

NORTH THURSTON PUBLIC SCHOOLS
Board of Directors Special Meeting
Tuesday, March 4, 2025 at 5:45 PM
John W. Gott Administrative Center
305 College St NE; Lacey, WA 98516

No public comment is taken during special meetings.

I. ROUTINE ITEMS

- | | | |
|--|----------------|-------|
| A. Call to Order | | |
| B. Roll Call | | I/D/A |
| C. Pledge of Allegiance | | |
| D. Reading of Land Acknowledgement | | |
| E. Correspondence and Additions | -Troy Oliver | I/D |
| F. Adoption of the Agenda | | I/D/A |
| G. Consent Agenda: | | A |
| - Consideration of Bills | | |
| - Personnel Actions Resolution 12-24/25 | | |
| H. Required Approvals: | | I/D/A |
| - Bower Learning Center Tenant Improvements 2025 Project Approval to Advertise for Bid | -Tony Matiatos | |
| - Morel Meadows Planned Subdivision Approval to Allow PSE Easements | -Tony Matiatos | |
| - <u>Final Acceptance Nisqually Parking Lot Improvements</u> | -Tony Matiatos | |
| (Safety and Separation of Buses and Cars) | | |

II. SUPERINTENDENT'S REPORT

- | | | |
|--|--------------------|-----|
| A. Presentations of School Improvement Plans | -School Principals | I/D |
|--|--------------------|-----|

III. ADJOURNMENT

North Thurston Public Schools
305 College St. NE
Lacey, Washington 98516

RESOLUTION NO. 12-24/25
PERSONNEL ACTIONS INCLUDING EMPLOYMENT OF CERTIFICATED
AND CLASSIFIED EMPLOYEES

WHEREAS, in accordance with RCW 28A.50.100 the Board of Directors of North Thurston School District No. 3 is charged with the responsibility of employing, discharging for cause, fixing, altering and allowing pay for all classified and certificated employees; and

WHEREAS, the applications and qualifications and recommendations for employment, change in status or assignment, resignation or termination of employment listed on the attached sheet(s) have been duly considered by this Board; and

WHEREAS, it has been determined by a majority of said Board to concur with the actions listed on the attached sheet;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of North Thurston School District No. 3, Thurston County, State of Washington, specifically in connection with the certificated teachers listed on the attached sheet(s), that the District employ said certificated individuals at the salaries and contract lengths specified, such employment to be in accordance with such policies, rules and regulations as have been adopted by this Board and in accordance with negotiated agreements. Similarly, classified individuals listed on the attached sheet(s) for employment shall be employed at - wages and hours specified, such employment to be in accordance with such policies, rules and regulations as have been adopted by this Board and in accordance with collective bargaining agreements.

BE IT FURTHER RESOLVED that the Secretary of North Thurston School District No. 3, is hereby authorized and directed to forthwith make and execute on behalf of this Board individual contracts with each of the said named certificated teachers in accordance with this resolution, said contracts to bear the facsimile signature of the Secretary.

APPROVED AND ADOPTED by the Board of Directors at a meeting held on this 4th day of March 2025.

BOARD OF DIRECTORS
NORTH THURSTON SCHOOL DISTRICT NO. 3

ATTEST:

Board President

Board Secretary/Superintendent

Board Member

Board Member

Board Member

Board Member

Personnel Actions**March 4, 2025****Certificated Employee Report****Hires**

Jennifer Valentine	Deaf & Hard of Hearing Teacher @ Special Education 2025-26	9/1/2025
Chelsea Johnston	Psychologist @ Special Education 2025-26	9/1/2025

Hires (temporary)

Jana Dean	0.6 Math Instructional Specialist @ Nisqually - One Year Only	9/1/2025
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Leave of Absence

Jessica LaTourette	ELA Teacher @ Salish - LOA 2/3/25 to 6/18/25	2/3/2025
Megan Shirron	Kindergarten Teacher @ Horizons - Full LOA 25-26 SY	9/1/2025
Shanae Sauls	Third Grade Teacher @ Meadows - Full LOA 25-26 SY	9/1/2025
Madeline Casson	SLP @ Special Education - 0.2 FTE LOA 25-26 SY	9/1/2025
Brittany Gamble	Psychologist @ Special Education - 0.2 FTE LOA 25-26 SY	9/1/2025
Jessica Gagnon	SLP @ Special Education - Full LOA (0.6 FTE) 25-26 SY	9/1/2025
Julianne Mankin	Preschool Teacher @ Meadows - LOA for remainder of 24/25 SY	3/31/2025

Resignation

Nickelis Vincent	Psychologist @ Special Education	8/31/2025
Randy Lobe	CTE Teacher @ Chinook	8/31/2025
Chandrea Pugh	EBD Teacher @ Olympic View	8/31/2025
Samantha Trout	Occupational Therapist on LOA @ Special Education	1/31/2025
Rebecca Brooks	Second Grade Teacher @ Chambers Prairie	3/28/2025
Peter Annis	Music/Choir Teacher @ Nisqually - was LOA for 2024-25	2/18/2025

Retirement

Teresa Wallace	Counselor @ River Ridge	8/31/2025
Carol Richardson	ML Teacher @ Mountain View	8/31/2025
Susan Staiert	Second Grade Teacher @ Mountain View	8/31/2025
Nancy Hall	Third Grade Teacher @ Horizons	8/31/2025
Keith Moffatt	CTE Teacher @ North Thurston	8/31/2025
Kenneth Tanner	PE Teacher @ Evergreen Forest	8/31/2025

Other

Michael Spencer	0.2 Super FTE from 2/3/25 to 6/18/25	2/3/2025
Nicole Jensen	0.2 Additional FTE from 2/3/25 to 6/18/25	2/3/2025
Edward Gentry	0.2 Super FTE from 2/3/25 to 6/18/25	2/3/2025
Greg Govan	0.05 Super FTE from 2/3/25 to 6/18/25	2/3/2025
Catherine Fairhead	0.2 Super FTE from 2/3/25 to 6/18/25	2/3/2025
O. Ruthanne Ekwealor	0.05 Super FTE from 2/3/25 to 6/18/25	2/3/2025
Heather Hancock	0.2 Super FTE from 2/3/25 to 6/18/25	2/3/2025
Krysten Sullens	0.3 Super FTE from 2/3/25 to 6/18/25	2/3/2025
Amanda Crawford	0.2 Super FTE from 2/3/25 to 6/18/25	2/3/2025
Kelli Taylor	0.2 Super FTE from 2/3/25 to 6/18/25	2/3/2025
Allen Spadafore	0.2 Super FTE from 2/3/25 to 6/18/25	2/3/2025

In District Transfer

Lily Hebert	from Paraeducator @ River Ridge to HSLS Teacher @ River Ridge	2/3/2025
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Personnel Actions

March 4, 2025

Classified Employee Report

Hires

Brittnay Kennish	Paraeducator @ Meadows	2/3/2025
David Moore	Paraeducator @ North Thurston	2/5/2025
Donald Dorsey	Paraeducator @ River Ridge	2/3/2025
James Samuelson	Paraeducator @ Aspire	2/18/2025
Michael Chapman	Paraeducator @ Pleasant Glade	2/7/2025
Haleigh Bloomfield	Paraeducator @ Horizons	2/7/2025
Georgiana Vanderhoff	Paraeducator @ Special Education	2/12/2025
Lillyanna Strasbaugh	Paraeducator @ Transportation	2/13/2025
Martha Arana	Migratory Liaison @ Equity and Languages	2/18/2025
Ashley Weaver	Paraeducator @ Transportation	2/13/2025
Brandy Martinez	Paraeducator @ Special Education	2/13/2025
Sylvia Barrera	Paraeducator @ Lacey	3/3/2025
Samantha Stewart	Paraeducator @ North Thurston	2/21/2025
Armida Baker	Office Professional III @ Chambers Prairie	2/18/2025
Jordan Wood	Paraeducator @ Lakes	2/20/2025
Jessica Keyes	Paraeducator @ North Thurston	3/3/2025
Robert McKinney	Paraeducator @ Woodland	2/26/2025
Adam Jantz	Plumber Technician @ Facilities	3/3/2025
David Holland	Paraeducator @ Chambers Prairie	2/26/2025

In District Transfer

Akane Damon	Hired from Cook Helper @ Komachin to Cook Helper @ Aspire	2/7/2025
Hongying Wu	Hired from Cook Helper @ Aspire to Cook Helper @ Komachin	2/7/2025
Jesse Carter	Hired from Custodian @ North Thurston/RMAC to Custodian @ Komachin	2/5/2025
Amanda Contreras	Hired from Paraeducator 3.25 hours to Paraeducator 6.5 hours @ Pleasant Glade	2/14/2025
Akane Damon	Hired from Cook Helper @ Aspire to Cook Helper @ Komachin	3/3/2025
Hongying Wu	Hired from Cook Helper @ Komachin to Cook Helper @ Aspire	3/3/2025

Leave of Absence

Britny Sirotak	Paraeducator @ River Ridge - LOA 02/14/25-05/12/25	2/14/2025
Randy Anfinson	Paraeducator @ Nisqually - Partial LOA 1/23/25-5/07/25	1/23/2025
Sarina Corpuz	Paraeducator @ Meadows - LOA 02/12/25-5/13/25	2/12/2025
Leah Clark	Paraeducator @ Lacey - LOA 03/03/25-06/03/25	3/3/2025
Nancy Cutlip	Parent & Family Engagement Liaison @ Instructional Support Services	3/3/2025

Resignation

Samuel Frias	Paraeducator @ Chambers Prairie	1/31/2025
Jun Wang	Paraeducator @ Lydia Hawk	2/14/2025
Tamera Vaughn	Transportation Specialist @ Transportation	3/21/2025
Amber Morales	Paraeducator @ Woodland	2/21/2025
Claire Schmittle	Paraeducator @ Horizons	3/18/2025
Conrad Carr	Paraeducator @ Olympic View	3/28/2025
Dominique Bryson	Cook Helper @ South Bay	2/28/2025
Karen Rice	Cook Helper @ Lydia Hawk	4/8/2025

Retirement

James Solomon	Locksmith Technician @ Facilities	6/27/2025
Pamela Guzman	Paraeducator @ Lacey	2/28/2025

Personnel Actions

March 4, 2025

Other

Benjamin Snow	Termination of Mechanic @ Transportation	1/31/2025
Lindsay Crist	Transportation Specialist @ Transportation increase in hours from 5.5 to 6.25	1/27/2025
Lindsay Crist	Transportation Specialist @ Transportation increase in hours from 6.25 to 7.0	2/10/2025
James Provost	Termination of Paraeducator @ Pleasant Glade	2/18/2025



NORTH THURSTON PUBLIC SCHOOLS

ADMINISTRATIVE OFFICES • 305 COLLEGE STREET NE, LACEY, WASHINGTON 98516
TELEPHONE: (360) 412-4400 • FAX: (360) 412-4410 • WWW.NTHURSTON.K12.WA.US

DATE: February 25, 2025

TO: Troy Oliver
Superintendent

FROM: Tony Matiatos
Director, Construction and Design

RE: **Bower Learning Center Tenant Improvements 2025 Project
Board Approval to Advertise for Bid**

I am requesting Board approval to advertise for bid the Bower Learning Center Tenant Improvements Project.

The project will include tenant improvements to accommodate the VOICE and Summit Virtual Academy programs. The basic improvements will include instructional space, restroom, finish, roof, and electrical and mechanical upgrades.

The intended construction start is planned for July 2025.

I request this item be placed on the March 4, 2025, Special Board Meeting: School Improvement Plans for required approval. I will be in attendance to answer any questions that may arise.

Thank you.



NORTH THURSTON PUBLIC SCHOOLS

ADMINISTRATIVE OFFICES ♦ 305 COLLEGE STREET NE, LACEY, WASHINGTON 98516
TELEPHONE: (360) 412-4400 ♦ FAX: (360) 412-4410 ♦ WWW.NTHURSTON.K12.WA.US

DATE: February 25, 2025

TO: Troy Oliver
Superintendent

FROM: Tony Matiatos
Director, Construction and Design

RE: **Morel Meadows Planned Subdivision
Board Approval to Allow PSE Easements**

Soundbuilt Homes is requesting Board approval for temporary construction easements for access and a permanent easement for PSE as indicated on the attached photo.

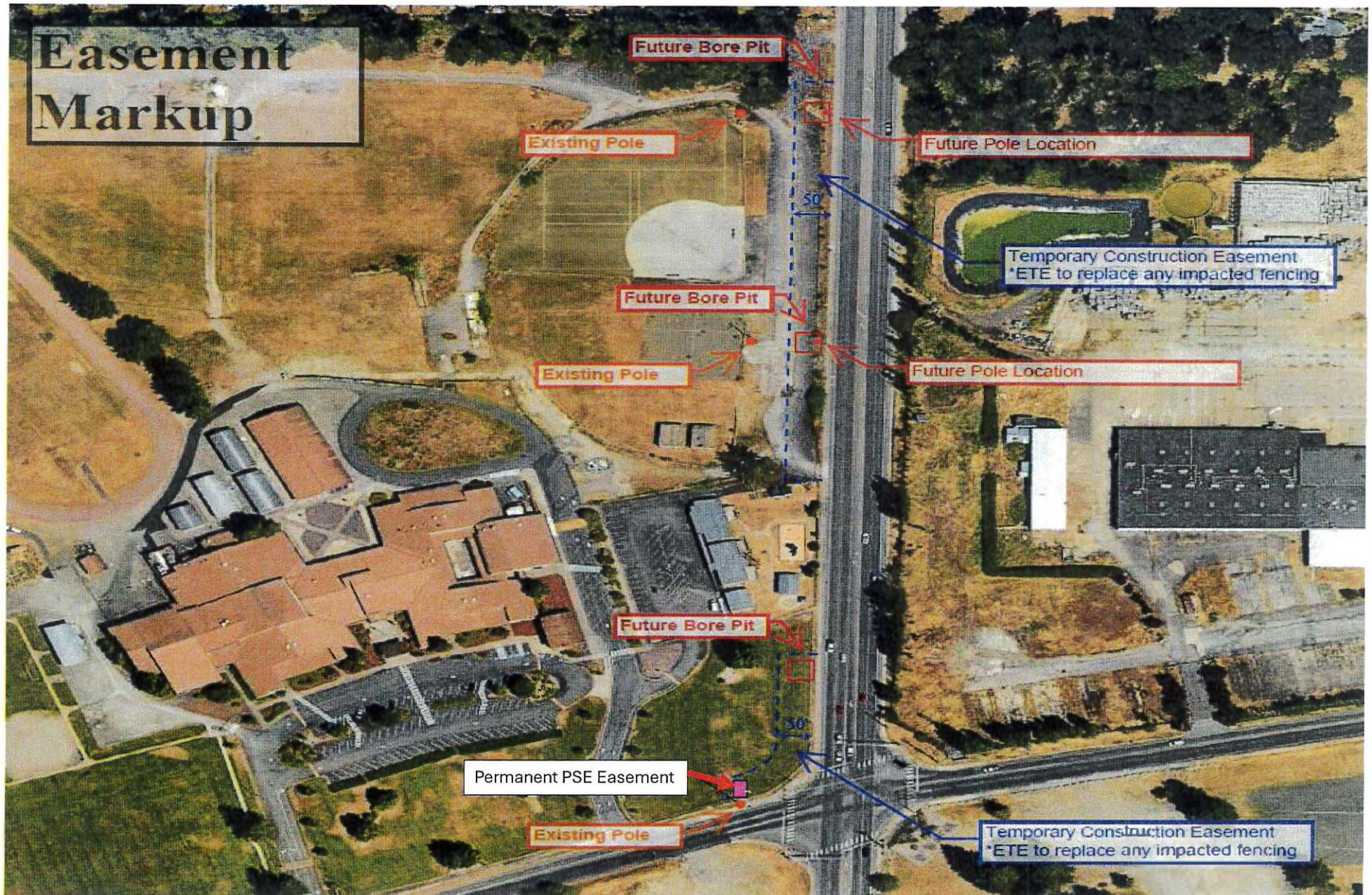
The Temporary easement will not exceed 4 weeks, and the grantee's work shall be completed in a safe and workmanlike manner. They will restore any damage to our property to its original or better condition.

The PSE easement will be permanent. This easement will be 5 feet wide and 32 feet long to accommodate guy wires necessary for a power pole adjacent to Nisqually Middle School. A permanent fence will be provided around the new guy wires, and they will also restore any damage our property to its original or better condition.

I request this item be placed on the March 4, 2025, Special Board Meeting: School Improvement Plans for required approval. I will be in attendance to answer any questions that may arise.

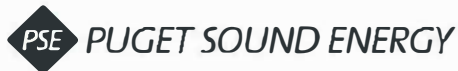
Thank you.

Easement Markup



RETURN ADDRESS:

Puget Sound Energy, Inc.
ROW Department Attn: CEB
3130 South 38th Street
Tacoma, WA 98409



EASEMENT

REFERENCE #: N/A
GRANTOR (Owner): NORTH THURSTON SCHOOL DISTRICT NO. 3
GRANTEE (PSE): PUGET SOUND ENERGY, INC.
SHORT LEGAL: Portion of LT 1 LL09102298TC SW NE 14-18N-01W
ASSESSOR'S PROPERTY TAX PARCEL: 11814130100

For and in consideration of good and valuable consideration, the receipt and sufficiency of which are acknowledged, **NORTH THURSTON SCHOOL DISTRICT NO. 3** ("Owner" herein) hereby grants and conveys to **PUGET SOUND ENERGY, INC.**, a Washington corporation ("PSE" herein), for the purposes described below, a nonexclusive perpetual easement over, under, along across and through the following described real property (the "Property" herein) in **THURSTON** County, Washington:

**LOT 1 OF LARGE LOT SUBDIVISION LL09102298TC, AS RECORDED
DECEMBER 31, 2009 UNDER THURSTON COUNTY AUDITOR'S FILE NO.
4129384, IN THURSTON COUNTY, WASHINGTON.**

Except as may be otherwise set forth herein PSE's rights shall be exercised upon that portion of the Property ("Easement Area" herein) described as follows:

**A 5.00 FOOT WIDE STRIP BEING 2.50 FEET ON BOTH SIDES OF THE
FOLLOWING DESCRIBED CENTERLINE:**

**BEGINNING AT THE NORTHERLY RIGHT OF WAY BOUNDARY OF
STEILACOOM ROAD SOUTHEAST AND THE ANCHOR GUY WIRE(S) AS
CONSTRUCTED OR TO BE CONSTRUCTED;
THENCE NORTHERLY ALONG GRANTEE'S FACILITIES A DISTANCE OF
THIRTY TWO (32) FEET TO THE TERMINUS OF THIS CENTERLINE
DESCRIPTION.**

1. Purpose. PSE shall have the right to use the Easement Area to construct, operate, maintain, repair, replace, improve, remove or upgrade one or more guy wires, anchor poles and anchors together with any and all necessary or convenient appurtenances thereto.

2. Access. PSE shall have a reasonable right of access to the Easement Area over and across the Property to enable PSE to exercise its rights granted in this easement.

3. Easement Area Clearing and Maintenance. PSE shall have the right to cut, remove and dispose of any and all brush, trees or other vegetation in the Easement Area. PSE shall also have the right to control, on a continuing basis and by any prudent and reasonable means, the establishment and growth of brush, trees or other vegetation in the Easement Area.

4. Restoration. Following the initial installation, repair or extension of its facilities, PSE shall, to the extent reasonably practicable, restore landscaping and surfaces and portions of the Property affected by PSE's work to the condition existing immediately prior to such work. PSE shall use good faith efforts to perform its restoration obligations under this paragraph as soon as reasonably possible after the completion of PSE's work.

5. Owner's Use of Easement Area. Owner reserves the right to use the Easement Area for any purpose not inconsistent with the rights herein granted, provided, however, Owner shall not perform the following activities without PSE's prior written consent: (1) excavate within or otherwise change the grade of the Easement Area; (2) construct or maintain any buildings, structures or other objects on the Easement Area; and/or (3) conduct any blasting within 300 feet of PSE's facilities.

6. Indemnity. PSE agrees to indemnify Owner from and against liability incurred by Owner as a result of PSE's negligence, or the negligence of PSE's employees, agents or contractors in the exercise of the rights herein granted to PSE, but nothing herein shall require PSE to indemnify Owner for that portion of any such liability attributable to the negligence of Owner, its employees, agents or contractors or the negligence of third parties.

7. Attorneys' Fees. The prevailing party in any lawsuit brought to enforce or interpret the terms of this Easement shall be entitled to recover its reasonable attorneys' fees and costs incurred in said suit, including on appeal.

8. Successors and Assigns. This Easement is binding upon and will inure to the benefit of the successors and permitted assigns and apportionees of the parties. PSE may not assign or otherwise transfer any of its rights, obligations or interest under this Easement without the prior written consent of Owner, which consent may not be unreasonably withheld. Notwithstanding the foregoing, PSE may assign or apportion this Easement or rights hereunder to an affiliate or in connection with a merger, acquisition, corporate reorganization, pledge of assets as collateral, sale of assets or other change in control, joint venture, tenancy-in-common or sale of business lines.

9. Complete Agreement; Amendment; Counterparts. This Easement contains the entire agreement of the parties with respect to this subject matter and supersedes all prior writings or discussions relating to the Easement. This Easement may not be amended except by a written document executed by the authorized representatives of Owner and PSE. This Easement may be executed in counterparts, each of which shall be treated as an original for all purposes and all executed counterparts shall constitute one agreement.

10. Warranty and Representation of Authority. The parties each represent to the other that the person or persons executing this Easement have authority to do so and to bind the parties hereunder. All consents, permissions and approvals related to this Easement, and the obligations hereunder, have been obtained. Owner further warrants to PSE that it has the necessary right, title and interests in the Property to grant the easement rights set forth herein.

11. Severability. Invalidation of any of the provisions contained in this Easement, or of the application thereof to any person, by judgment or court order, shall in no way affect any of the other provisions thereof or the application thereof to any other person and the same shall remain in full force and effect. If a provision is found to be unenforceable or invalid, that provision shall be modified or partially enforced to the maximum extent permitted by law to effectuate the purpose of this agreement.

12. Non-Waiver. The failure of any party to insist upon strict performance of any of the terms, covenants or conditions hereof shall not be deemed a waiver of any rights or remedies which that party

may have hereunder or at law or equity and shall not be deemed a waiver of any subsequent breach or default in any of such terms, covenants or conditions.

DATED this _____ day of _____, 20_____.

