	ipad
	nikon d30 camera	13377	ipad
	nikon d30 camera	13401	ipad
	nikon d30 camera	13311	ipad
	nikon d30 camera	13402	ipad
	nikon d30 camera	13380	ipad
	nikon d30 camera	19728	ipad
	nikon d30 camera	19727	ipad
	nikon d30 camera	19726	ipad
	nikon d30 camera	15815	ipod
	nikon d30 camera	15930	hp compaq
	ipod	15868	hp compaq
	ipod	20300	backup
14067	ipad	12946005	gateway
A13130A	ipad	4906	dci tower
14273	ipad	HKWCX81	dell tower
15146	ipad	B23-03877	enco tower
15620	ipad	15528	dell tower
15598	ipad	14379	dell tower
A13141A	ipad	7mz1vz1	dell laptop
A14268A	ipad	6469	dell tower

15457	ipad	20003	dell tower
15170	ipad	6780	dell tower
16566	ipad	19135848171	TOWER
20150	ipad	JE8T91HD501287K	samsung laptop
20106	ipad	9143U01C8522001DBCM000	acer laptop
	ipad	18582	dellmonitor
30857	ipad	18519	dell monitor
15148	ipad	15687	ipad
19841	ipad	15144	ipad
20247	aver doccam	14358	imac mini
30614	aver doccam	17054	microsoft surface
30646	aver doccam	19161	dell tower
5306412400057	aver doccam	Z144563	dell tower
30738	ipad	Z147665	dell tower
16502	ipad	32544	dell tower
14356	macbook	32543	dell tower
	elmo	32304	dell tower
W729KCCC00018	DLP projector	432GM22	dell tower
15597	ipad	5915	panasonic camcorder
15599	ipad	20484	dell laptop
15039	ipad	20244	avervision doc cam
15654	ipad	5917	panasonic camcorder
15550	ipad	10161	grmini cd player
20174	hitachi projector	10162	tft reciever
9509	zenith vcr	20890	hp 402
	apex vcr	20674	hp color printer
	sony cd player	20476	ipad
15976	hp compaq	20478	ipad
Z072132	hp compaq	20435	ipad
Z072179	hp compaq	20480	ipad
15958	hp compaq	20477	ipad
20430	ipad	20427	ipad
20472	ipad	20467	ipad
20466	ipad	20468	ipad
20440	ipad	20445	ipad
20454	ipad	20423	ipad
20479	ipad	20426	ipad
20475	ipad	20424	ipad
20448	ipad	20429	ipad
20470	ipad	20442	ipad
20433	ipad	20450	ipad
20459	ipad	20469	ipad
20461	ipad	20463	ipad
20438	ipad	20444	ipad
20474	ipad	20436	ipad
20446	ipad	20441	ipad

20464	ipad	32434	brother printer
20428	ipad	30249	brother printer
3JFT063	dell laptop	8530	xerox printer
16855	dell laptop	11482	cable box
6hgcrf2	dell laptop	14331	imac mini
10874	canon camera	20483	apc ups
10263	m-audio	1852g	ubiquiti switch
10285	m-audio	12058	imac
10256	m-audio	12080	imac
10287	m-audio	32305	dell tower
10269	m-audio	20732	acer projector
10260	m-audio	10254	imac
10279	m-audio	10264	imac
10252	m-audio	5355	imac
20455	ipad	10268	imac
20451	ipad	10284	imac
20465	ipad	10265	imac
20456	ipad	6702	imac
20452	ipad	10281	imac
20449	ipad	10266	imac
20443	ipad	10253	imac
20425	ipad		hikvision camera
20422	ipad		hikvision camera
20421	ipad		hikvision camera
20457	ipad		vivotek camera
20439	ipad		vivotek camera
20458	ipad		vivotek camera
20437	ipad	dqn1vz1	dell laptop
20460	ipad	8650	macbook
20462	ipad	5841	ap
dtf100	printer	20262	dell tower
10171	crt monitor	12040	doc camera
10159	crt monitor	16199	hp printer
9792	digital viseo switcher	T0F29A	hp printer
13987	imac	16560	ipad
18623	dell monitor	Z143214	dell tower

CERTIFICATED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Amber Larsen	McDermoth Elementary	Teacher – CYO	01/06/25

SUPPLEMENTAL CONTRACT: We recommend the Board approve the following supplemental contract:

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Cami Revel	Aberdeen High School	Twin Star Credit Union	2024-25

Certificated Substitute Hires:

Kristy Haskey
James Pfeiffer

CLASSIFIED

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Rebecca Book	District	Registered Behavior Technician	12/02/24
Lacey McMeekin	Aberdeen High School	GEAR UP Secretary	12/16/24

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Guadalupe Arias Morelia	AJ West Elementary	MTSS Assistant	03/03/25-05/30/25
Maria Garcia-Ruiz	Stevens Elementary	MTSS Assistant	01/06/25-03/05/25

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Amanda Thein	Administration	Payroll Specialist	12/20/24

Classified Substitute Hires:

Kathleen Burtch
Emma Green
Rebecca Smith
Elizabeth Tucker-Jardot