OWNER: **NORTH THURSTON SCHOOL DISTRICT NO. 3**

BY: _____

TITLE: _____

STATE OF WASHINGTON)
) ss
COUNTY OF _____)

On this _____ day of _____, 20____, before me, the undersigned, a Notary Public in and for the State of Washington, duly commissioned and sworn, personally appeared _____ (name), to me known to be the person who signed as _____ (title), of **NORTH THURSTON SCHOOL DISTRICT NO. 3**, a Washington municipal corporation, that executed the within and foregoing instrument, and acknowledged said instrument to be their free and voluntary act and deed and the free and voluntary act and deed of **NORTH THURSTON SCHOOL DISTRICT NO. 3**, for the uses and purposes therein mentioned; and on oath stated that they are authorized to execute the said instrument on behalf of said **NORTH THURSTON SCHOOL DISTRICT NO. 3**.

IN WITNESS WHEREOF I have hereunto set my hand and official seal the day and year first above written.

(Signature of Notary)

(Print or stamp name of Notary)
NOTARY PUBLIC in and for the State of
Washington, residing at _____
My Appointment Expires: _____

Notary seal, text and all notations must not be placed within 1" margins

When Recorded Return to:

c/o EDGEWOOD TERRACE ESTATES, LLC
PO BOX 73790
Puyallup, WA 98373
Attn: Kurt Wilson

TEMPORARY CONSTRUCTION EASEMENT AGREEMENT

Grantor:	<u>NORTH THURSTON SCHOOL DISTRICT NO. 3</u>
Grantee:	<u>EDGEWOOD TERRACE ESTATES, LLC</u>
Legal Description (abbreviated):	<u>Sec 14, T18N, R1 W, SW NE</u> ☒ Complete legal on <u>EXHIBITS A AND B</u>
Assessor's Tax Parcel Identification Nos:	<u>11814130200 & 11814130100</u>
Reference No. of Related Documents:	<u>N/A</u>

THIS TEMPORARY CONSTRUCTION EASEMENT AGREEMENT ("*Agreement*"), dated for reference purposes March __, 2025, is made by and between NORTH THURSTON SCHOOL DISTRICT NO. 3, a Washington School District ("*Grantor*"), and EDGEWOOD TERRACE ESTATES, LLC, a Washington limited liability company ("*Grantee*").

RECITALS

A. Grantor is the owner of certain real property located in the City of Lacey, Thurston County, Washington, and more particularly described on the attached **EXHIBIT A** ("*Grantor's Property*").

B. Grantee is the owner of certain real property also located in the City of Lacey, Thurston County, Washington, and more particularly described on the attached **EXHIBIT B** ("*Grantee's Property*").

C. In connection with Grantee's development of the Grantee's Property, Grantee will complete widening of Marvion Road as directed by Thurston County, which

will involve relocation and undergrounding of certain overhead utilities on Grantees frontage. This results in having to upgrade and reconnect to the utility poles on Grantor's property frontage within the public Right-of-way via underground boring. (the "**Utility Improvements**").

D. Grantee desires to obtain a temporary easement from Grantor for construction and installation of the Utility Improvements. Grantor is willing to grant such an easement on the terms and conditions set forth herein.

AGREEMENT

In consideration of the mutual covenants herein and other good and valuable consideration, the receipt and sufficiency of which the parties hereby acknowledge, the parties agree as follows:

- 1. Temporary Construction Easement.** Grantor hereby grants and conveys to Grantee, its agents, contractors, subcontractors, successors and assigns, a temporary, non-exclusive easement (the "**Construction Easement**") for access and use of a 50-foot by 1300-foot interrupted strip of land as depicted on the attached **Exhibit C** (the "**Construction Easement Area**"), as a temporary area for construction activities associated with constructing and installing the Utility Improvements, including but not limited to grading, excavation, earthwork, and restoration. The Construction Easement is appurtenant to and runs with the land and inures to the benefit of Grantee and its successors and assigns until terminated. The Construction Easement is binding upon Grantor's Property and Grantor and its successors and assigns until terminated; provided, however, that the Construction Easement is subject to all matters of record as of the date of recording. The parties further agree that the Construction Easement is and will be subject to the final recorded easement between Grantor and Puget Sound Energy, Inc., covering that portion of lot 1 LL09102298TC SW NE 14-18N-01W, tax parcel 11814130100.
- 2. Term.** Grantee's right to exercise the Construction Easement shall commence upon the mutual execution of this Agreement (the "**Commencement Date**"). The Construction Easement shall automatically terminate upon the earlier of completion of the Utility Improvements or June 1st 2025. Construction Duration not to exceed four (4) weeks without additional, written authorization from Grantor.
- 3. Use of Construction Easement Area and Representations.** Grantee's work on the Utility Improvements within the Construction Easement Area shall be completed in a workmanlike manner, be kept in a safe and sanitary condition, and be performed in conformity with all applicable laws, rules, codes, regulations, ordinances, and statutes, and in a manner that prevents physical damage to the improvements on Grantor's Property, including but not limited to all parking areas and structures. Temporary fencing shall be installed by Grantee around all Construction Easement Areas not more than 72 hours before the commencement of the work and shall be removed immediately

after excavation backfill occurs. Driveway access shall not be blocked by any temporary fencing.

4. **Restoration.** Grantee shall photograph the easement area prior to commencing the work and provide copies to Grantor. Upon completion of Grantee's requisite utility work, Grantee shall restore all disturbed areas to like or better condition. This includes restoration of existing earthen grades, disturbed surface landscape, irrigation, and any underground utilities discovered during excavation work. Grantee shall promptly cure or reimburse Grantor for any damage to the Grantor's property proximately caused by Grantee or its agents', invitees', or contractors' use of the Construction Easement or Construction Easement Area. Upon completion, Grantee shall provide pictures of the easement area to Grantor illustrating the completion of restoration work. Upon completion, Grantee shall modify the permanent fence around the new guy wire installed on the Steilacoom Road pole. Grantee shall confirm final alignment with Grantor's representative prior to making said final modification.
5. **Indemnity.** Grantee shall indemnify and hold Grantor harmless from all claims, losses, and liabilities resulting from injuries and/or damages that may be caused by Grantee's negligence or intentional misconduct in exercising its rights granted in this Agreement.
6. **Insurance.** Grantee shall provide a certificate of insurance naming Grantor and their consultants as additional insured prior to commencement of the work. Such policy limits shall be for not less than One-Million Dollars (\$1,000,000) for each occurrence and Two-Million Dollars (\$2,000,000) in the aggregate for bodily injury and property damage.
7. **Attorney's Fees.** In the event either party brings any action against the other party to interpret or enforce this Agreement, or for damages for any alleged breach hereof, the prevailing party in such action shall be entitled to attorneys' fees as awarded by the court, in addition to all other recoverable costs and damages.
8. **Entire Agreement.** This Agreement states all the terms and conditions agreed upon by the parties. All exhibits attached hereto are incorporated herein by this reference. Modification or waiver of any of the provisions of the Agreement shall be effective only if made in writing and executed by both parties.
9. **Governing Law.** The laws of the state of Washington, County of Thurston, shall exclusively govern the validity, enforcement, construction and interpretation of this Agreement.
10. **Counterparts.** This document may be signed in two or more counterparts, each of which shall be deemed an original, and all of which shall be deemed one instrument.
11. **Severability.** Should any provision of this Easement be found to be void or otherwise unenforceable, all other provisions shall remain enforceable and binding.

[Signature pages follow]

EXECUTED as of the day and year first above written.

GRANTOR:

NORTH THURSTON SCHOOL DISTRICT NO. 3

a _____

By: _____
Troy Oliver, Superintendent

STATE OF WASHINGTON

COUNTY OF _____

} ss.

This record was acknowledged before me on _____, 2025 by Troy Oliver, Superintendent of NORTH THURSTON SCHOOL DISTRICT NO. 3, a Washington School District .

[Stamp Below]

Signature

NOTARY PUBLIC in and for the State of Washington

My Commission

Expires _____

EXECUTED as of the day and year first above written.

GRANTEE:

EDGEWOOD TERRACE ESTATES, LLC,
a Washington limited liability company

By: _____

Name: _____

Its: _____

STATE OF WASHINGTON

COUNTY OF _____

} ss.

This record was acknowledged before me on _____, 2025 by Ben Pentecost as the Manager of EDGEWOOD TERRACE ESTATES, LLC, a Washington limited liability company.

[Stamp Below]

Signature

NOTARY PUBLIC in and for the State of Washington

My Commission

Expires _____

EXHIBIT A

Legal Description of Grantor's Property

Legal for parcel 11814130200:

Lot 2 of Large Lot Subdivision No. LLS 09 102298 TC, as recorded December 31, 2009 under Auditor's File Nos. 4129383 and 4129384.

In Thurston County, Washington

Legal for parcel 11814130100:

Lot 1 of Large Lot Subdivision No. LLS 09 102298 TC, as recorded December 31, 2009 under Auditor's File Nos. 4129383 and 4129384.

In Thurston County, Washington

EXHIBIT B

Legal Description of Grantee's Property

PARCEL A:

THE WEST 60 FEET OF THAT PART OF THE NORTHWEST QUARTER OF SECTION 13, TOWNSHIP 18 NORTH, RANGE 1 WEST, W.M., LYING NORTHERLY OF THE COUNTY ROAD KNOWN AS STEILACOOM ROAD;

EXCEPT THE NORTH 1,355.99 FEET OF SAID NORTHWEST QUARTER;

ALSO EXCEPT THAT PORTION CONVEYED TO THE STATE OF WASHINGTON FOR MATTER OF STATE ROUTE 510, HOGUM BAY ROAD, BY DEED RECORDED JUNE 16, 1989 UNDER RECORDING NO. 8906160107;

IN THURSTON COUNTY, WASHINGTON.

PARCEL B:

THE EAST HALF OF THE NORTHEAST QUARTER OF SECTION 14, TOWNSHIP 18 NORTH, RANGE 1 WEST, W.M., LYING NORTHERLY OF COUNTY ROAD KNOWN AS STEILACOOM ROAD AND EASTERLY OF COUNTY ROAD KNOWN AS MARVIN ROAD;

EXCEPT THE NORTH 1,355.99 FEET OF SAID EAST HALF OF THE NORTHEAST QUARTER;

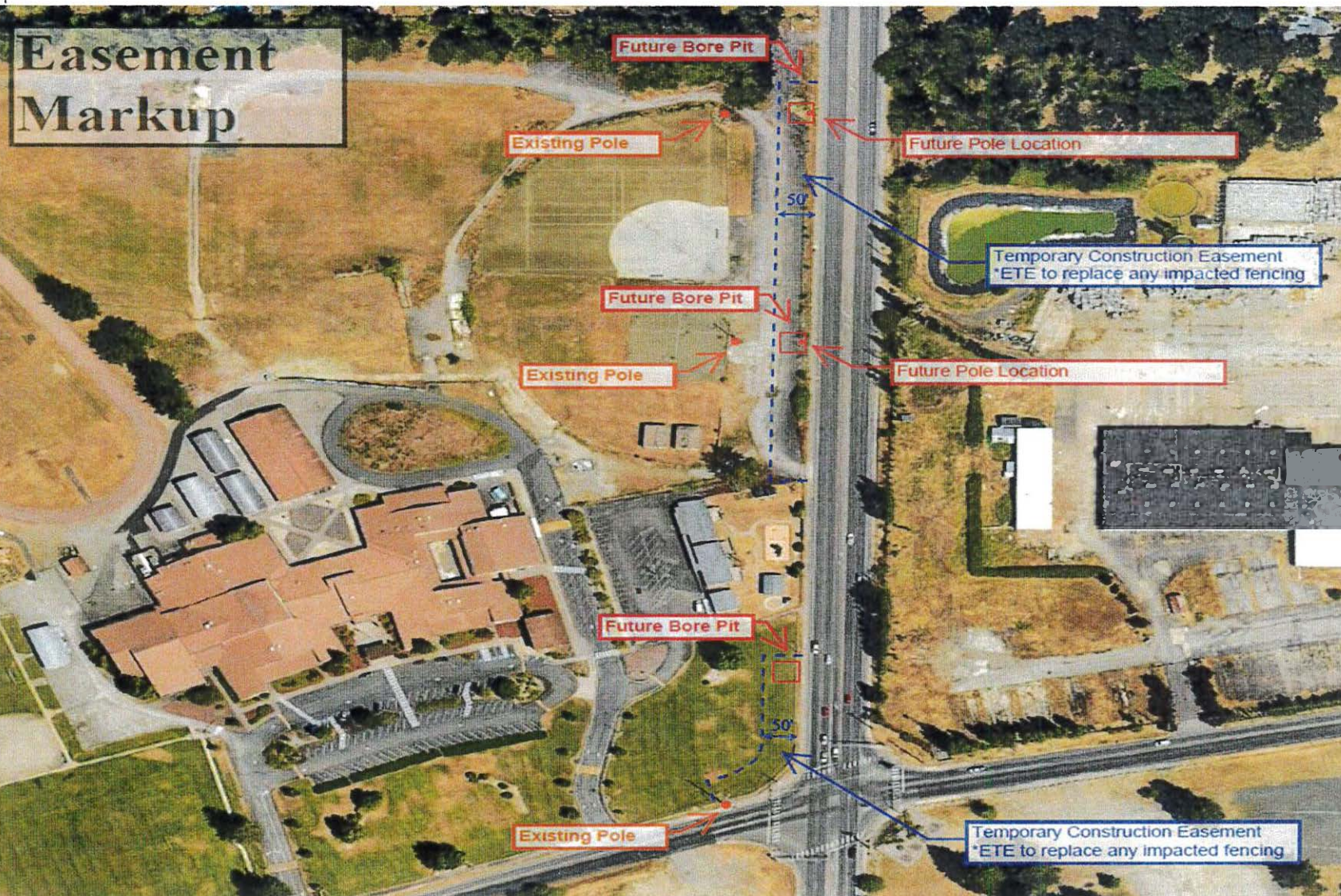
ALSO EXCEPT THAT PORTION CONVEYED TO THE STATE OF WASHINGTON FOR MATTER OF STATE ROUTE 510, HOGUM BAY ROAD, BY DEED RECORDED JUNE 16, 1989 UNDER RECORDING NO. 8906160107;

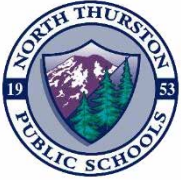
AND EXCEPT THAT PORTION CONVEYED TO THE STATE OF WASHINGTON FOR SR 510. JCT. SR 5 TO PACIFIC HIGHWAY VIC. BY DEED RECORDED MARCH 28, 2001 UNDER RECORDING NO. 3343189;

IN THURSTON COUNTY, WASHINGTON

EXHIBIT C

Depiction of Construction Easement Area





NORTH THURSTON PUBLIC SCHOOLS

ADMINISTRATIVE OFFICES ♦ 305 COLLEGE STREET NE, LACEY, WASHINGTON 98516
TELEPHONE: (360) 412-4400 ♦ FAX: (360) 412-4410 ♦ WWW.NTHURSTON.K12.WA.US

DATE: March 3, 2025

TO: Troy Oliver
Superintendent

FROM: Tony Matiatos
Director, Construction & Design

RE: **Nisqually Parking Lot Improvements (Safety & Separation of Buses & Cars) – Final Acceptance**

I would like to request Board approval for final acceptance of the Nisqually Parking Lot Improvements (Safety & Separation of Buses & Cars) project.

We have successfully completed the expansion of the parking lot and increased bus and vehicle site capacity and access, per our contract with Judah of Lion Landscaping & Services, LLC.

Attached is a letter from Huitt-Zollars recommending acceptance of the project. Our office has reviewed all documents and requirements and agree with Huitt-Zollars recommendation of Board approval for final acceptance.

I would like to request this item be placed on the March 4, 2025 Board Meeting agenda as a required approval.

Thank you.

January 9, 2025

Attn: Jeff Goheen
North Thurston Public School District #3
6620 Carpenter Rd SE
Lacey, WA 98503

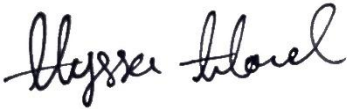
Ref: Nisqually Middle School Safety and Separation of Buses and Cars

Dear Jeff,

This letter serves as Huitt-Zollars' recommendation to proceed with contract closeout for the Nisqually Middle School Safety and Separation of Buses and Cars project. To the best of our knowledge, the Contractor (Judha of Lion Landscaping) has completed the project's scope of work in general accordance with project contract documents.

Sincerely,

Huitt-Zollars, Inc.



Alyssa Ardourel, PE
Vice President
aardourel@huitt-zollars.com

Attachments:

1. NMS SSBC Final Completion Checklist & Punchlist Verification dated 11/14/2024
2. NMS SSBC Irrigation Contractor As-Builts dated 1/8/2025

SECTION 017720 - FINAL COMPLETION CHECKLIST

PROJECT NAME: NISQUALLY MIDDLE SCHOOL
SAFETY AND SEPARATION OF BUSES AND CARS

FROM (Contractor): JUDHA OF LION LANDSCAPING & SERVICES

TO (Architect): HUITT-ZOLLARS, INC.

DATE: 11/14/2024

This checklist, when fully completed and delivered to Architect, shall serve as written notification that the Project, or designated portion thereof, has attained Final Completion, and is 100% complete. We hereby request that the Architect review the Work and documentation attached hereto, and that Architect recommend that Owner proceed with Final Acceptance of the Project.

In submitting this request we certify that the Contract Documents have been reviewed; the Work has been inspected for compliance and completed in accordance with the Contract Documents; equipment and systems have been tested in the presence of the Owner's representative and are operational and functioning as intended; and, Work is completed and ready for final observance.

		Contractor Certification	<i>Engineer</i> Architect Verification
☒	1. All punchlists completed with each item initialed by Contractor's superintendent (attach copies).	<u>NEEC</u>	<u>AA</u>
<i>N/A</i>	☐ 2. Submit final Certificate of Occupancy if Temporary Certificate was issued at time of Substantial Completion (attach copy).		
<i>N/A</i>	☐ 3. Submit other Certificates as required by regulatory agencies (attach copies)		
☒	4. Submit affidavit that all payrolls, bills for materials and equipment, and other indebtedness connected with the work has been paid or otherwise satisfied. (Use AIA Document G706 , attach copy).	<u>NEEC</u>	<u>AA</u>
☒	5. Submit Affidavit of Wages Paid in a form acceptable to the Owner. Affidavit shall receive certification from the State of Washington, Department of Labor and Industries, prior to submission to Owner (attach copy).	<u>NEEN</u>	<u>AA</u>
<i>N/A</i>	☐ 6. Submit Consent of Surety Company to final payment, per AIA Document G707 or as otherwise approved by Owner (attach copy).		
<i>N/A</i>	☐ 7. Submit Contractor's Affidavit of Release of Liens (AIA Document G706A, attach copy).		
<i>N/A</i>	☐ 8. Submit separate releases or waivers of liens (in form approved by Owner) for subcontractors, suppliers and others with lien rights against District together with a list of those parties (attach copies).		
<i>N/A</i>	☐ 9. Submit complete and coordinated O & M and Warranties Manuals		
☒	10. Submit Project Record Documents , fully annotated to accurately depict as-built conditions.	<u>NEEC</u>	<u>AA</u>

SECTION 017720 - FINAL COMPLETION CHECKLIST

		Contractor Certification	Architect Verification
will be w/ final pay app	☒ 11. Revise and submit evidence of final, continuing insurance coverage complying with insurance requirements (attach copy).	<u>NEEC</u>	<u>AA</u>
	☒ 12. Submit Prevailing Wage requirements certification of Department of Labor and Industries.	<u>NEEC</u>	<u>AA</u>
	☒ 13. Submit Public Works Contract Reconciliation of Taxes (attach copy).	<u>NEEC</u>	<u>AA</u>
	☒ 14. Submit all other submittals as required by State and Local agencies and by the Owner/Contractor agreement and general and/or supplemental Contract requirements.	<u>NEEC</u>	<u>AA</u>
N/A	☐ 15. Submit statement of training , dates and names of attendees, for all training occurring both prior and subsequent to Substantial Completion. When additional training has yet to be scheduled, it shall be so noted (attach copies). <i>Coordinated w/ irrigation maint. staff throughout construction</i>		

DATE: October 31, 2024
REPORT BY: Huitt-Zollars
PROJECT NO.: HZ R316039.02
PROJECT: Nisqually Middle School Safety and Separation of Buses and Cars

SITE VISIT DATE(S): Thursday, October 30, 2024

ATTENDEES:

Name	Organization	Role
Alyssa Ardourel	Huitt-Zollars	Civil Engineer / PM
Max Robinette	Huitt-Zollars	Civil Engineer

The following punchlist items for the Nisqually Middle School Safety and Separation of Buses and Cars project were identified. These items shall be coordinated with the Owner, Engineer, and Contractor to determine acceptable resolutions. Contractor shall respond in writing when all items have been addressed.

Outstanding items from the Substantial Completion Punchlist are designated as 'SC' and status updates are provided.

This punchlist does not represent final approval and/or acceptance by North Thurston Public Schools, City of Lacey, or other Authority Having Jurisdiction (AHJ).

Attachments:

1. Punchlist Items and photos.
2. Punchlist Keymap.

Punchlist Items:

Item #	Item Description	Reference Photo(s)
1	Contractor installed wheelstops to restore damaged curb per coordination with Owner as of 10/30/2024 site visit. ** NEEC	
2	Clean asphalt and concrete curb at south entrance drive. ** NEEC	
3	Contractor installed wheelstop at damaged curb per coordination with Owner at utility trenching location. Cut curbs and adjust wheelstop to fit between and flush with cut ends of existing extruded curb. ** NEEC	

<p>4</p>	<p>Remove plant tags and strings, typical of all plantings.</p> <p><i>AA NEEC</i></p>	
<p>5</p>	<p>Disturbed areas were seeded and seed has begun to germinate and grow. May require review in spring if seed does not survive through winter. Typical.</p> <p><i>AA NEEC</i></p>	
<p>6</p>	<p>Complete tree bubbler installation.</p> <p><i>AA NEEC</i></p>	

<p>7</p>	<p>Kinnikinnik installed instead of cinquefoil at east end of bioretention swale. See Punchlist Exhibit for general location. Accepted by owner as of 10/31/2024.</p> <p>AA NEEC</p>	
<p>8</p>	<p>Light poles installed and operational as of 10/30.2024 site visit.</p> <p>AA NEEC</p>	
<p>9</p>	<p>Ends of cut existing curbs were partially beveled to remove sharp edges. Accepted by owner as of 10/31/2024.</p> <p>AA NEEC</p>	

10	<p>Removal of pallet and other construction debris completed as of 10/30/2024 site visit.</p> <p><i>AA</i></p> <p><i>NEEC</i></p>	
11	<p>Finish installing plants and compost (see item 16) at bioretention facility at west end of main parking lot.</p> <p><i>AA</i></p> <p><i>NEEC</i></p>	
12	<p>Remaining signs need to be installed.</p> <p><i>Accepted by owner 11/14</i></p> <p><i>AA</i></p> <p><i>NEEC</i></p>	

13	<p>Install two missing signs on fence.</p> <p><i>AA NEEC</i></p>	
14	<p>Bottom of sign to be 7' from ground surface. Confirm sign post height is adequate to mount 30" stop sign.</p> <p><i>AA NEEC</i></p>	
15	<p>Bioretention swale to have 3" compost from bottom of swale up along sides to 215.9, then mulch to top of swale.</p> <p>See Detail 2 on DWG SD-501 and Table 6.2a in the Drainage Design Report.</p> <p><i>AA NEEC</i></p>	

16	<p>Install 3" compost along bottom and slopes to 216.5.</p> <p>See Detail 2 on DWG SD-501 and Table 6.2b in the Drainage Design Report.</p> <p><i>AA NEEC</i></p>	
17	<p>Irrigation lines and sign foundations are exposed in several planter areas. Add bark to planter areas to provide adequate bark depth and cover. In progress as of 10/30/2024 site visit.</p> <p><i>AA NEEC</i></p>	
18	<p>Install 3" minimum bark to cover previously seeded areas in planter at east side of parking lot per CCD-10R1 dated 10/21/2024. In progress as of 10/30/2024 site visit.</p> <p><i>AA NEEC</i></p>	

19	<p>Install bollards in south parking lot pedestrian walkway.</p> <p>★★ NEEC</p>	
20	<p>City of Lacey Punchlist Items dated 10/29/2024:</p> <ul style="list-style-type: none"> • Remove shims, grout between frame and riser at SDCB #1, SDCB #2, and SDCB #3. • Complete Pond Area 	<p>No Photos</p> <p>City accepted via email</p> <p>★★ NEEC</p>

End of Final Completion Punchlist Items

Robinette, Maxwell

From: Goheen, Jeffrey <jgoheen@nthurston.k12.wa.us>
Sent: Friday, November 8, 2024 12:53 PM
To: Ardourel, Alyssa; Robinette, Maxwell; Joseph Missel
Subject: FW: Nisqually

FYI...

From: John Dunlap <John.Dunlap@cityoflacey.org>
Sent: Friday, November 8, 2024 12:24 PM
To: Nahum Estrada <estradanahum@gmail.com>
Cc: Goheen, Jeffrey <jgoheen@nthurston.k12.wa.us>
Subject: Re: Nisqually

STOP and VERIFY: This email originated from outside NTPS.

Do not reply, open attachments, or follow links if this is an atypical or unsolicited request from an external sender. Please forward to Help Desk if you suspect it's a phishing attempt or the sender is impersonating district staff.

Nahum

Yes, I did your pictures everything looks good. Your part is complete waiting on paperwork from engineer.

Thanks

John D. Dunlap Jr.

ROW & Project Inspector

City Of Lacey

(360)239-0552

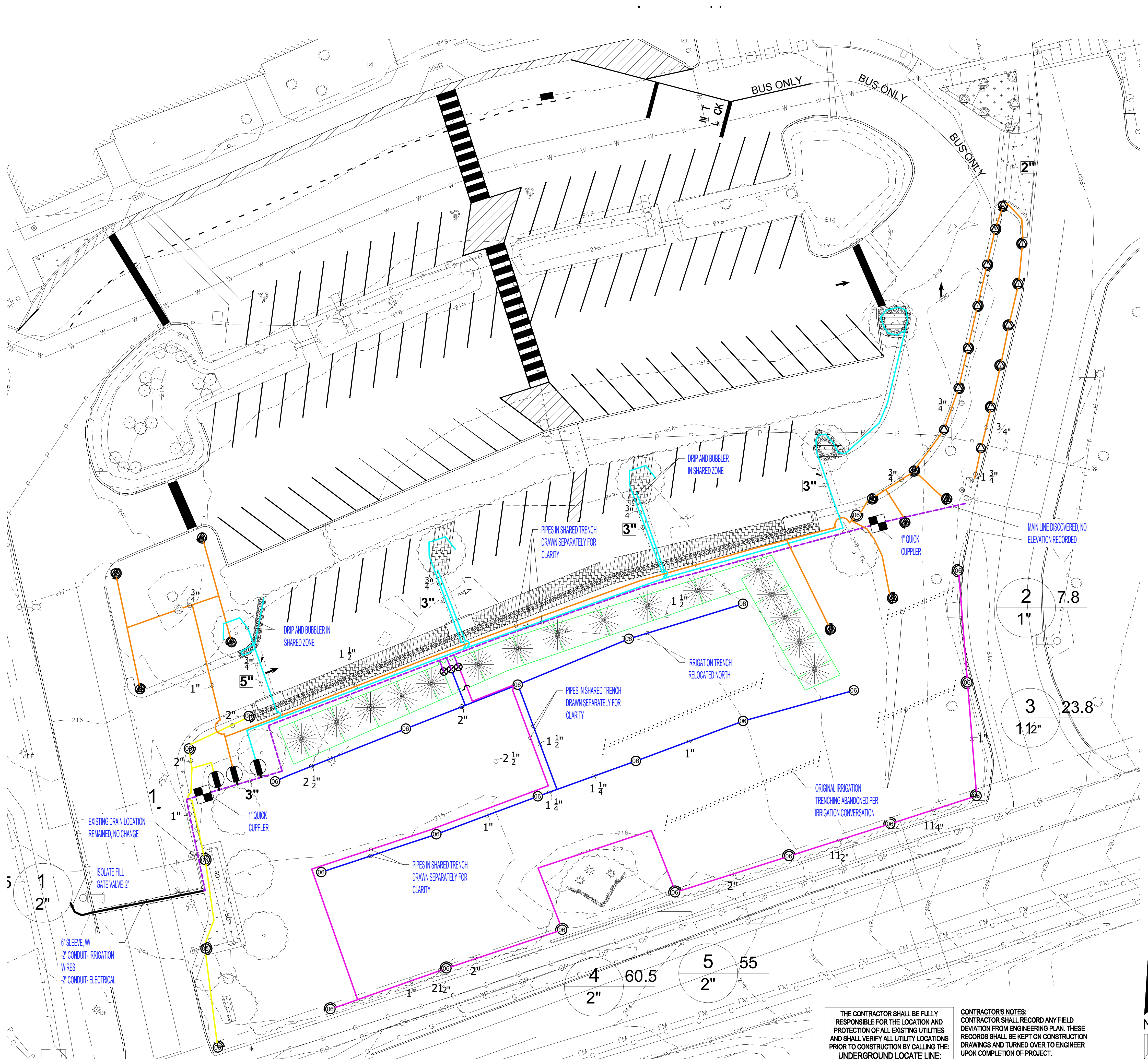
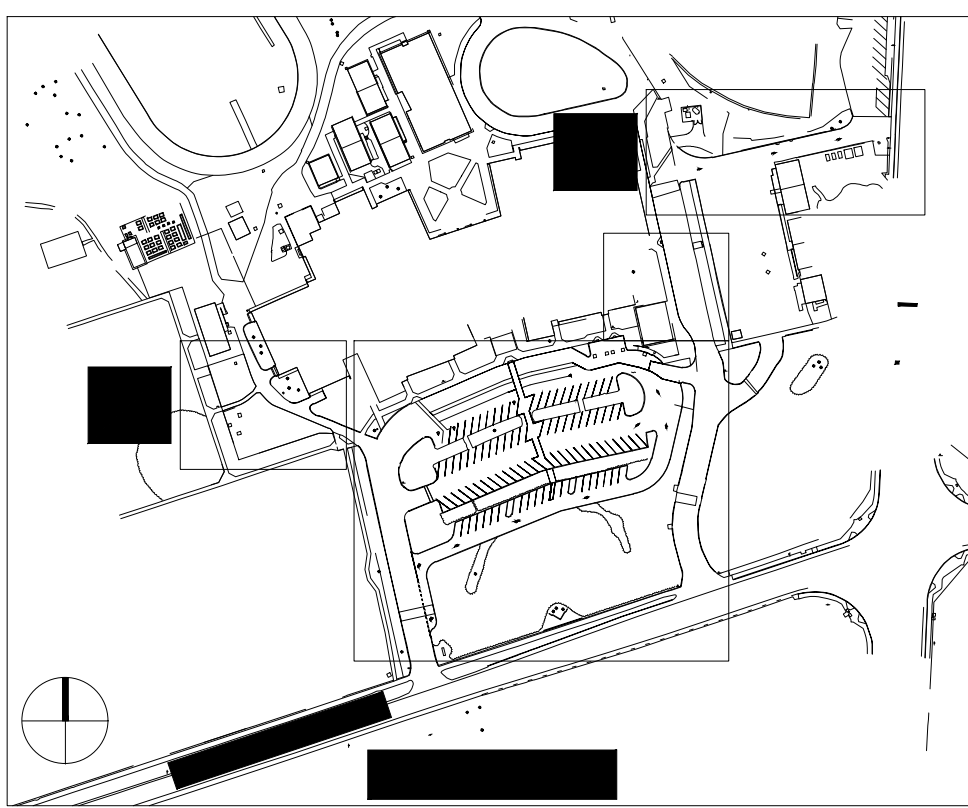
John.dunlap@cityoflacey.org

On Nov 8, 2024, at 12:20 PM, Nahum Estrada <estradanahum@gmail.com> wrote:

Caution: This is an external email. Please take care when clicking links or opening attachments. When in doubt, contact the IS Department

Good afternoon John.

Do you get our picture for the catch basins? Can we close this permit? Let us know what you need from us. Thank you. Appreciate it.



- GENERAL NOTES**
1. SEE DWG GN-001 FOR NOTES, LEGENDS, SYMBOLS & ABBREVIATIONS.
 2. SEE DWG GN-002 FOR COL STANDARD NOTES. SEE DWG GN-003 FOR HZ NOTES & DETAIL REFERENCES.

IRRIGATION SCHEDULE

SYMBOL	MANUFACTURER/MODEL
	PROPOSED HUNTER MP CORNER PROS-04-PRS40-CV
	PROPOSED HUNTER MP1000 PROS-04-PRS40-CV
	PROPOSED HUNTER MP2000 PROS-04-PRS40-CV
	PROPOSED HUNTER MP3000 PROS-04-PRS40-CV
	PROPOSED HUNTER MP3500 PROS-04-PRS40-CV
	PROPOSED RAIN BIRD 1400 FLOOD
	PROPOSED RAIN BIRD 1604-PC, FC 06
	PROPOSED AREA TO RECEIVE DRIPLINE RAIN BIRD XFS-CV-06-18
	PROPOSED RAIN BIRD XCZ-100-LC 1"
	PROPOSED RAIN BIRD PEB-PRS-D 1 1/2"
	EXISTING STATION VALVE 2"
	STATION VALVE 1 1/2"
	EXISTING GATE VALVE
	EXISTING BACKFLOW DCA 2"
	EXISTING WATER METER 2"
	PROPOSED LATERAL: PVC CL 200 SDR 21: 3/4" - 2 1/2"
	EXISTING MAINLINE: PVC SCH 40: 3"
	PROPOSED SLEEVE: PVC SCH 40: 3" - 5"
	Valve Callout Valve Number Valve Flow Valve Size

HORIZONTAL DATUM
BASED ON GPS TIES TO CITY OF LACEY MONUMENT 788 USING CITY OF LACEY GROUNDSCALE COORDINATE SYSTEM.

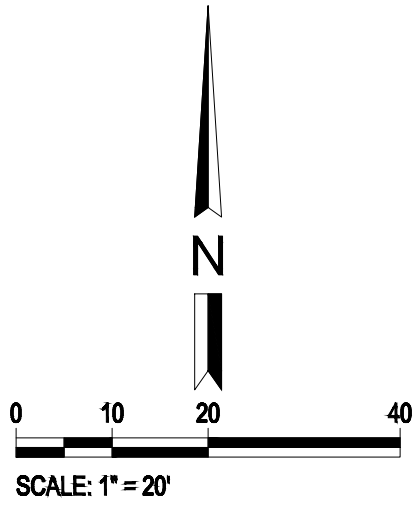
VERTICAL DATUM
NGVD29 BASED ON GPS TIES TO CITY OF LACEY MONUMENT 788, M2C POINT 100.

THE CONTRACTOR SHALL BE FULLY RESPONSIBLE FOR THE LOCATION AND PROTECTION OF ALL EXISTING UTILITIES AND SHALL VERIFY ALL UTILITY LOCATIONS PRIOR TO CONSTRUCTION BY CALLING THE UNDERGROUND LOCATE LINE: 811

A MINIMUM OF 48 HOURS PRIOR TO ANY EXCAVATION

CONTRACTOR'S NOTES:
CONTRACTOR SHALL RECORD ANY FIELD DEVIATION FROM ENGINEERING PLAN. THESE RECORDS SHALL BE KEPT ON CONSTRUCTION DRAWINGS AND TURNED OVER TO ENGINEER UPON COMPLETION OF PROJECT.

EXPOSE CONNECTION POINTS AND VERIFY FITTINGS 48 HOURS BEFORE DISTRIBUTING SHUT-DOWN NOTICES.



01 PLAN
SCALE: 1" = 20'

JUDHA OF LION LANDSCAPING AND SERVICES

NAHUM ESTRADA C.
206-307-6967

P.O. BOX 1330 MAPLE VALLEY WA 98038

PROJECT NAME:
MONTLAKE COMMUNITY CENTER

DRAWING TITLE:
NISQUALLY MIDDLE SCHOOL IRRIGATION AS-BUILTS

DRAWN BY:
JLG

CHECKED BY:
NAHUM ESTRADA

APPROVED BY:
-

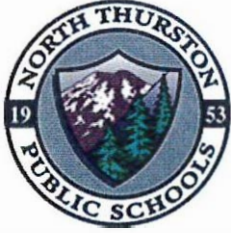
DATE:
01/08/2025

CLIENT
NORTH THURSTON PUBLIC SCHOOLS

6620 CARPENTER RD, SE
LACEY, WA 98503

ARCHITECT:
HUITT ZOLLARS
1700 7TH AVE, SUITE 2075
SEATTLE, WA 98101
206.324.5500

Z1



SIP Schedule for School Board Meeting

March 4, 2025

6:00—7:20
PM

Introduction

Nikki Grubbs, Assistant Superintendent of School Leadership

Presenters for High Schools (15 Minutes)

Paul Dean, Principal, Timberline High School

Brent Whitemarsh, Principal, River Ridge High School

- Board Q & A (10 Minutes)

Presenters for Middle Schools (15 Minutes)

Mike Suhling, Principal, Aspire Middle School

Jason Greer, Principal, Chinook Middle School

- Board Q & A (10 Minutes)

Presenters for Elementary Schools (20 Minutes)

Lynley Olson, Principal, Lacey Elementary School

Ryan LaDage, Principal, Mountain View Elementary School

Chantale Packard, Principal, South Bay Elementary School

- Board Q & A (10 Minutes)

- Each elementary summary has Easy CBM data and attendance data.
- Each secondary summary has semester passing rates and attendance data.
- Each level will have 15-20 minutes to present.
- At the end of each set of presentations, there will be time for questions from the School Board.

Chambers Prairie
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Charles “Rob” Duerr, 1 yr
 Assistant Principal: Autumn Cummings, 2 yrs

Building	Chambers Prairie
Enrollment	489
Free/Reduced Lunch	56.0%
ELL	7.2%
BIPOC	58.9%
Special Education	21.7%
Data from the WA State Report Card 2024-2025	

Strategic Plan Goal: 4) Continuous Growth - All Students, All Subjects: Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Outcome: Outcome A - Increased percentage of students demonstrating proficiency on standards.

Academic Gap Goal: Students identified as “some risk” and “high risk” on the Fall easyCBM will make more than a year’s growth as measured by the percentile change between the Fall and Spring easyCBM ELA assessments, improving from 30% in 2024 to 60% in 2025

Indicators of Progress:

- Each grade team has identified high leverage practices for interventions and developed action steps to implement best practices.
- 86% of students have made gap closing gains in at least one easyCBM ELA assessment from Fall to Winter.
- 70% of our first-grade students have met their winter goal, improving their percentile in both letter sounds and word reading fluency.

Concern Area:

The performance in these grade bands represents a drop in performance over the previous year:

- 5% of 5th grade students closed the gap across all three ELA assessments from Fall to Winter, for 30% the gap grew.
- 21% of 4th grade students closed the gap across all three ELA assessments from Fall to Winter.
- 19% of 2nd grade students closed the gap across all three ELA assessments from Fall to Winter.

Next Steps:

We are beginning our next collaborative inquiry cycle within each grade levels during our PLC time, the following action steps have been identified.

- 5th grade is organizing additional fluency support through parent volunteers.
- 4th grade has identified challenges with missed content while piloting a curriculum but has committed to more regular progress monitoring and small group instruction.
- 2nd grade will implement an additional “double dose” of instruction to support our Title Team.

Strategic Plan Goal: 2) Responsible, Resilient, Empowered Learners: Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Outcome: Outcome B — Increased percentage of regular school attenders.

Behavioral or SEL Gap Goal: The gap for regular attenders between students identified as low income and non-low income will decrease by 50% from June 2024 to June 2025 at each grade level

Chambers Prairie
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Charles “Rob” Duerr, 1 yr
Assistant Principal: Autumn Cummings, 2 yrs

Building	Chambers Prairie
Enrollment	489
Free/Reduced Lunch	56.0%
ELL	7.2%
BIPOC	58.9%
Special Education	21.7%
Data from the WA State Report Card 2024-2025	

Indicators of Progress:

- In September we hit attendance hard in all communication to families and students.
- Sharing our SIP goal of 50% of students being regular attenders.
- September 53% were regular attenders in October we were at 64%
- October’s “donut” be late challenge really had kids excited to be at school.
- In the fall we sent out positive notes to families and students that were chronic and at-risk students last year to connect early and celebrate their improved attendance this year. This decreased our chronic absences from 26% to 15% in October.
- In December we had a special celebration where we invited 25 students that had chronic absences last year to celebrate their improved attendance this year.

Concern Area:

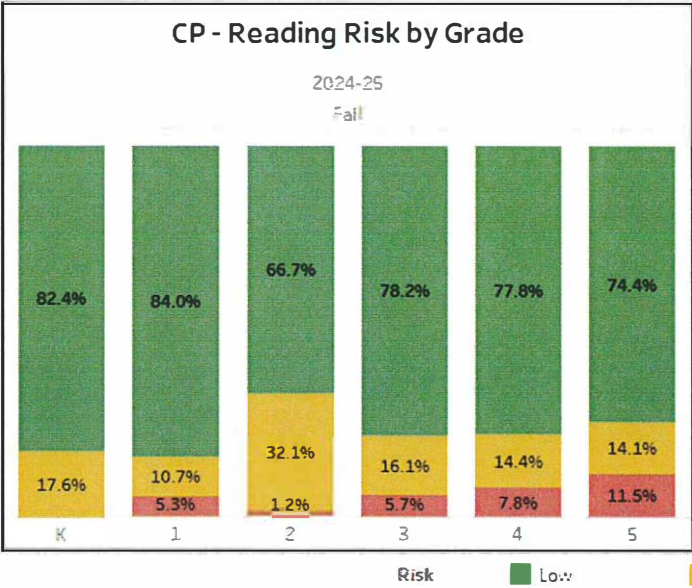
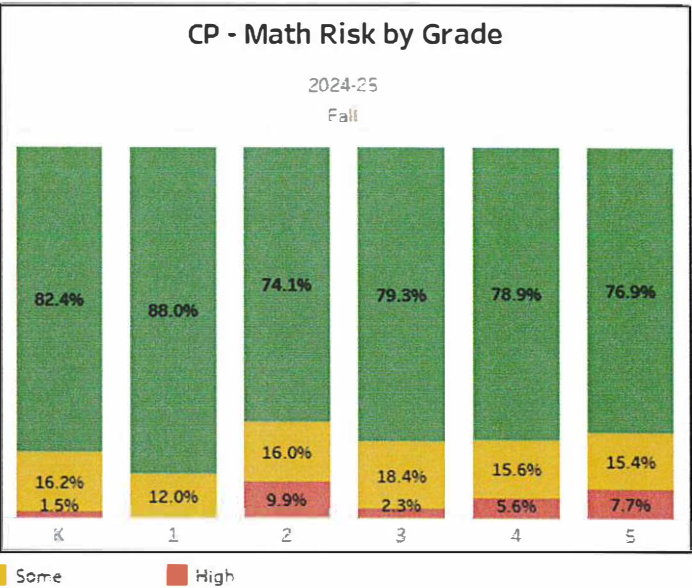
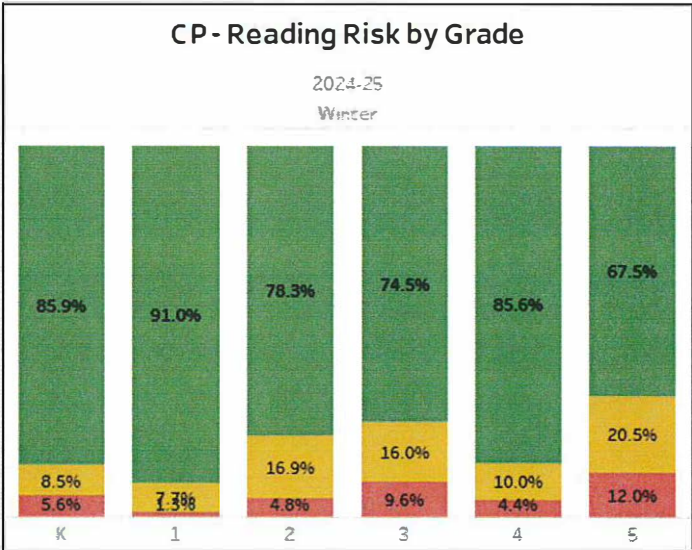
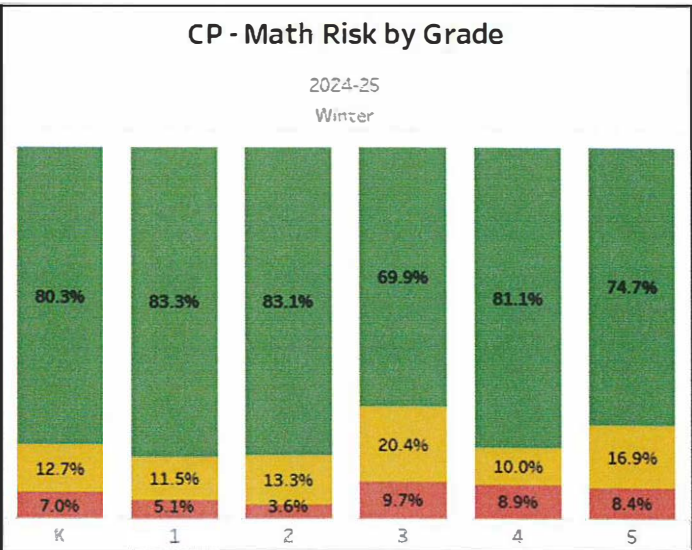
- November we were hit with a variety of illnesses that really impacted attendance, dropping us to 46% of regular attendees. We began to improve in December. We noticed illnesses again in January where we hit a dip of 40% regular attenders for January.
- Family vacations have also been on the rise this year and we are working on communication of the district policy around family vacations to help improve this concern.

Next Steps:

- We worked with our student council to get ideas for supporting attendance. They came up with ideas for prizes and fun challenges that we can do school wide to continue to improve attendance.
- We have received donations of \$25 gift cards for local businesses that we are doing a weekly drawing for students that are regular attenders, and they are announced during announcements.
- Continuing to monitor attendance concerns and meeting with families to address barriers.
- March conferences will be another opportunity to speak with parents on attendance and give them an update on their child’s attendance for the year.
- March madness we will be having class competitions with a bracket and prizes to encourage attendance and have fun among the classes.

Chambers Prairie
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Charles “Rob” Duerr, 1 yr
Assistant Principal: Autumn Cummings, 2 yrs

Building	Chambers Prairie
Enrollment	489
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Data from the WA State Report Card 2024-2025	

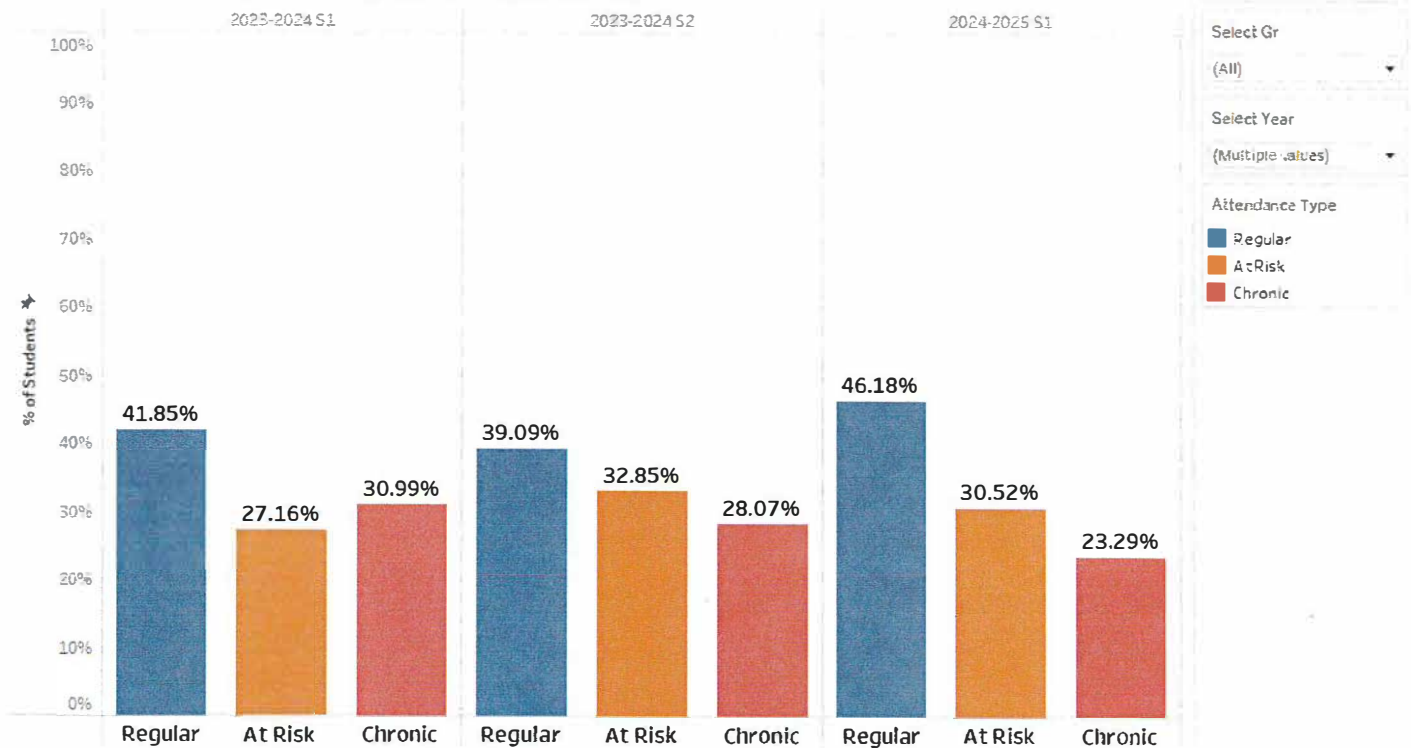


Assistant Principal: Autumn Cummings, 2 yrs

Building	Chambers Prairie
Enrollment	489
Free/Reduced Lunch	56.0%
ELL	7.2%
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Special Education	21.7%
<i>Data from the WA State Report Card 2024-2025</i>	

Overall School Attendance Rate for CP (*select school*)

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Evergreen Forest Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Heather McCarthy, 4 yrs
Assistant Principal: Natalie Evangelista, 1 yr

Building	Evergreen Forest
Enrollment	445
Free/Reduced Lunch	44.3%
ELL	9.4%
BIPOC	56.2%
Special Education	18.2%
Data from the WA State Report Card 2024-2025	

Strategic Plan Goal: Goal 4: Continuous Growth– All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards

Outcome: C: Increased growth rate of underperforming groups eliminating achievement and opportunity gaps

Academic Gap Goal: By June 2025, we will close the Kindergarten through Fifth Grade Overall Reading Achievement gap for students who qualify for Special Education Services and those who do not by decreasing the Low-Risk reading gap on the easyCBM by 10% from 33% (Spring 2024) to 23%.

Indicators of Progress:

- Kindergarten through Fifth Grade percentage of Low-Risk in Overall Reading Achievement increased 3% from 78% in the fall to 81% in the Winter.
- Kindergarten through Fifth Grade percentage of Low-Risk in Math increased 3% from 78% in the fall to 81% in the Winter.
- Kindergarten reduced the Fall to Winter Overall Reading Achievement SPED gap by 17%
- First Grade reduced the Fall to Winter Math Achievement SPED gap by 11%.

Concern Area:

- Although there are glimmers of success in reducing the achievement gap for SPED students and non-SPED students in math and reading, the gaps continue to be an area of concern.

Next Steps:

- On March 7th, PLC Teams will complete a data analysis of all students At-Risk in Math and Reading to create an intervention and progress monitoring plan for the remainder of the year.
- On March 7th, Third through Fifth Grade will use SBA Interim Assessments to plan instruction and intervention in Reading and Math to close remaining learning gaps for standards.
- On March 5th, teachers will participate in an AI professional development opportunity to learn how to use AI in lesson development and intervention.

Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners

Outcome: B: Increased percentage of regular school attenders

Behavior or Social Emotional Gap Goal: Regular attendance rates for our low-income identified students will improve from 33% in Quarter 3 of 2023-2024 to 28% in Quarter 3 of 2024–2025 as measured by the Data Dashboard Attendance Rates.

Indicators of Progress:

- The number of days our chronic absence students have missed decreased by 10% as compared from Semester 1 of 2023-2024 to Semester 1 of 2024-2025.
- We have several individual success stories of connecting families with bussing, McKinney Vento, and other resources needed to improve regular attendance.

Concern Area:

- At SY 24-25 Q1, the gap between low-income identified students and non-low-income students is 19.92% meaning low-income students are still not attending school as regularly as their non-low-income peers.
- Frequent and lengthy illnesses are impacting attendance rates

Next Steps:

- The attendance team will complete a data analysis of the low-income identified students to determine patterns in a sub-group (grade level, gender, ethnicity, etc.).
- Continue to identify barriers to attendance:
 - Meet with parents of students who are frequently absent and help identify barriers to attendance and connect families with resources

Evergreen Forest Elementary School

2024-2025 School Improvement Plan

Spring Board Presentation

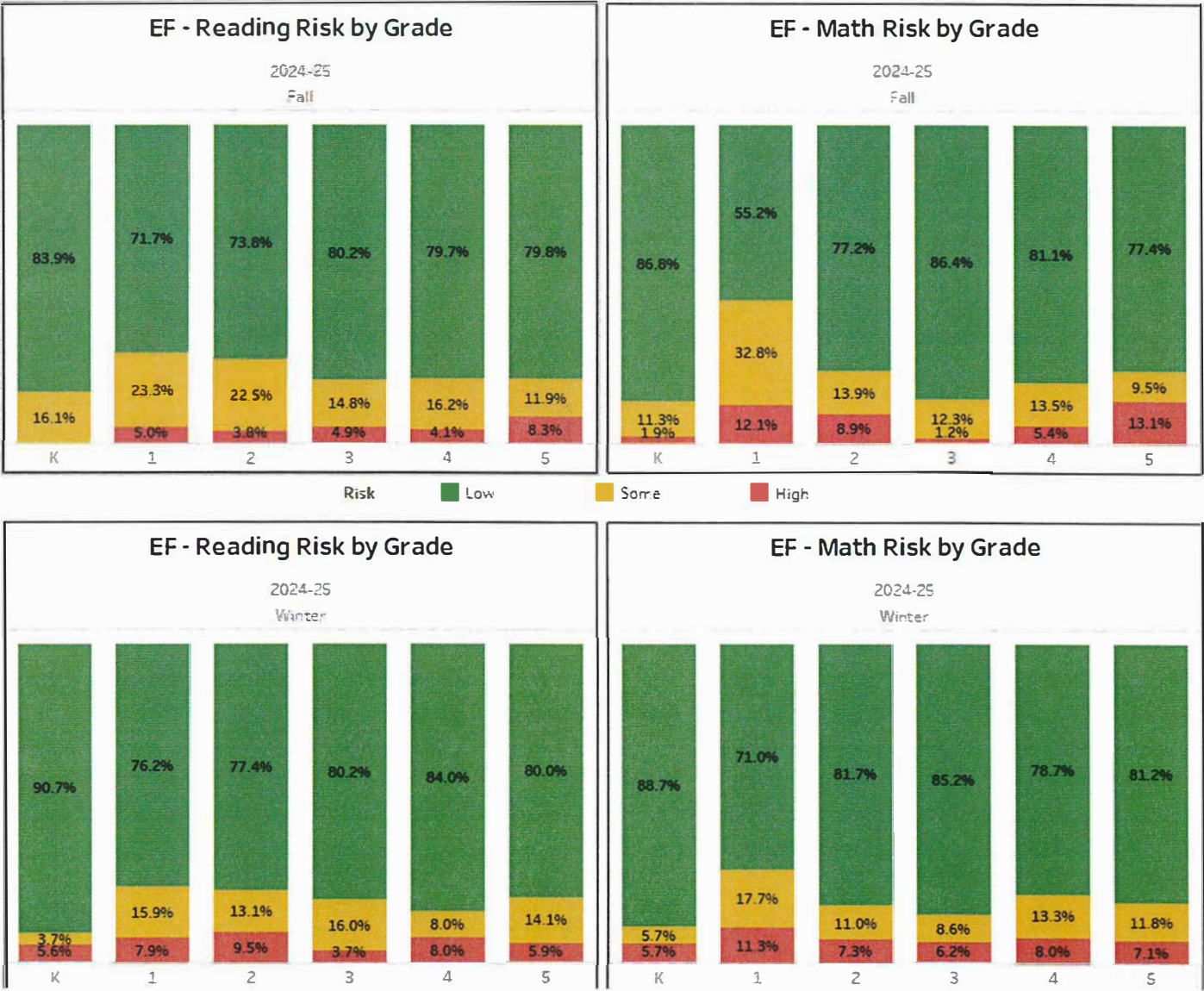
Principal: Heather McCarthy, 4 yrs

Assistant Principal: Natalie Evangelista, 1 yr

Building	Evergreen Forest
Enrollment	445
Free/Reduced Lunch	44.3%
ELL	9.4%
BIPOC	56.2%
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Data from the WA State Report Card 2024-2025

- o Educate students and families in the long-term importance of regular attendance
 - Continue to work with the truancy officers on the reservation to help boost regular attendance from our students who live on the reservation
 - Continue ensuring that EF is a positive place where students feel welcomed and are excited to come.
 - In the late winter/spring focus on positive attendance incentives such as random popcorn parties for the class who has the best attendance for the day or other incentives such as extra recess.

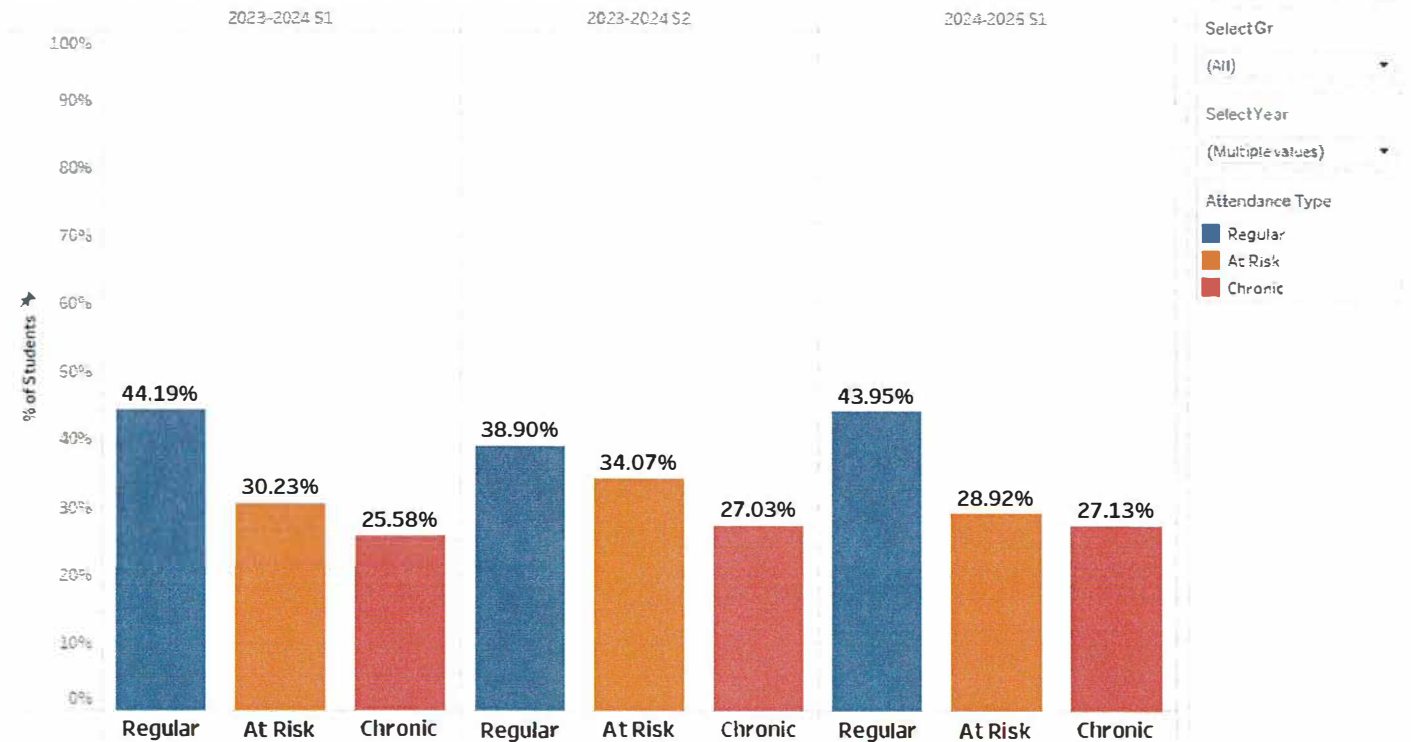


Principal: Heather McCarthy, 4 yrs
Assistant Principal: Natalie Evangelista, 1 yr

Building	Evergreen Forest
Enrollment	445
Free/Reduced Lunch	44.3%
ELL	9.4%
BIPOC	56.2%
Special Education	18.2%
<i>Data from the WA State Report Card 2024-2025</i>	

Overall School Attendance Rate for EF *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Horizons Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Casey Crawford, 2 yrs
Assistant Principal: Emily Aufort, 3yrs

Building	Horizons
Enrollment	581
Free/Reduced Lunch	39.4%
ELL	4.5%
BIPOC	55.2%
Special Education	18.9%
Data from the WA State Report Card 2024-2025	

Strategic Plan Goal: 4

Outcome a: Increased percentage of students demonstrating proficiency on math standards

Academic Gap Goal: From September 2024 to June 2025, reduce the difference between all students and students identifying as Hispanic demonstrating low risk on easyCBM in math by 10%.

Indicators of Progress: Based on winter easyCBM where more students moved out of at/risk and some/risk categories than all HES students we are on track to meet the 10% goal.

Concern Area:

We continue to have a higher percentage of students who identify as Hispanic in the some/risk at/risk categories in math than the overall building average.

Next Steps:

Refer to teacher PLC Teams for specific strategies.

Continue working with PLC Teams in six-week data meetings to progress monitor

Strategic Plan Goal: 2

Outcome A: Increased percentage of students meeting social, emotional, and behavioral expectations

Behavioral or SEL Gap Goal: Between September 2024 and June 2025 reduce the disproportionality in discipline referrals for African American students as measured by the SWIS risk index.

Indicators of Progress:

Current SWIS Data shows that we have eliminated the identified disproportionality for African American students.

Concern Area:

We continue to have disproportionality in the referral risk for students who identify as multi-racial

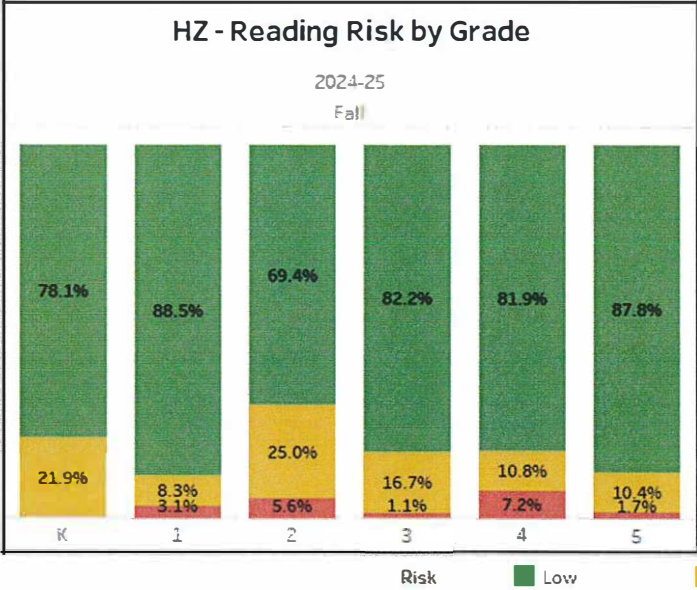
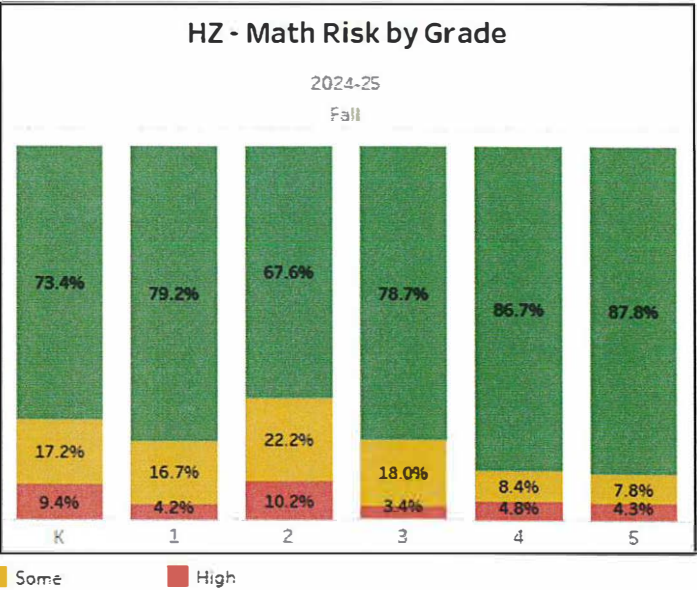
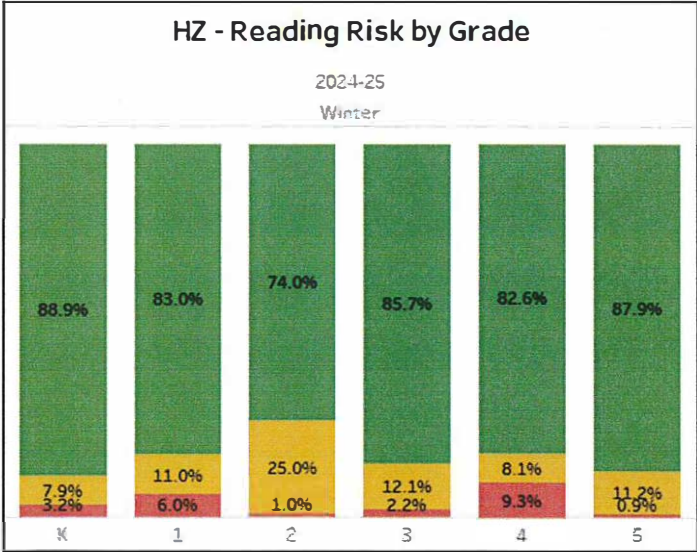
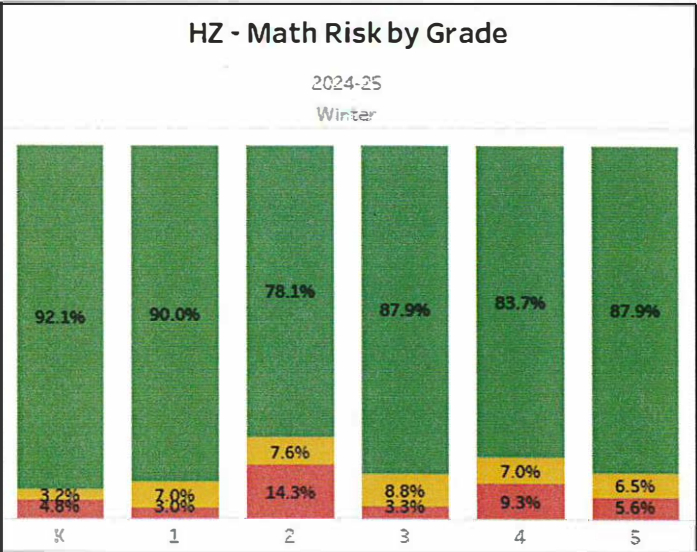
Next Steps:

Work with Project REACT trainers to explore potential strategies in our teacher professional development on March 7th, 2025

Continue to review monthly discipline information with building leadership team.

Horizons Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Casey Crawford, 2 yrs
 Assistant Principal: Emily Aufort, 3yrs

Building	Horizons
Enrollment	581
Free/Reduced Lunch	39.4%
ELL	4.5%
BIPOC	55.2%
Special Education	18.9%
Data from the WA State Report Card 2024-2025	

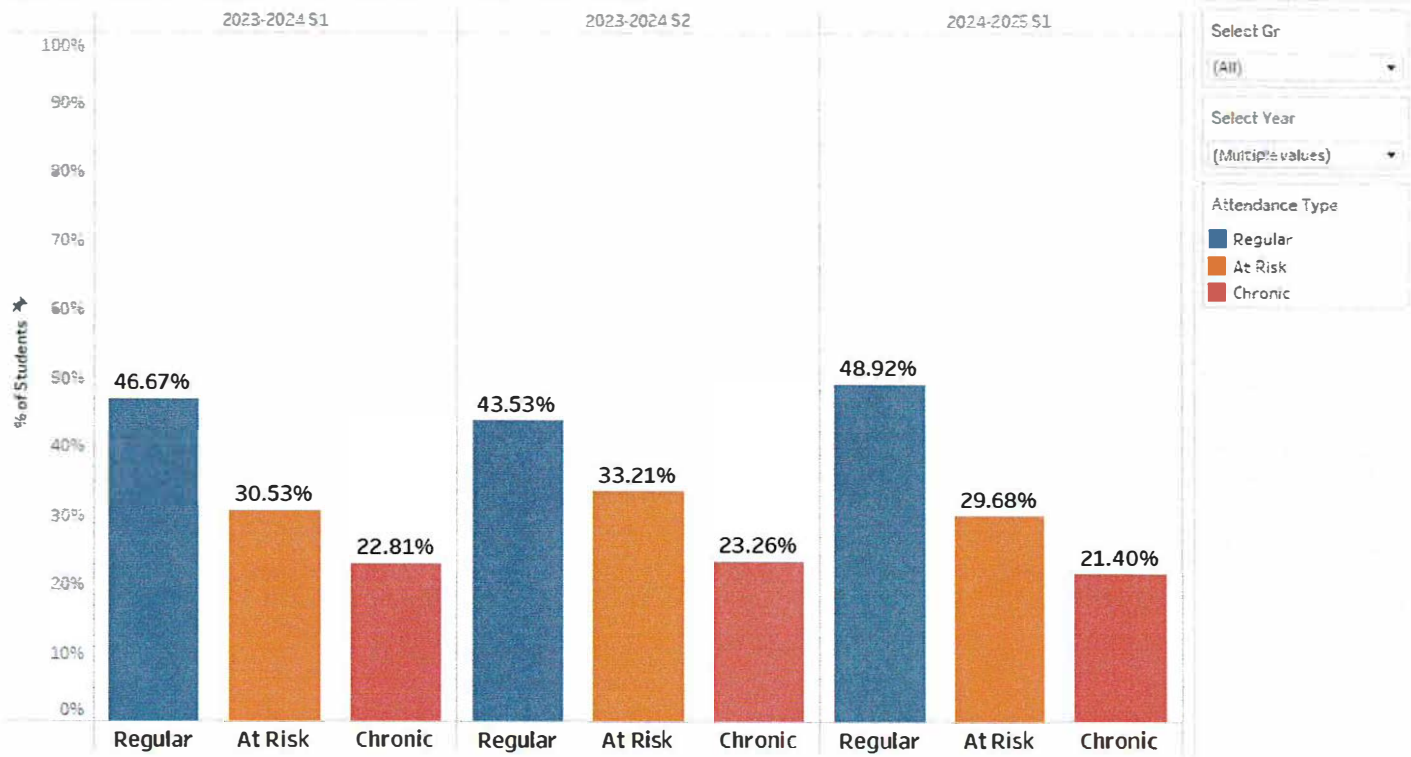


Horizons Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Casey Crawford, 2 yrs
Assistant Principal: Emily Aufort, 3yrs

Building	Horizons
Enrollment	581
Free/Reduced Lunch	39.4%
ELL	4.5%
BIPOC	55.2%
Special Education	18.9%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for HZ *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Lacey Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Lynley Olson, 4 yrs
 Assistant Principal: Amy Jones, 1 yr

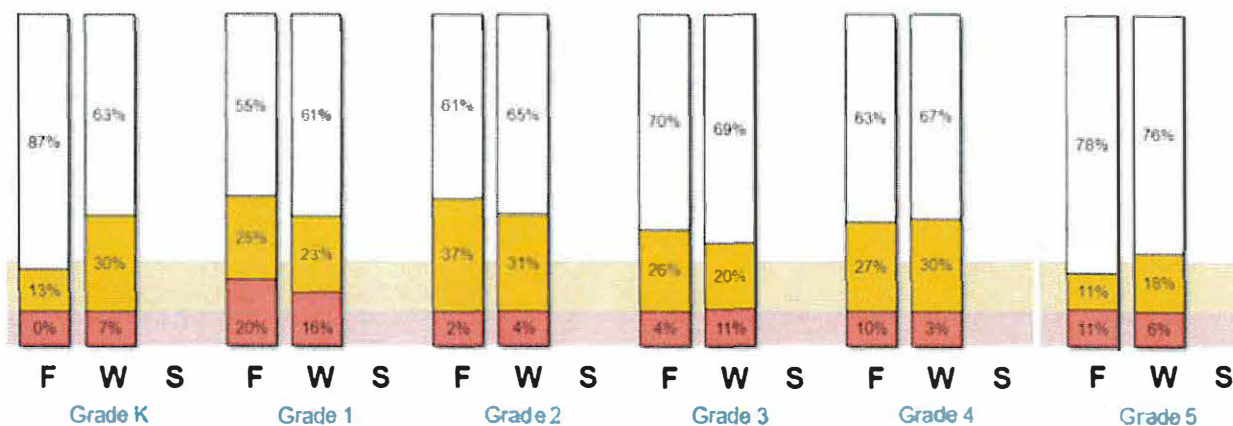
Building	Lacey
Enrollment	369
Free/Reduced Lunch	66.1%
ELL	9.8%
BIPOC	57.5%
Special Education	26.3%
Data from the WA State Report Card 2024-2025	

Strategic Plan Goal: Goal 4- Continuous Growth, All Students, All Subjects

Outcome: c. Increased growth rate for students experiencing personal and/or systemic barriers to achievement or opportunity.

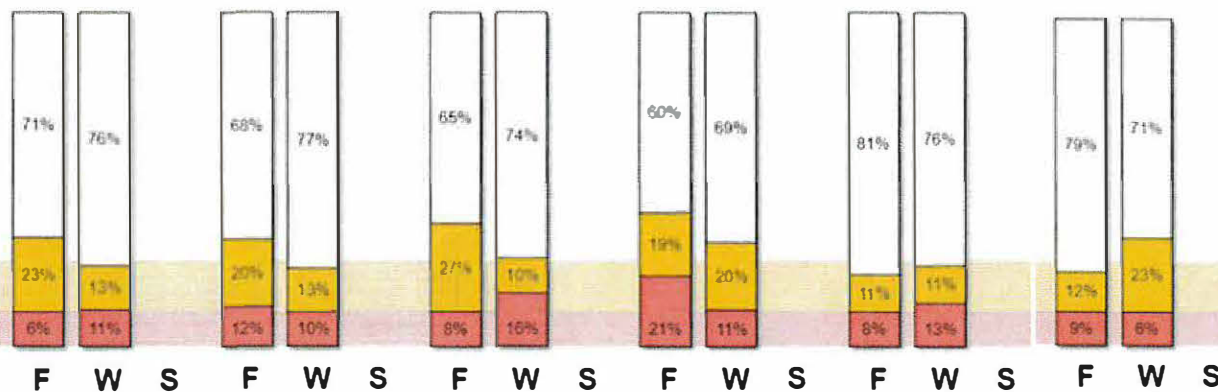
Academic Gap Goal: The intact group of students not meeting standard will show an increase on average of 1 full risk category/color band step in easyCBM reading fluency, and easyCBM math performance from Fall 2024 to Spring 2025, as shown on easyCBM benchmark and progress monitoring data.

Indicators of Progress: FALL TO WINTER



Reading:

- Our average Fall to Winter raw scores increased by an average of 9 points for our students at some or high risk.
- 22 of 86 students served in Title or Special Education services in ELA improved by a whole color band.
- In 3 of 6 grade levels, we have decreased the total number of students at risk.
- In 4th and 5th grades, we decreased the % of students at high risk from 10% and 11%, to 3% and 6%.



Math:

- Our average Fall to Winter raw scores increased by an average of 0 points in Math for our students at some or high risk.
- 23 of 84 students served in Title or Special Education in Math improved by a full color band.
- In grades K-3, we have decreased the % of students at risk.
- In 5th grade, we decreased the % of students at high risk from 9% to 6%.

Lacey Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Lynley Olson, 4 yrs
Assistant Principal: Amy Jones, 1 yr

Building	Lacey
Enrollment	369
Free/Reduced Lunch	66.1%
ELL	9.8%
BIPOC	57.5%
Special Education	26.3%
<i>Data from the WA State Report Card 2024-2025</i>	

Concern Area:

- Moving students who are struggling at a rate faster than the expected growth for the year is a good challenge to make more than a year's growth. It is exciting that about 25% of our students are meeting this goal! We have more work to do to reach all students effectively.

Next Steps:

- Continued work with small groups, including ECRI
- Address closing the gap of our students at risk as a focus in Academic Team Meetings
- Provide individual and small group reteaching and research-based supplemental interventions for targeted students (both in the general education setting and special education setting) based on needs from data tracking.
- Monitor progress of targeted (at-risk) students receiving Title or Sped services bi-weekly for ELA and monthly for math
- Continue tiered, structured academic and behavioral interventions to promote a positive, productive learning environment.

Strategic Plan Goal: Goal 2- Responsible, Resilient, Empowered Learners

Outcome: d. Increased percentage of students open to and accepting cultural diversity

Behavioral or SEL Gap Goal: Improve staff action of PCI-With important decisions we seek input from parents and the community from 50% in 2024 to 70% in 2025 on the CEE Family Survey.

Indicators of Progress:

- New volunteers and mentors from our community
- Increased Teacher Newsletters home
- Consistent Family Newsletters home from school
- Multicultural Club has met consistently each month
- 5th grade Field Trip Pilot to local Black History Museum at New Life Baptist Church
- Anti-Racist Community Conversation Planning Team is creating a Parent Survey
- Staff engagement with PTA

Concern Area:

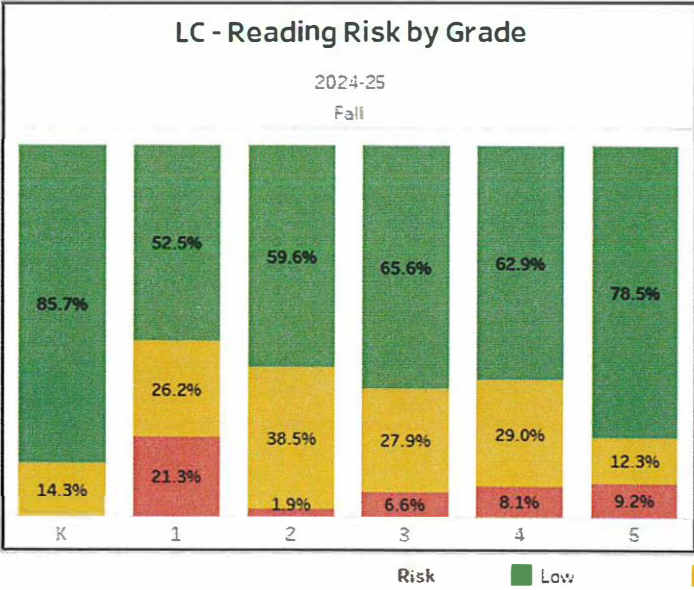
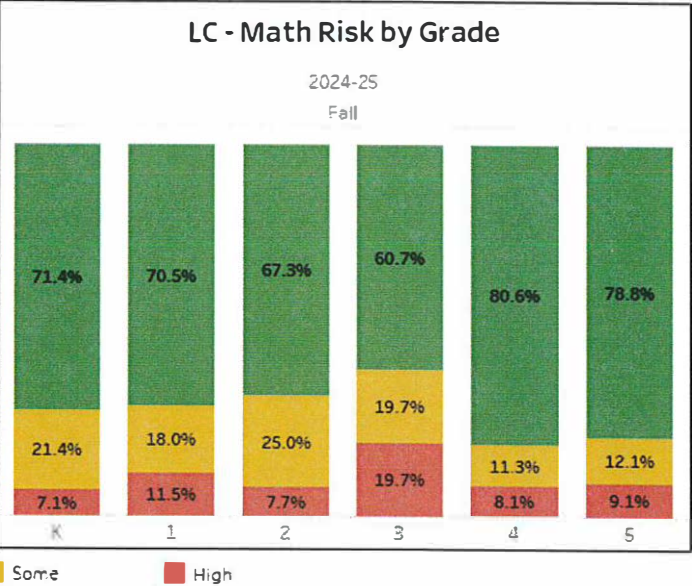
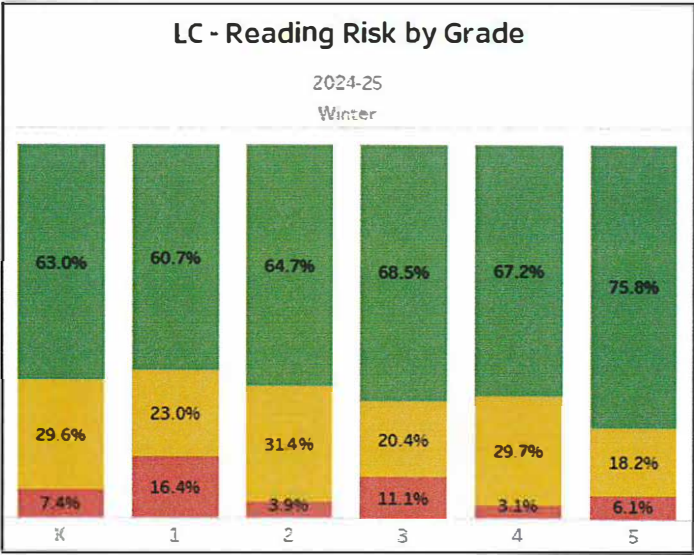
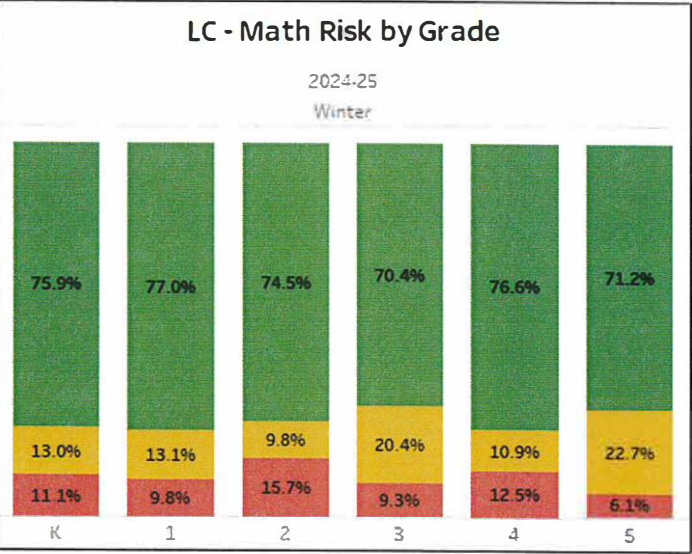
- Committee work is challenging for families, as it meets when students are out of school and at a time when many parents work

Next Steps:

- Deepen conversations with community group about how to include families more fully, considering Family CEE Survey.
- Bring brainstorm to committees about how to include families in committee decisions.

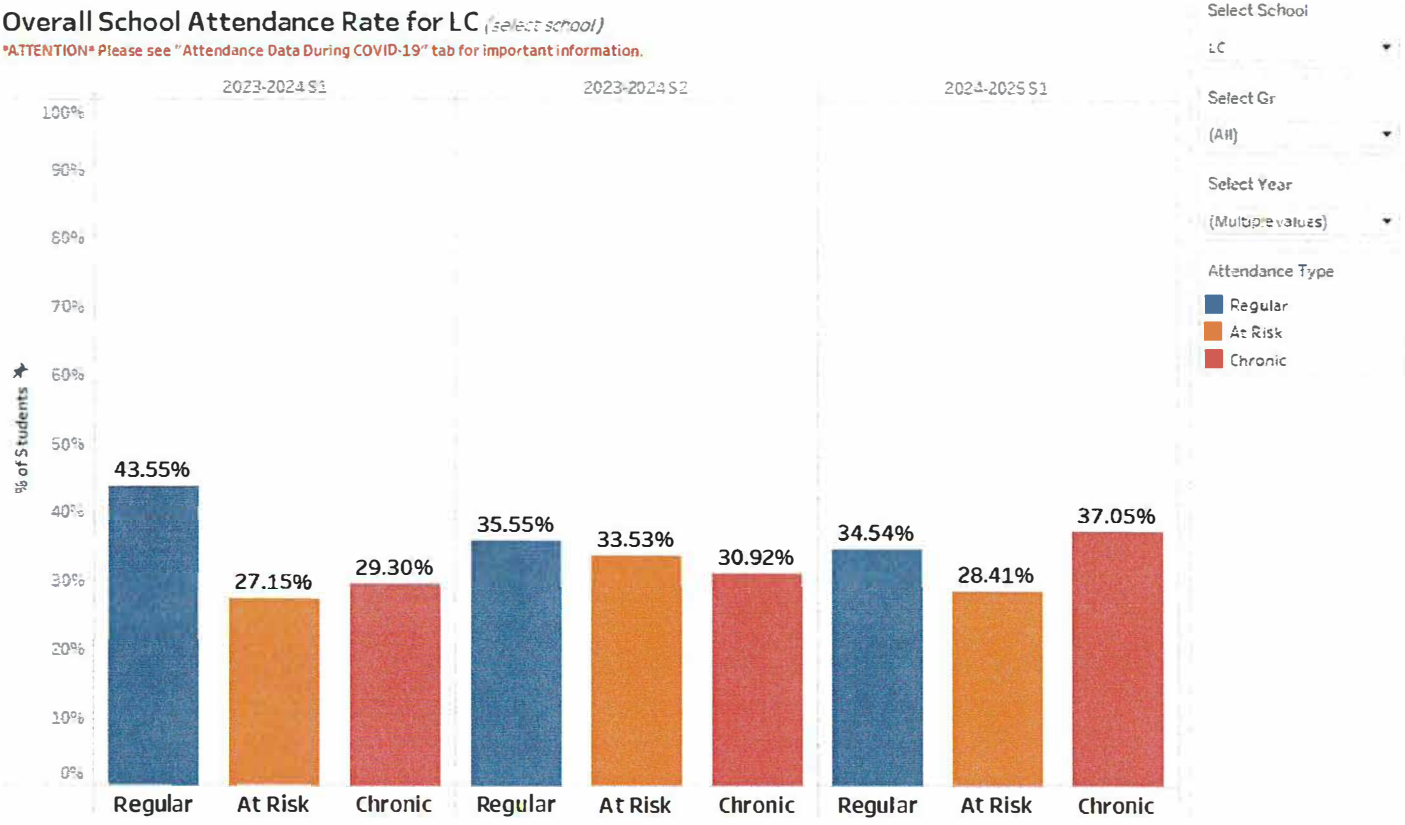
Lacey Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Lynley Olson, 4 yrs
 Assistant Principal: Amy Jones, 1 yr

Building	Lacey
Enrollment	369
Free/Reduced Lunch	66.1%
ELL	9.8%
BIPOC	57.5%
Special Education	26.3%
Data from the WA State Report Card 2024-2025	



Lacey Elementary School
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 Assistant Principal: Amy Jones, 1 yr

Building	Lacey
Enrollment	369
Free/Reduced Lunch	66.1%
ELL	9.8%
BIPOC	57.5%
Special Education	26.3%
Data from the WA State Report Card 2024-2025	



Lydia Hawk Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Kathleen Delpino, 8 yrs
Asst. Principal: Kevin Galbreath, 1 yr

Building	Lydia Hawk
Enrollment	498
Free/Reduced Lunch	68.7%
ELL	20.1%
BIPOC	72.9%
Special Education	29.7%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal: *Goal 4: Continuous Growth – all students, all subjects*

Outcome: Increased percentage of students demonstrating proficiency on standards.

Academic Gap Goal: 50% of students with disabilities in grades 4 and 5 will move up at least 1 level in Math SBA Spring 2025 as compared to Spring 2024

Indicators of Progress:

- All 4th and 5th grade teachers regularly use the Reflex program in class at least 4-5 times per week. Current computational fluency ranges from 30%-85% in addition, subtraction, multiplication, and division depended on student current instructional level.

	Average Fact Gain
3rd	78
4th	103
5th	73

- 3rd grade students have made excellent growth with math interims.
 - Percent of students earning full credit on an item increased on 11 of 11 problems from November to February.
 - Average % of students earning full credit on Problems 1-11
 - 42% in Nov
 - 54% in February

Concern Area:

- Giving home access to the Reflex web-based program for under-served families

Next Steps:

- Continue to build computational fluency for students with disabilities in grades 4 and 5.
- Provide another after-school math tutoring session for students with disabilities in grades 4 and 5.

Strategic Plan Goal: *Goal 4: Continuous Growth – all students, all subjects*

Outcome: Increased percentage of students demonstrating proficiency on standards.

Behavioral or SEL Gap Goal: 50% of English language learners in grades 4 and 5 will move up at least 1 level in ELA SBA in Spring 2025 as compared to Spring 2024.

Indicators of Progress:

- We have completed our 1st 6-week session and focused on writing complete sentences. This skill would help students to respond fully to text which reinforces what is taught in Core.
- Teachers have attended 4 out of 5 planned sessions. They are excited to try out the strategies which would benefit not only language learners but all learners.

Concern Area:

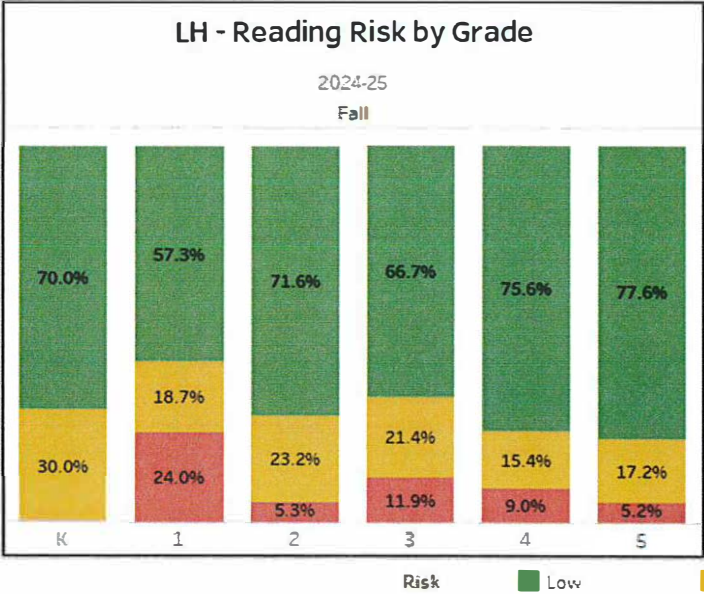
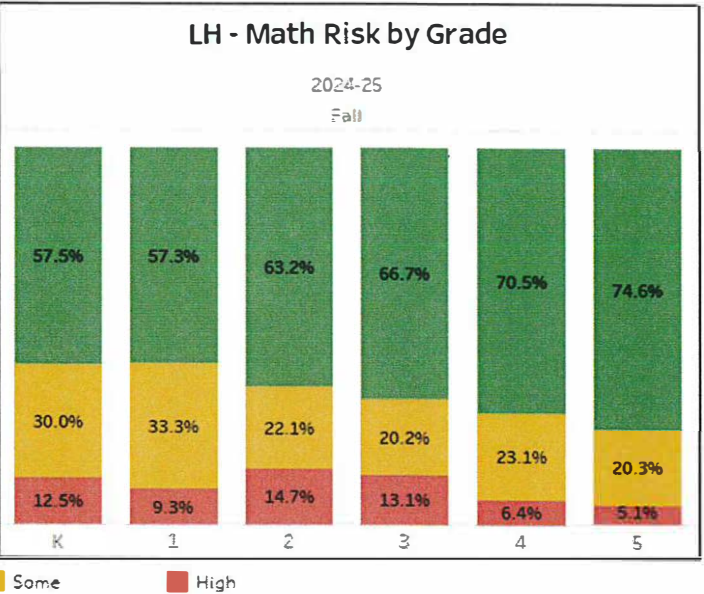
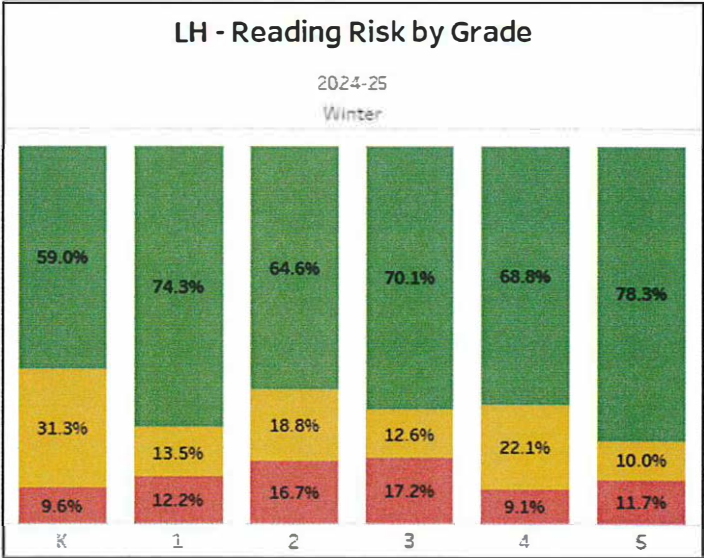
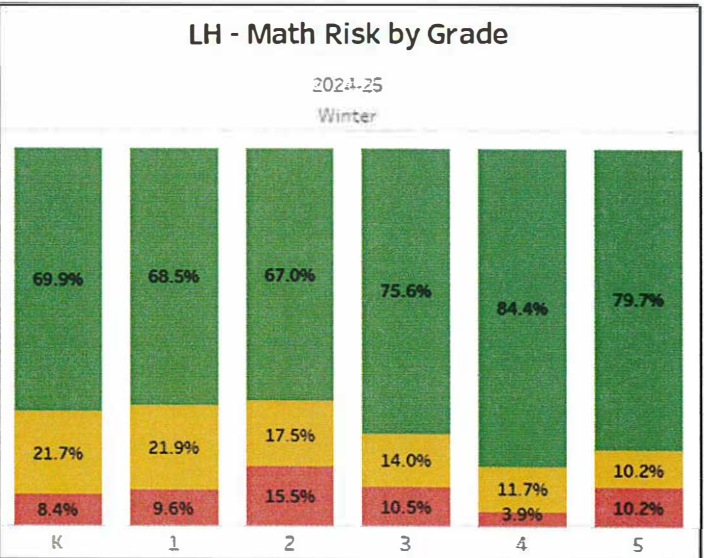
- Not all students in grades 4-5 are consistently using the RACES strategy to support students responding to questions in writing.

Next Steps:

- Create student growth goals connected to SIP goal.
- Use RACES strategy to support students' ability to respond to questions in writing.
- Use ML Instructional strategies based on Guided Language Acquisition Design (GLAD) structures.

Lydia Hawk Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
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 Asst. Principal: Kevin Galbreath, 1 yr

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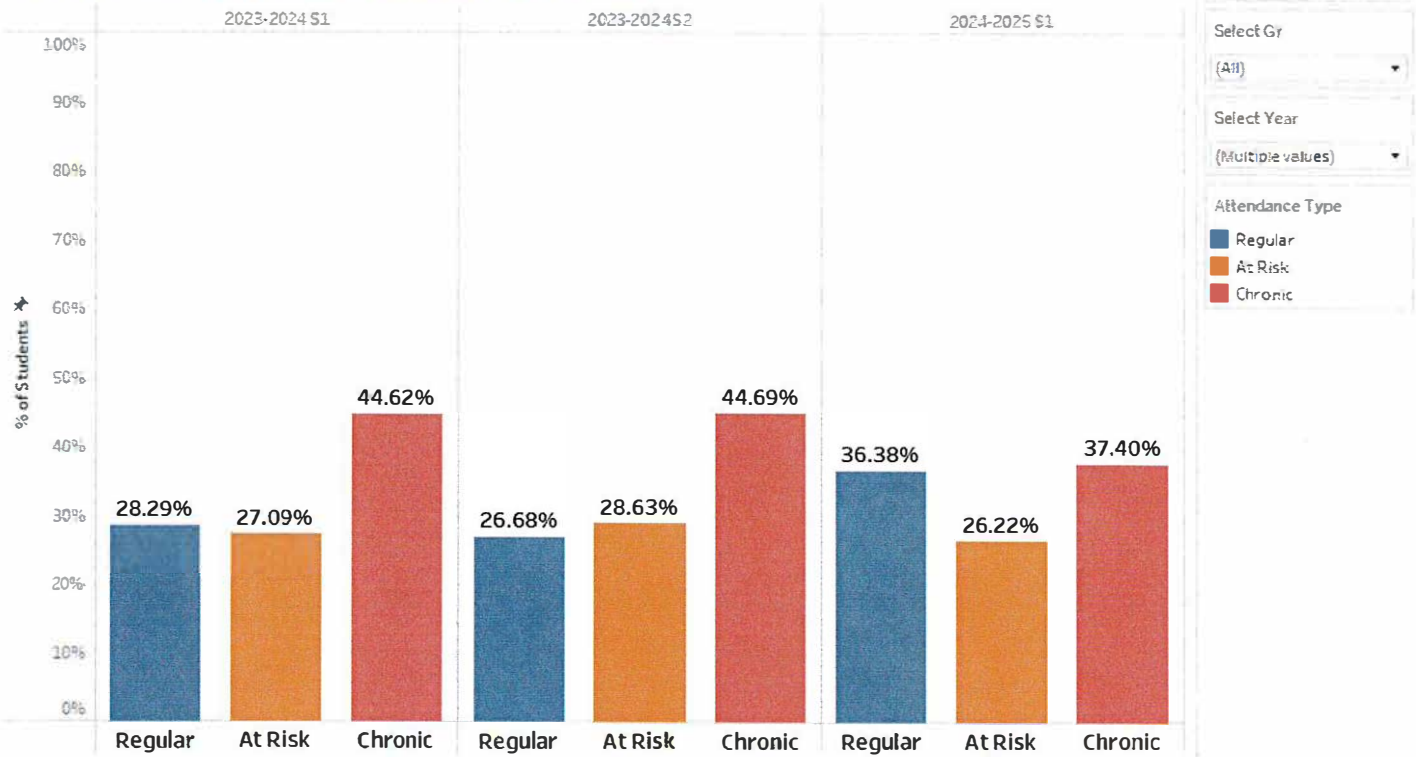


Lydia Hawk Elementary School
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Building	Lydia Hawk
Enrollment	498
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BIPOC	72.9%
Special Education	29.7%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for LH *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Lakes Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Taylor Swedberg, 3 yrs
Assistant Principal: Amy Jones, 1 yr

Building	Lakes
Enrollment	493
Free/Reduced Lunch	40.4%
ELL	3.7%
BIPOC	51.3%
Special Education	15.6%
Data from the WA State Report Card 2024-2025	

Strategic Plan Goal: Goal 4: Continuous Growth – All Students, All Subjects; Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Outcome: Increase growth rate of underperforming groups eliminating achievement and opportunity gaps.

Academic Gap Goal: By June 2025, we will decrease the gap in performance between students who do and do not qualify for free and reduced lunch on 3rd-5th grade ELA SBA scores by 10%.

Indicators of Progress:

- Teachers have collaborated on lesson planning with colleagues and administration to ensure they are engaging students in multiple ways and allowing student to represent their thinking through multiple means.
- Teachers have collaborated to incorporate items from the SBA assessment viewing application to familiarize students with SBA format and expectations.
- Teachers use PLCs to look at data and create common action plans to address student needs.
- Teachers will provide quality feedback to students in a variety of ways.
- Grade levels determined and implemented additional common actions to support SIP goal, through PLC process and vertical teaming such as notetaking, close reading, and organization strategies that students can use independently.

Concern Area:

- Despite practice opportunities and new reading/writing strategies, it is hard to know how students will respond to a complex SBA testing environment. Will they have the independence, stamina, and skill to be successful.

Next Steps:

- After adoption, learn new ELA curriculum and align practices and supports across grade-levels. (e.g. rubrics, note taking strategies, writing organization strategies)

Strategic Plan Goal: Goal 2 - Responsible, Resilient, Empowered Learners

Outcome: Outcome (b) - Increased percentage of regular school attenders

SEL Gap Goal: By the end of the 24-25 school year, the gap between low-income students and non-low-income students who are regular attenders will decrease by >10% from 24% to 14%.

Actions: The attendance plan for Lakes Elementary for the 2024-2025 school year is a tiered plan that focuses on data collection, increasing positive outcomes for attendance, empathy towards the challenges that families may be facing, and a collaborative approach to problem-solving solutions with families. Actions include:

- Letters sent home at vital times during the year (Start of Year, Thanksgiving, Winter Break, Spring Break, End of Year) to all families on the importance of attendance.
- Monthly recognition for good attendance and improved attendance
- Attendance notes/data/tips in the school newsletter that go home to families to highlight the positive outcomes of good attendance, including academic success, social-emotional development, and long-term educational achievements.
- Instruction/PD to teachers around best practices that encourage good attendance such as
 - Family Engagement
 - Fostering a positive and welcoming school environment where students feel valued and connected.
 - Promoting positive relationships between students and staff
 - Culturally Relevant Teaching
- Attendance data reported monthly to the staff.
- Attendance, conferences, and contracts for students struggling with their attendance.

Lakes Elementary School
2024-2025 School Improvement Plan
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Principal: Taylor Swedberg, 3 yrs
Assistant Principal: Amy Jones, 1 yr

Building	Lakes
Enrollment	493
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ELL	3.7%
BIPOC	51.3%
Special Education	15.6%
<i>Data from the WA State Report Card 2024-2025</i>	

- Implementation of Compassionate Conversations with parents. Identification of potential barriers in the home contributing to attendance issues, with supports provided when needed
- Home visits with counselor

Indicators of Progress:

Lakes Elementary attendance data indicates that we are currently performing above (79.5%) the district attendance average of 62.61%, for regular attenders. As of 2/20/25 Lakes Elementary is 16.9% above the district average.

Next Steps:

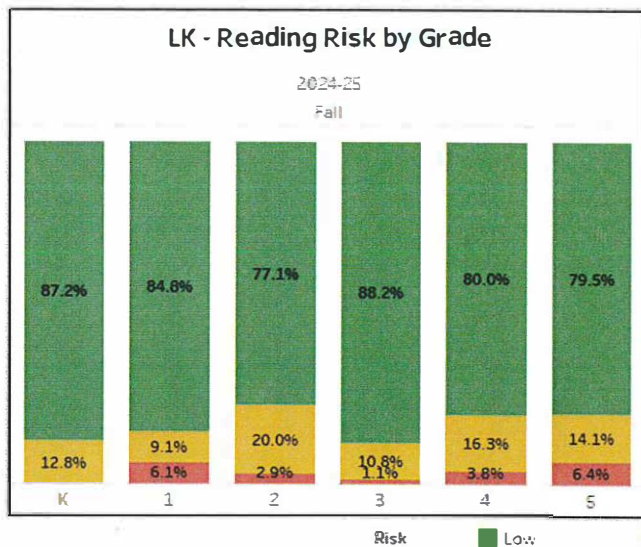
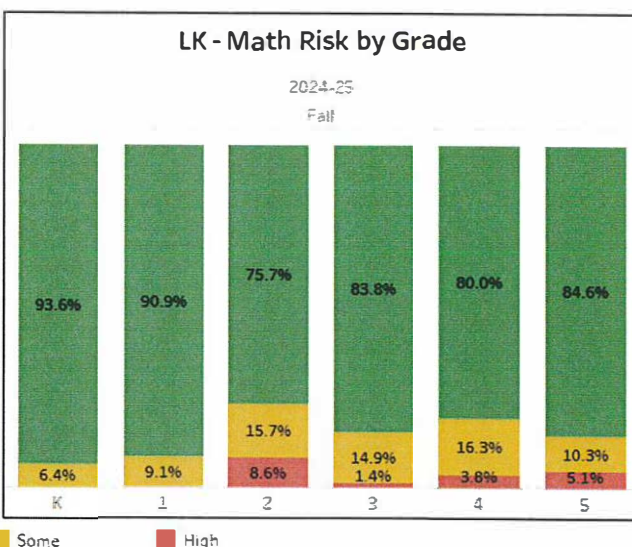
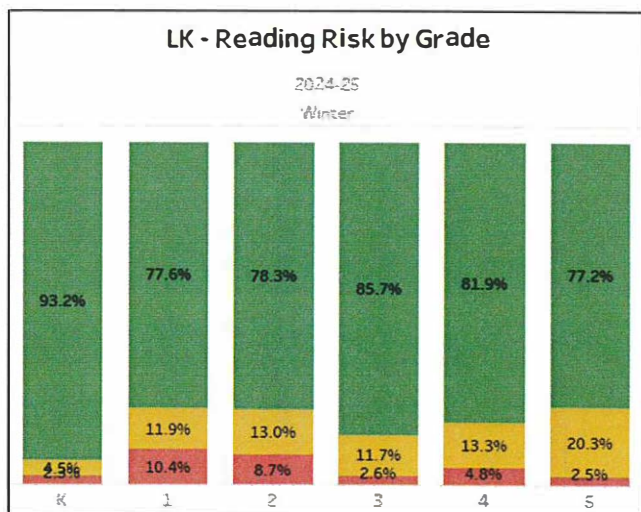
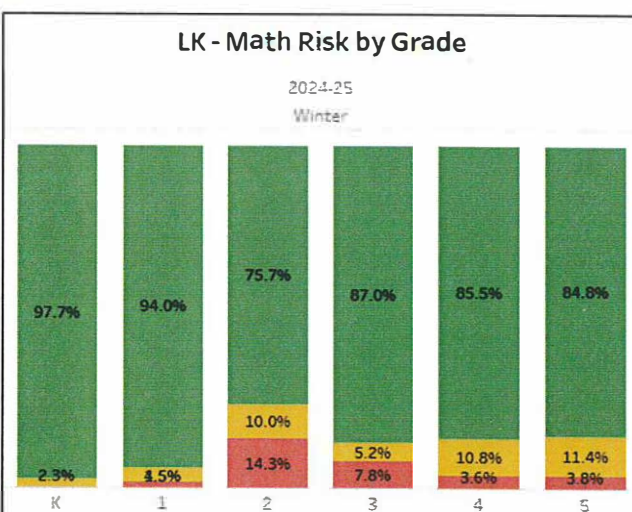
Next steps will focus on sustaining progress and increasing attendance rates.

New Attendance Spring Attendance Goals:

- Will aim for an incremental increase (e.g., 85% by next quarter).
- Using data to drive goal setting at **classroom and student levels**.
- Making attendance a **school-wide focus** with visuals, incentives, and competitions.
- Strengthening **Family engagement** (regular check-ins, personalized outreach for at-risk students).
- Maintaining **teacher involvement** (encourage engaging classrooms and relationships with students).

Lakes Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Taylor Swedberg, 3 yrs
Assistant Principal: Amy Jones, 1 yr

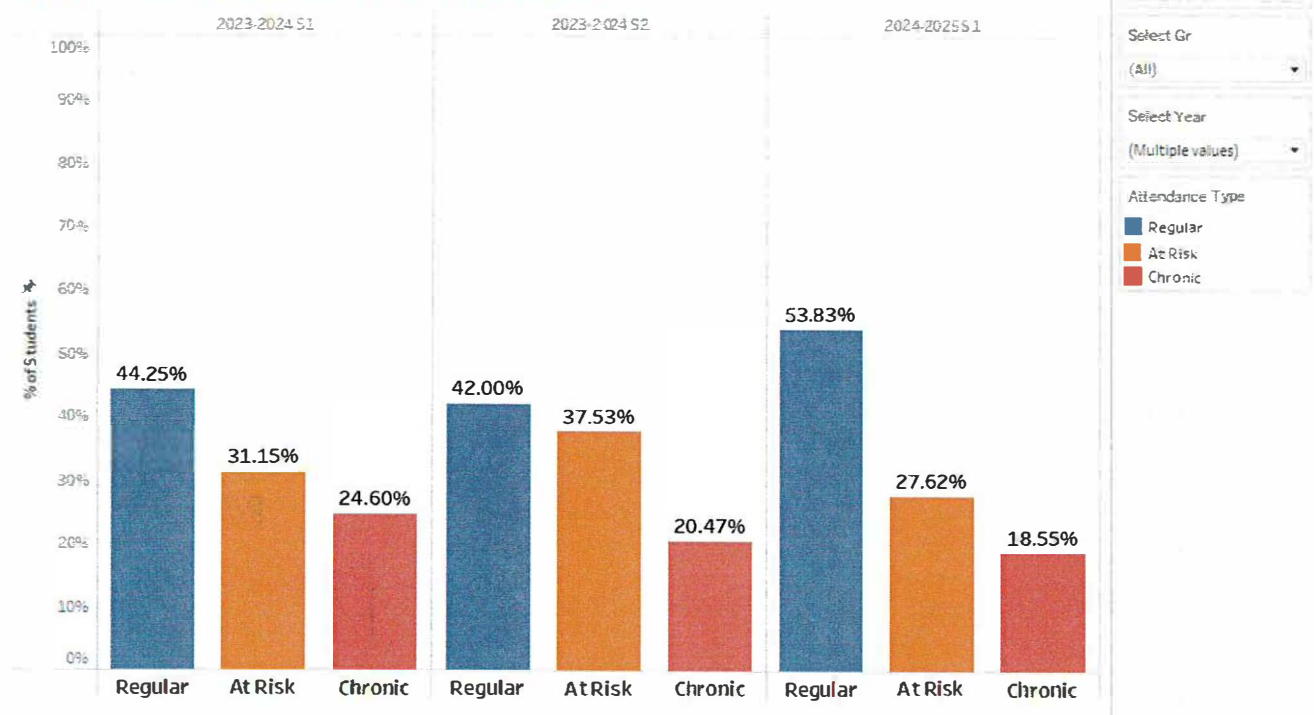
Building	Lakes
Enrollment	493
Free/Reduced Lunch	40.4%
ELL	3.7%
BIPOC	51.3%
Special Education	15.6%
<i>Data from the WA State Report Card 2024-2025</i>	



Lakes Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Taylor Swedberg, 3 yrs
Assistant Principal: Amy Jones, 1 yr

Building	Lakes
Enrollment	493
Free/Reduced Lunch	40.4%
ELL	3.7%
BIPOC	51.3%
Special Education	15.6%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for LK (Select School)
ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Meadows Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Angie DeAguiar, 13 yrs
Assistant Principal: Sean Moore Devine, 5 yrs

Building	Meadows
Enrollment	765
Free/Reduced Lunch	38.2%
ELL	6.3%
BIPOC	59.2%
Special Education	29.5%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal: 4- Continuous Growth- All Students, All Subjects

Outcome: A: Increased percentage of students demonstrating proficiency on standards C: Increased growth rate for students experiencing personal and/or systemic barriers to achievement or opportunity

Academic Gap Goal: Work to close the discrepancy margins in math found for students in each grade level from our Hispanic population performing in the low-risk category compared to all students at Meadows. Overall (SY24-25 Fall easyCBM), 76% of our Hispanic student population is performing at low risk compared to 83% of the remaining student body performing at low risk.

Indicators of Progress: Our goal was to reduce the discrepancy margins in math from our Hispanic population performing in the low-risk category compared to the remaining students at Meadows performing in the low-risk category. Currently (SY 24-25 Winter easyCBM), 83% of our Hispanic students are performing in the low-risk category compared to 85% of the remaining student body.

Concern Area: According to our winter data, we have increased the number of students from our Hispanic population performing in the low-risk category from 76% to 83% compared to the 85% of the remaining student body performing in the low-risk category. While we have met our goal to reduce the discrepancy margins from our Hispanic population, we noticed 68% of students from our Black/African American population are performing in the low-risk category. We will continue to work on decreasing the discrepancy margins for all student groups.

- Small group instruction with direct instruction with students not performing at grade level
- Continue to access the district PD with math coaches with a focus on increasing math fluency and number sense
- Designated PLC dates focused on math progress for all students
- Repetition, opportunities within a lesson to practice skills individually and in small group
- Frequent informal assessments checking for mastery

Strategic Plan Goal: 2 – Responsible, Resilient, Empowered Learners

Outcome A: Increased percentage of students meeting social, emotional, and behavioral expectations.

Strategic Plan Goal 3: Critical Thinkers and Solution Seekers

Outcome B: Increased percentage of students applying learning to collaboratively engage in solving relevant challenges within the classroom, school, and community.

Behavior or Social Emotional Gap Goal: We will decrease the risk ratio for students receiving an office referral for students identifying as Pacific Islander from a risk ratio of 2.05 to 1.25 or less.

Indicators of Progress: *The risk ratio for our students identifying as Pacific Islander receiving an office referral went from a risk ratio of 2.05 to 1.39 as of 2.13.25. We are on track to meeting our goal.*

Concern Area: *The amount of office referrals from our students identifying as Pacific Islander has significantly improved. However, the risk ratio for this group of students continues to be the highest of students receiving office referrals.*

Next Steps:

- Continued use of restorative circles and restorative language when problem solving conflict with key stakeholders.
- Check in, Check out system in place for students as tier 2 support
- Strengthen PBIS structures and interventions to enhance the positive and inclusive culture at Meadows.
- Foster attitudes and behaviors that are aware of bias, free of ridicule/intimidation, and that affirm an appreciation of cultural differences.
- Partnering with families around the restorative practices to build trust between school and home communities

Meadows Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Angie DeAguiar, 13 yrs
Assistant Principal: Sean Moore Devine, 5 yrs

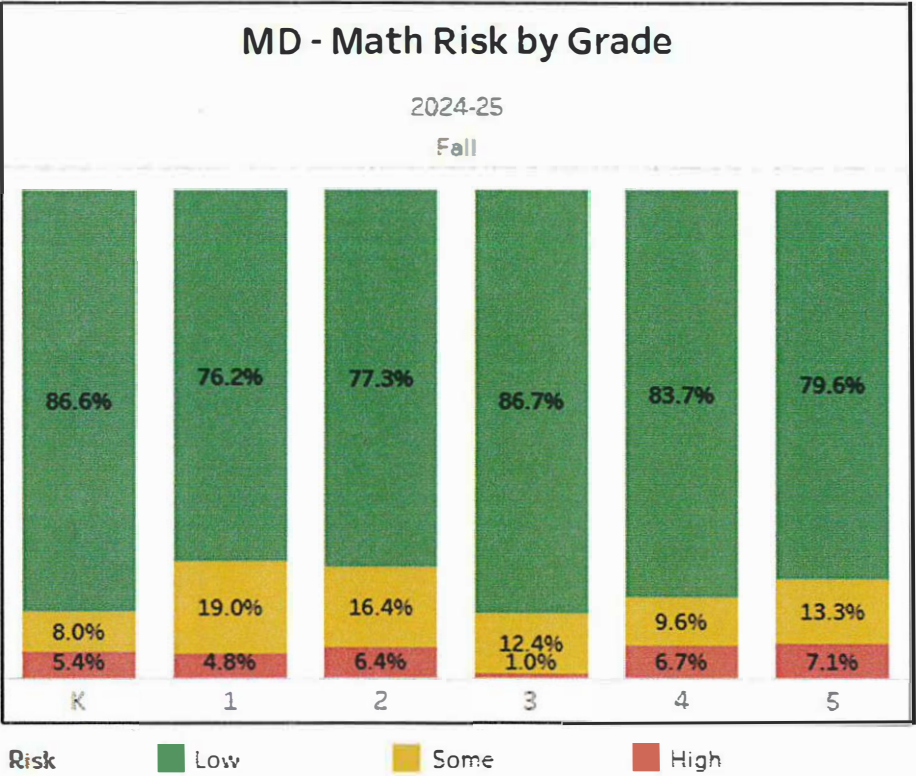
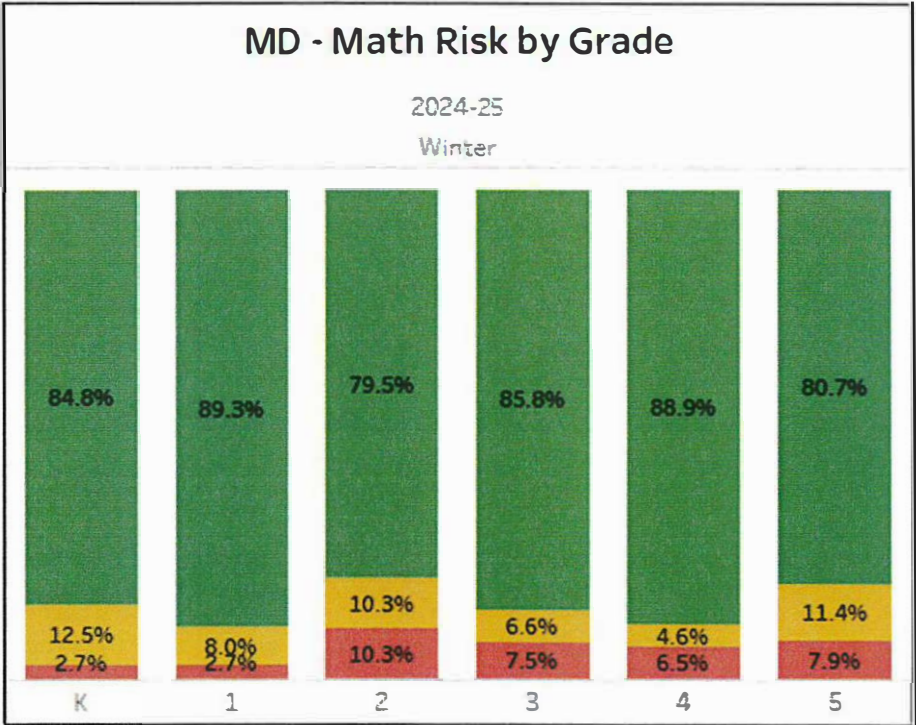
Building	Meadows
Enrollment	765
Free/Reduced Lunch	38.2%
ELL	6.3%
BIPOC	59.2%
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Data from the WA State Report Card 2024-2025	

Meadows - Dibels Reading Assessment Pilot (BOY=Beginning of Year (Fall) MOY=Middle of Year (Winter))



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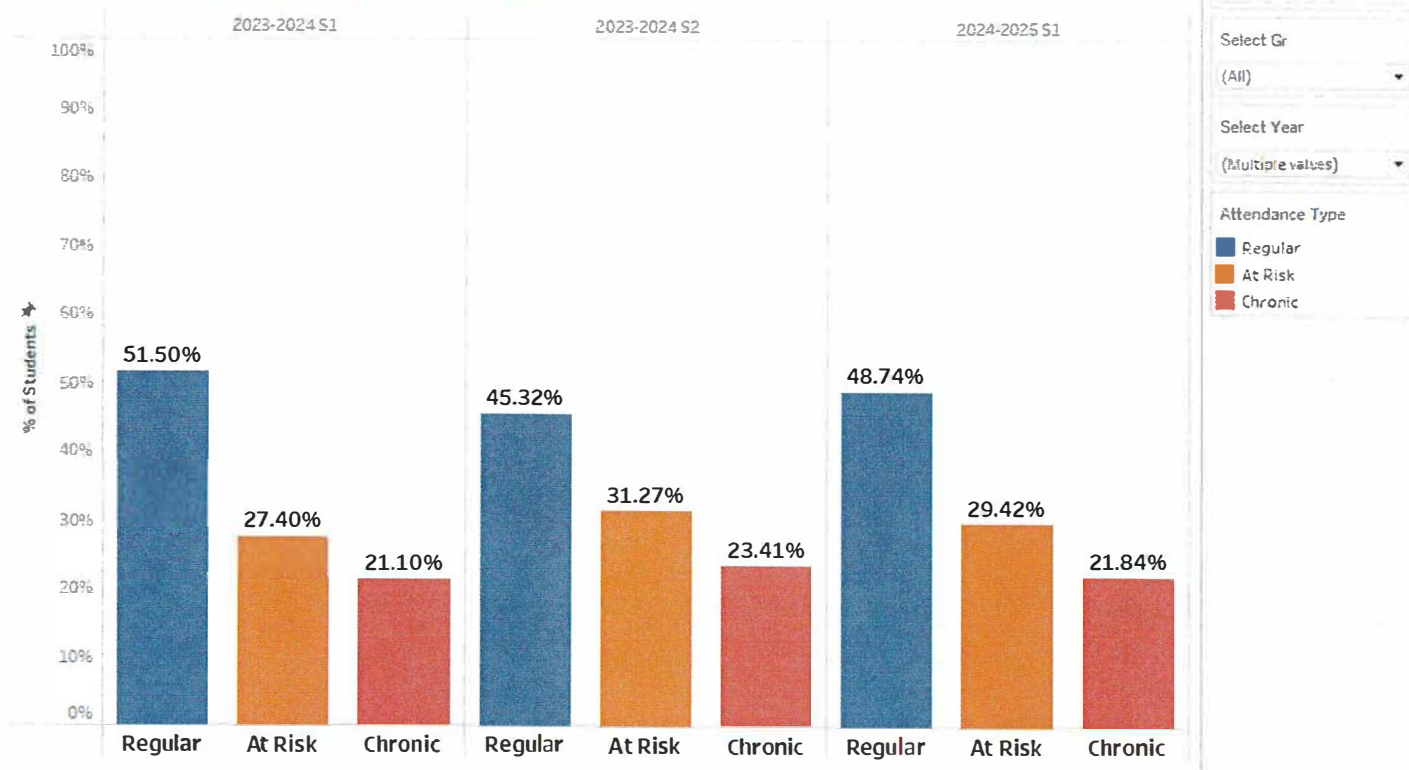


Meadows Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Angie DeAguiar, 13 yrs
Assistant Principal: Sean Moore Devine, 5 yrs

Building	Meadows
Enrollment	765
Free/Reduced Lunch	38.2%
ELL	6.3%
BIPOC	59.2%
Special Education	29.5%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for MD *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Mountain View Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Ryan LaDage, 4 yrs
Assistant Principal: Trent Truesdell, 2 yrs

Building	Mountain View
Enrollment	772
Free/Reduced Lunch	63.9%
ELL	10.9%
BIPOC	61.3%
Special Education	30.2%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal: Goal 4: Continuous Growth – All Students, All Subjects: *Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.*

Outcome A: Increased percentage of students demonstrating proficiency on standards.

Outcome C: Increased growth rate for students experiencing personal and/or systematic barriers to achievement or opportunity.

Academic Gap Goal: By June 2025, students that are below the 50th percentile on the easyCBM benchmark assessment will improve by 10% or at least one-color band in the following categories: *Word Reading Fluency* for K – 1st grade, *Passage Reading Fluency* for 2nd – 3rd grade, and *Overall Math* for 4th – 5th grade.

Grade	Assessment	% of Students on Pace to Meet Goal	Content Area Average
Kindergarten	WRF	N/A	34%
1 st	WRF	42%	
2 nd	PRF	20%	
3 rd	PRF	39%	
4 th	Math Proficiency	49%	46%
5 th	Math Proficiency	42%	

Indicators of Progress:

- **Reading**
 - All classroom teachers are teaching foundational literacy skills in kindergarten – 3rd grade. Additionally, in kindergarten – 2nd grade classrooms, students are learning and practicing literacy skills using ECRI instructional materials and strategies.
 - Students that are performing below grade level are being targeting for additional supports in the general education classrooms and may also receive instruction in Title or Special Education groups.
 - Title staff are providing daily targeted intervention support to small student groups.
 - All students in kindergarten – 3rd grades are being progressed monitored with EasyCBM assessments.
 - Teachers are providing information and updates to families on their student's progress.
- **Math**
 - All classroom teachers are teaching and reinforcing foundational and grade level math skills in 4th and 5th grades.
 - Students that are performing below grade level are being targeted for additional supports in the general education classrooms and may also receive instruction in Title or Special Education groups.
 - Title staff are providing daily targeted intervention support to small student groups.
 - All students in 4th and 5th grades are being progressed monitored with easyCBM assessments.
 - Teachers are providing information and updates to families on their student's progress.

Concern Area:

- Not all students that are below the 50th percentile in their respective content areas are on pace to meet the goal on increasing by 10% or at least one-color band.

Next Steps:

- Auditing the instructional schedule and completing regular, random checks in classrooms.
- Grade level meetings and PLC meetings that focus on ECRI and small group reading instruction in their classrooms.
- Reoccurring multi-building kindergarten PLC meetings (MVES, MES, PGES, WES, CPES, & EFES).
- Continuing to support our new classroom teachers.

Mountain View Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Ryan LaDage, 4 yrs
 Assistant Principal: Trent Truesdell, 2 yrs

Building	Mountain View
Enrollment	772
Free/Reduced Lunch	63.9%
ELL	10.9%
BIPOC	61.3%
Special Education	30.2%
Data from the WA State Report Card 2024-2025	

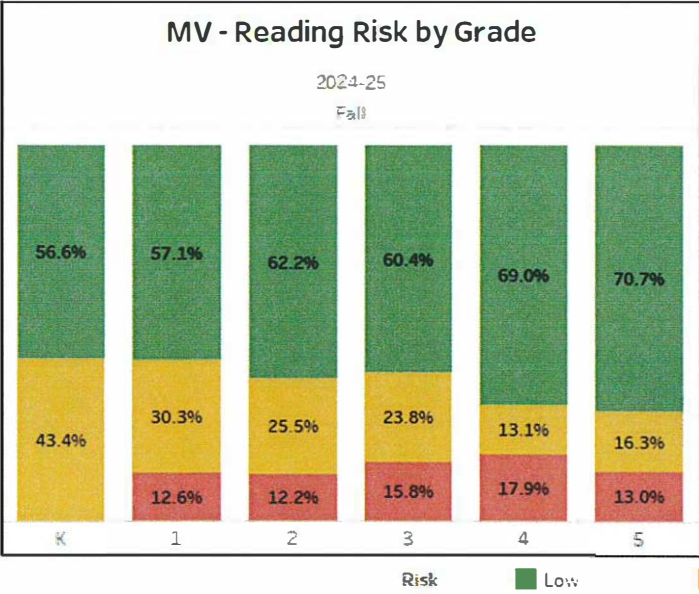
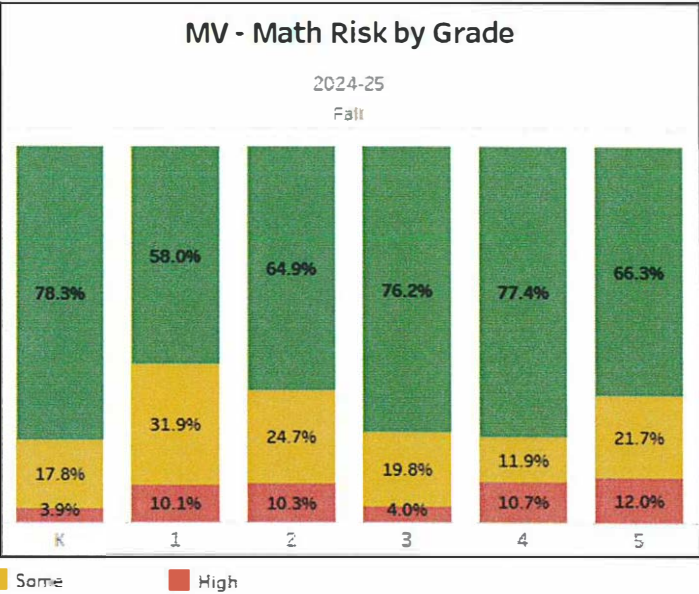
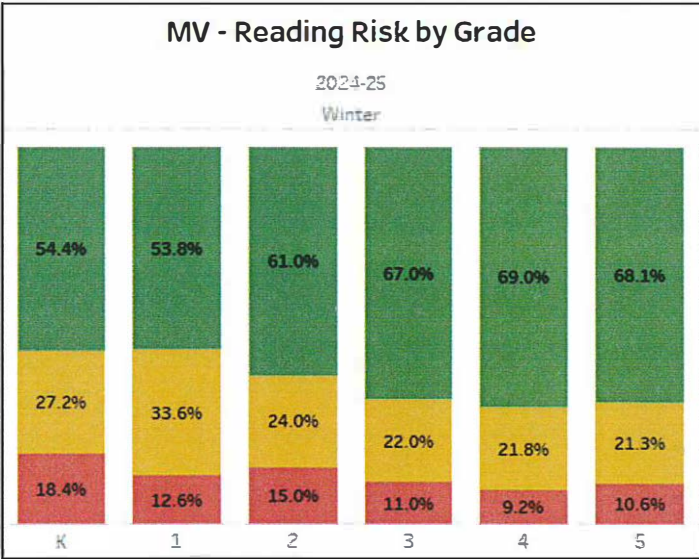
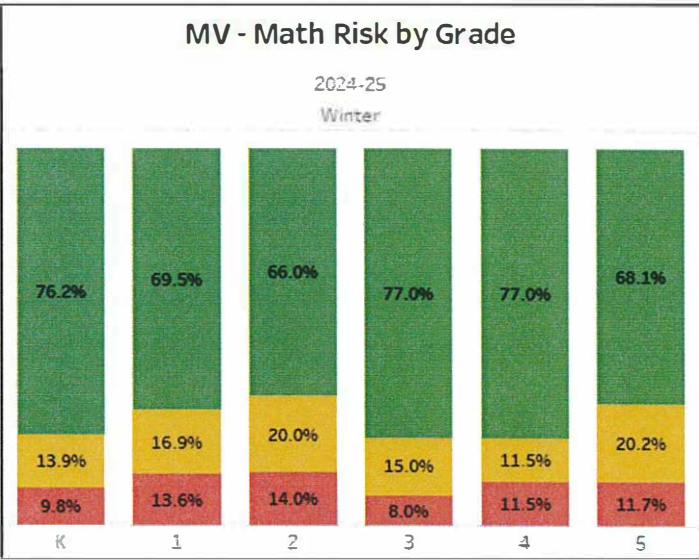
Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners – *Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.*
Outcome B: Increased percentage of regular school attenders.
Behavioral or SEL Gap Goal: By June 2025, the number of *At-Risk Attendance* students will increase by 10%, effectively shifting them from *Chronically Absent*.

Grade Level	Regular Attenders	At-Risk Attenders	Chronically Absent
Quarter 1 to Semester 1			
Overall School	4% Increase	1% Increase	3% Decrease
September 2024 to January 2025			
Kindergarten	17% Decrease	4% Decrease	21% Increase
1 st	24% Decrease	4% Increase	20% Increase
2 nd	23% Decrease	4% Decrease	27% Increase
3 rd	16% Decrease	0% Change	15% Increase
4 th	15% Decrease	8% Decrease	23% Increase
5 th	7% Decrease	7% Increase	0% Change

- Indicators of Progress:**
- Halfway through the school year, our *At-Risk Attendance* has increased by only 1%.
 - The overall trend across all grade level is a decrease in our *Regular Attendance* and an increase in our *Chronically Absent*. This is, obviously, the opposite of what we would hope for.
- Concern Area:**
- The overall school percentage of student attendance, and that of each grade level, is trending in the wrong direction.
- Next Steps:**
- Continue analyzing monthly attendance data.
 - Updating the grade level attendance goal progress on our wall display at the front of the building.
 - Continue to positively recognize grade level and individual classroom attendance.
 - Continue supportive communications to families that have *At-Risk* and/or *Chronically Absent* students.

Mountain View Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Ryan LaDage, 4 yrs
 Assistant Principal: Trent Truesdell, 2 yrs

Building	Mountain View
Enrollment	772
Free/Reduced Lunch	63.9%
ELL	10.9%
BIPOC	61.3%
Special Education	30.2%
Data from the WA State Report Card 2024-2025	

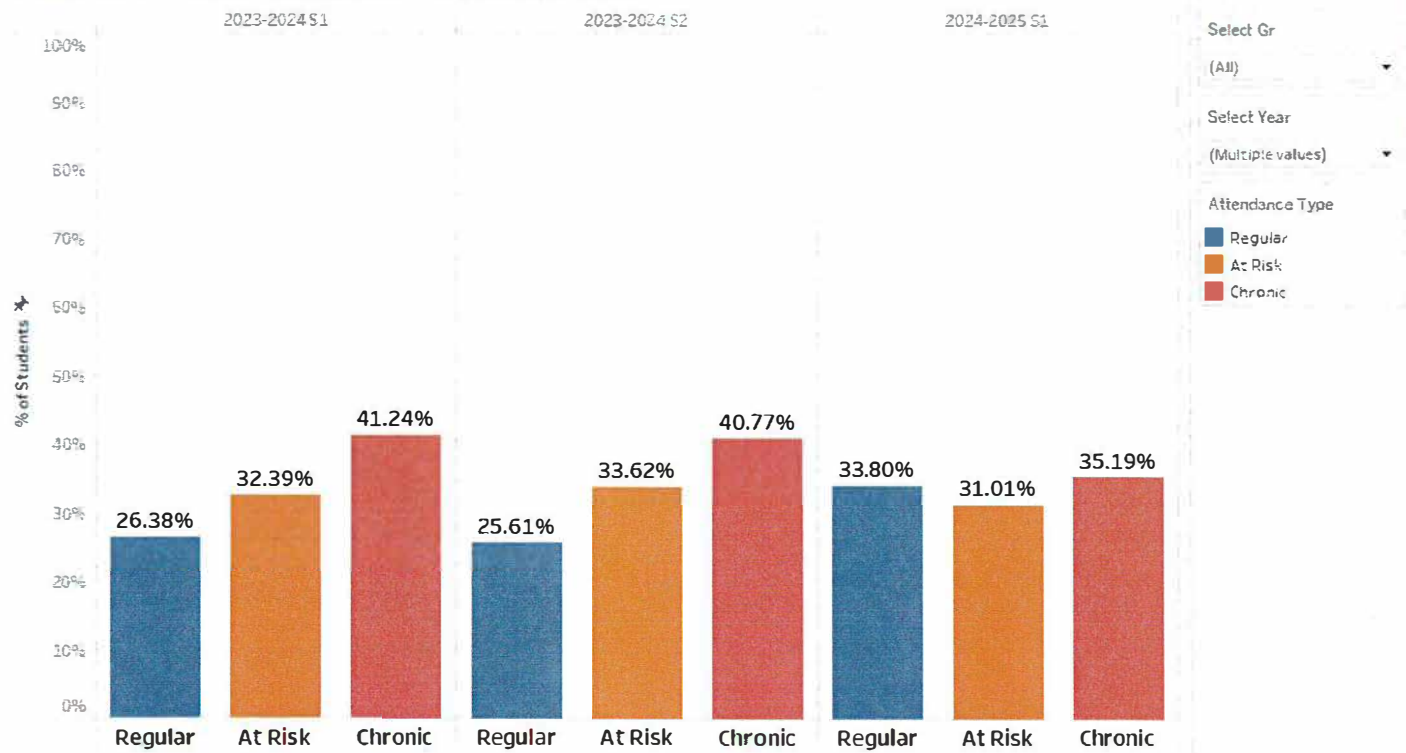


Mountain View Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Ryan LaDage, 4 yrs
Assistant Principal: Trent Truesdell, 2 yrs

Building	Mountain View
Enrollment	772
Free/Reduced Lunch	63.9%
ELL	10.9%
BIPOC	61.3%
Special Education	30.2%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for MV (select school)

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Olympic View Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Brittany Anderson, 3 yrs
 Assistant Principal: Kalie Enlow, 1 yr

Building	Olympic View
Enrollment	558
Free/Reduced Lunch	45.3%
ELL	6.5%
BIPOC	59.3%
Special Education	18.6%
Data from the WA State Report Card 2024-2025	

Strategic Plan Goal 4: Continuous growth—All Students, All Subjects. Every student will demonstrate continuous growth towards meeting/exceeding rigorous standards.
Outcome c.: Increased growth rate experiencing personal and/or systemic barriers to achievement or opportunity.
Academic Gap Goal: 2nd grade students, who receive Special Education support, will grow in their Passage Reading Fluency (PRF) reducing the percentage of high-risk students from 41% (SY23-24 spring easyCBM) to 25% by the end of June as measured by easyCBM.

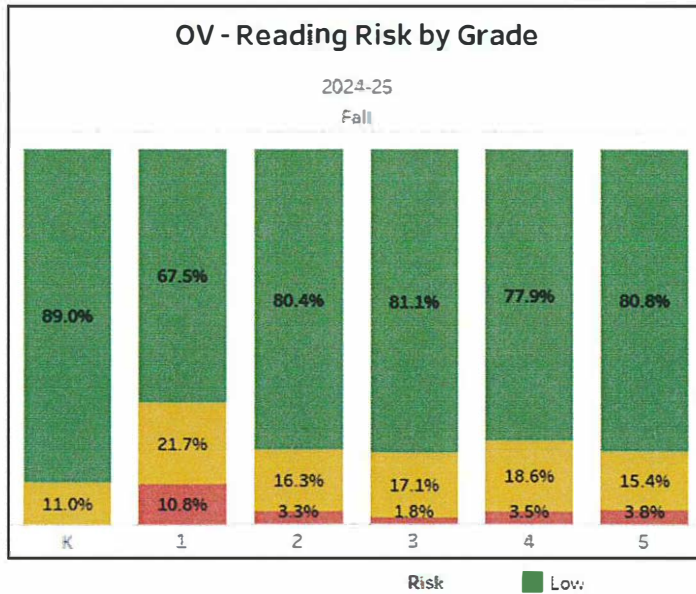
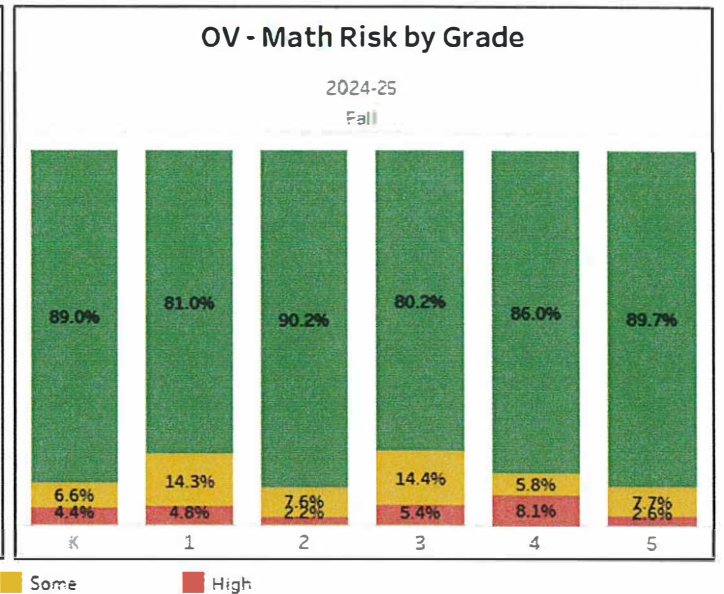
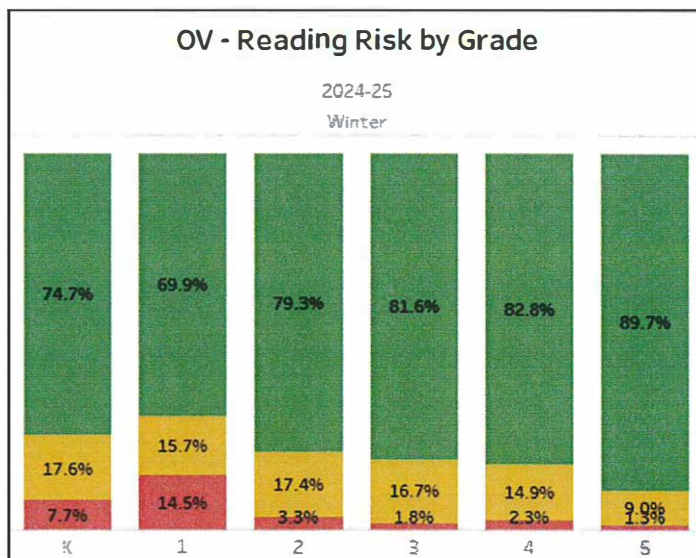
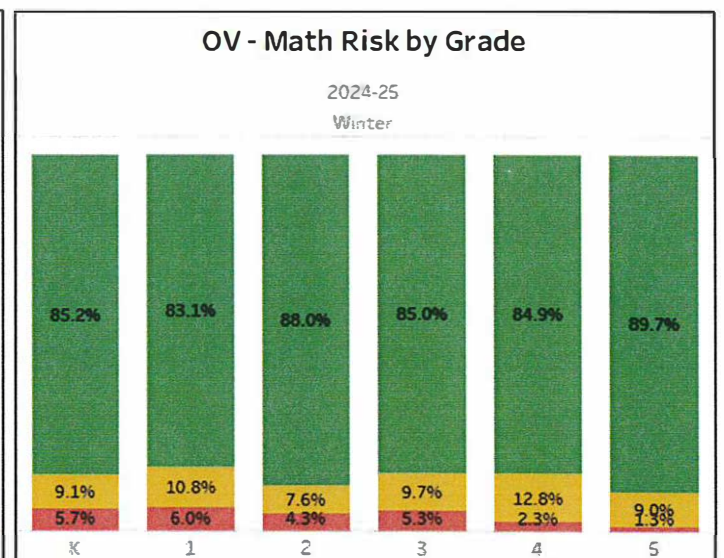
- Indicators of Progress:
- SY 24-25 fall easyCBM shows 43% of 2nd grade students receiving Special Education Support are above the 25th percentile in Passage Reading Fluency.
 - 80% of all 1-5 grade students are above the 25th percentile in Passage Reading Fluency.
- Concern Area:
- 57% of 2nd grade students receiving Special Education support are below the 26th percentile in Passage Reading Fluency.
 - SY 24-25 winter easyCBM shows only 69% of 1st grade students are reading above the 25th percentile in Passage Reading Fluency.
- Next Steps:
- Embed student fluency scores, supports, and strategies in MDT meetings.
 - Strengthen collaboration between SPED and General Education teachers, with a focus on student growth.
 - Progress monitor students scoring below the 25th percentile in Passage Reading Fluency twice a month.
 - Support the SIP by conducting learning walks to align best practices in reading instruction.
 - Continue ECRI in grades Kindergarten through 2nd grade, emphasizing multiple reads with decodable text.

Strategic Plan Goal 2: Responsible, Resilient, Empowered Learners
Outcome b.: Increase percentage of regular school attenders
SEL Gap Goal: Chronic absenteeism rates will decrease for our students identified as Pacific Island/Native Hawaiian from 66.7% in Quarter 3 of 2023-2024 to 40% in Quarter 3 of 2024-2025.

- Indicators of Progress:
- SY 24-25 S1, 33% of students who identify as Pacific Islander/Native Hawaiian are chronically absent, down from 47% in Quarter 1 last year.
 - 57% of all students at OVE are regular attenders in SY24-25 Quarter 1.
 - As a Tier 1 strategy, all grade level teachers are regularly reaching out to families to foster a welcoming environment and emphasizing the importance of attendance.
- Concern Area:
- Eight Child Study Team referrals have been made due to attendance concerns.
 - In December, 42% of our students were regular attenders.
- Next Steps:
- Support the SIP by conducting learning walks to ensure positive classroom environments and meaningful connections.
 - Continue partnering with families to reinforce the importance of attendance and address barriers.
 - Engage in intentional communication with chronically absent students during conference week to support a strong finish with regular attendance.

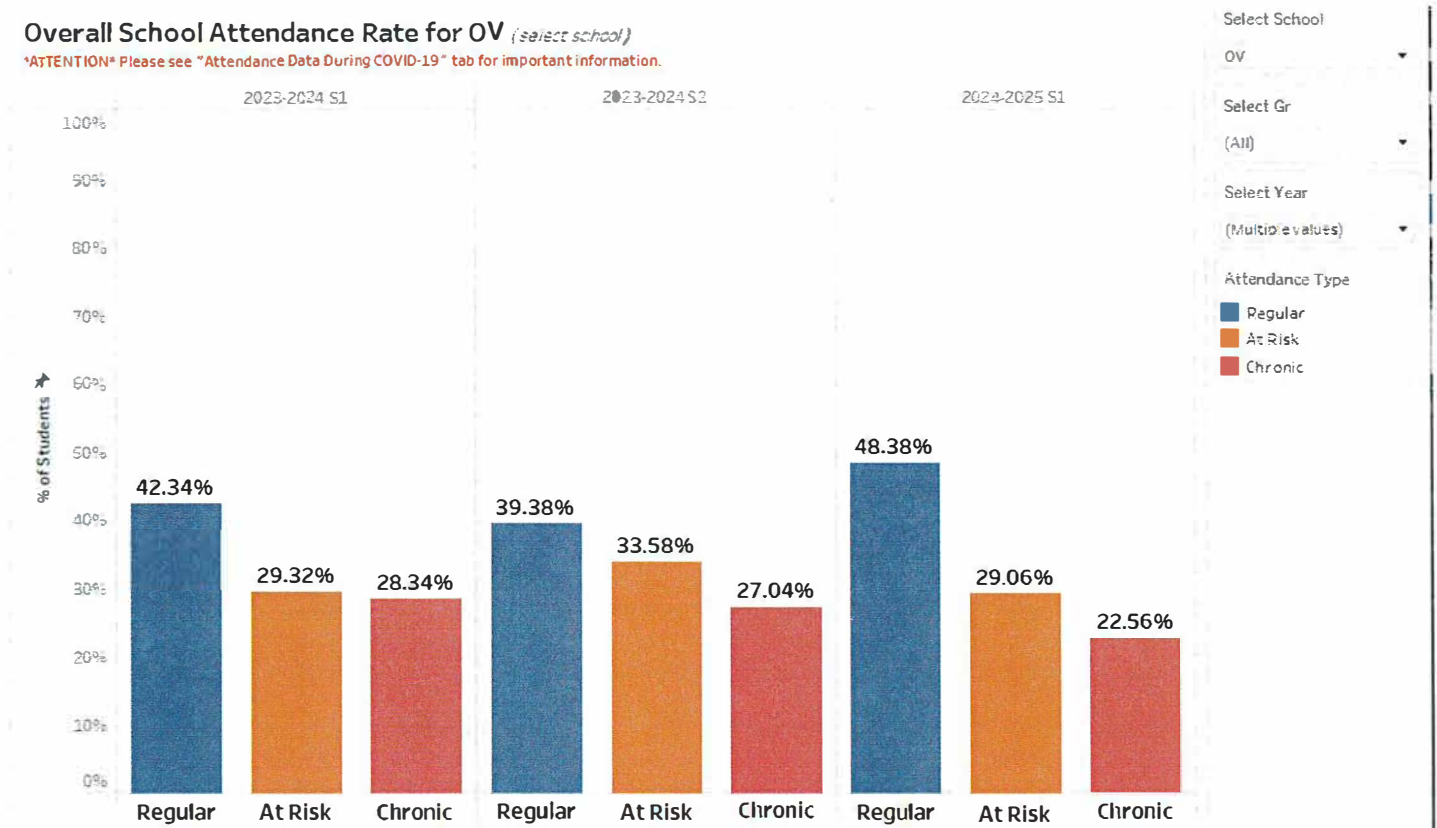
Olympic View Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Brittany Anderson, 3 yrs
 Assistant Principal: Kalie Enlow, 1 yr

Building	Olympic View
Enrollment	558
Free/Reduced Lunch	45.3%
ELL	6.5%
BIPOC	59.3%
Special Education	18.6%
Data from the WA State Report Card 2024-2025	



**Olympic View Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Brittany Anderson, 3 yrs
Assistant Principal: Kalie Enlow, 1 yr**

Building	Olympic View
Enrollment	558
Free/Reduced Lunch	45.3%
ELL	6.5%
BIPOC	59.3%
Special Education	18.6%
<i>Data from the WA State Report Card 2024-2025</i>	



Pleasant Glade Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Jessica Flanick, 3 yrs
Assistant Principal: Katie Waldon, 1 yr

Building	Pleasant Glade
Enrollment	559
Free/Reduced Lunch	42.8%
ELL	8.8%
BIPOC	65.7%
Special Education	28.4%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal: Goal 4: Continuous Growth – All Students, All Subjects: Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Outcome: b. Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts

Academic Gap Goal: SY 2024–2025 SMARTIE Goal #1: Pleasant Glade Elementary will increase the percentage of first through fifth grade students meeting grade level (50th percentile+) on easyCBM passage reading fluency from 52.4% to 70% and will increase the percentage of students served in special education meeting grade level on easyCBM passage reading fluency from 24.6% to 40% by June of 2025.

Indicators of Progress:

- We are above 80% of students being considered “low risk” for reading in all grade levels, aside from 3rd, who is at 66.7% of students in low risk.
- We have decreased the number of students in the “red” on passage reading fluency from winter of 2024 to winter of 2025 in all grade levels and cohorts.
- 1st and 2nd grade have 40% of students in SPED meeting passage reading fluency benchmark.

Concern Area:

- 3rd grade has not hit any of the indicators of progress for proficient reading fluency

Next Steps:

- Continue to have our Resource and 3rd grade teachers work with Lexi Domaradski to gain skills in teaching reading fluency and ECRI to our 3rd grade students.

Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners: Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspective, and empowered to advocate for and pursue their own educational passions.

Outcome: b. Increased percentage of regular school attenders.

Behavior or Social Emotional Gap Goal: Pleasant Glade Elementary will increase the regular attendance of all students from 37.10% (SY 23-24 S2) to 53% by Spring of 2025. In addition, Pleasant Glade Elementary will increase the regular attendance of low-income students from 30.66% (SY 23-24 S2) to 42% by spring of 2025.

Indicators of Progress:

Whole School Attendance: Comparing Semester 1 of last year to Semester 1 of this year, Regular Attendance has increased from 43.36% to 49.50% (+6.14%); Chronic Attendance has decreased from 28.76% to 22.54% (-6.22%).

Low-Income Regular Attendance: Comparing Semester 1 of last year to this year, Regular Attendance has increased from 40% to 43.96% (+3.96%); At Risk Attendance has decreased from 29.05% to 25.82% (-3.23%).

Concern Area:

- The historical trend of regular attendance declining as at-risk rates increase at mid-year is once again present.
- Little improvement of Chronic Absentees for low-income was made (.73% decrease)

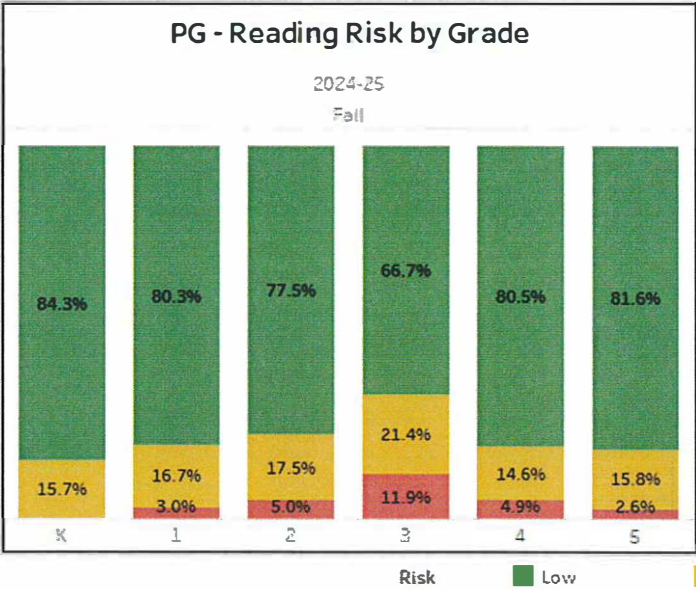
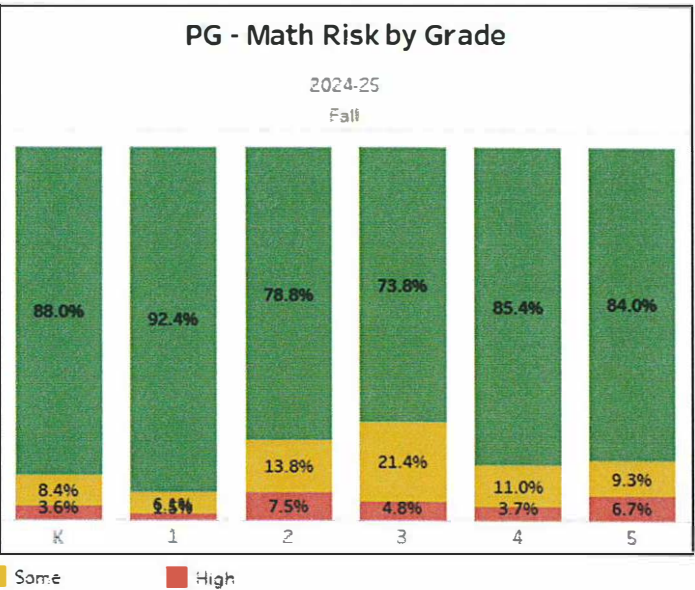
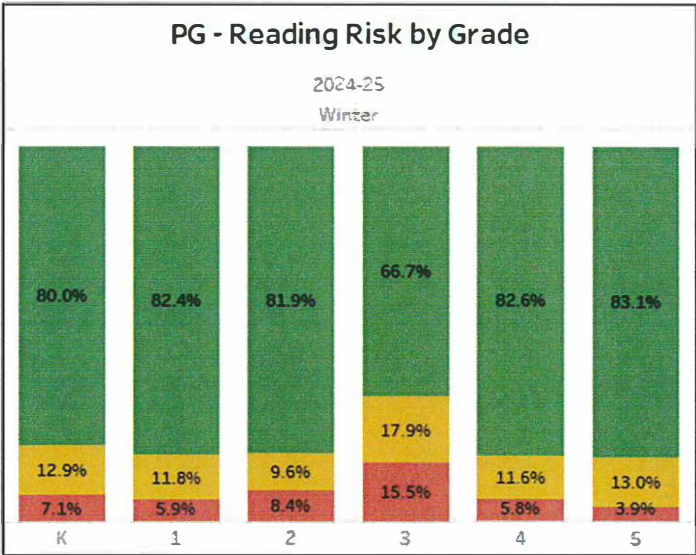
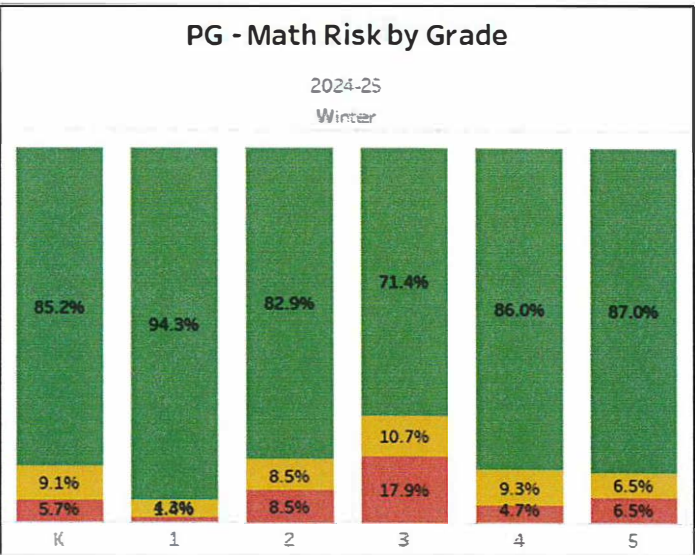
Next Steps:

- **Tier 1:** Maintain teacher to family and admin to family phone calls.
- **Tier 1:** A common agreement was made by staff to implement attendance incentive activities at the classroom level.
- **Tier 1:** Admin will send out an encouraging mid-year letter to families that will also include a Semester 2 attendance tracker for families to use at home.
- **Tier 2:** An Attendance-CICO intervention program has recently been implemented for identified students.

Pleasant Glade Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Jessica Flanick, 3 yrs
 Assistant Principal: Katie Waldon, 1 yr

Building	Pleasant Glade
Enrollment	559
Free/Reduced Lunch	42.8%
ELL	8.8%
BIPOC	65.7%
Special Education	28.4%
Data from the WA State Report Card 2024-2025	

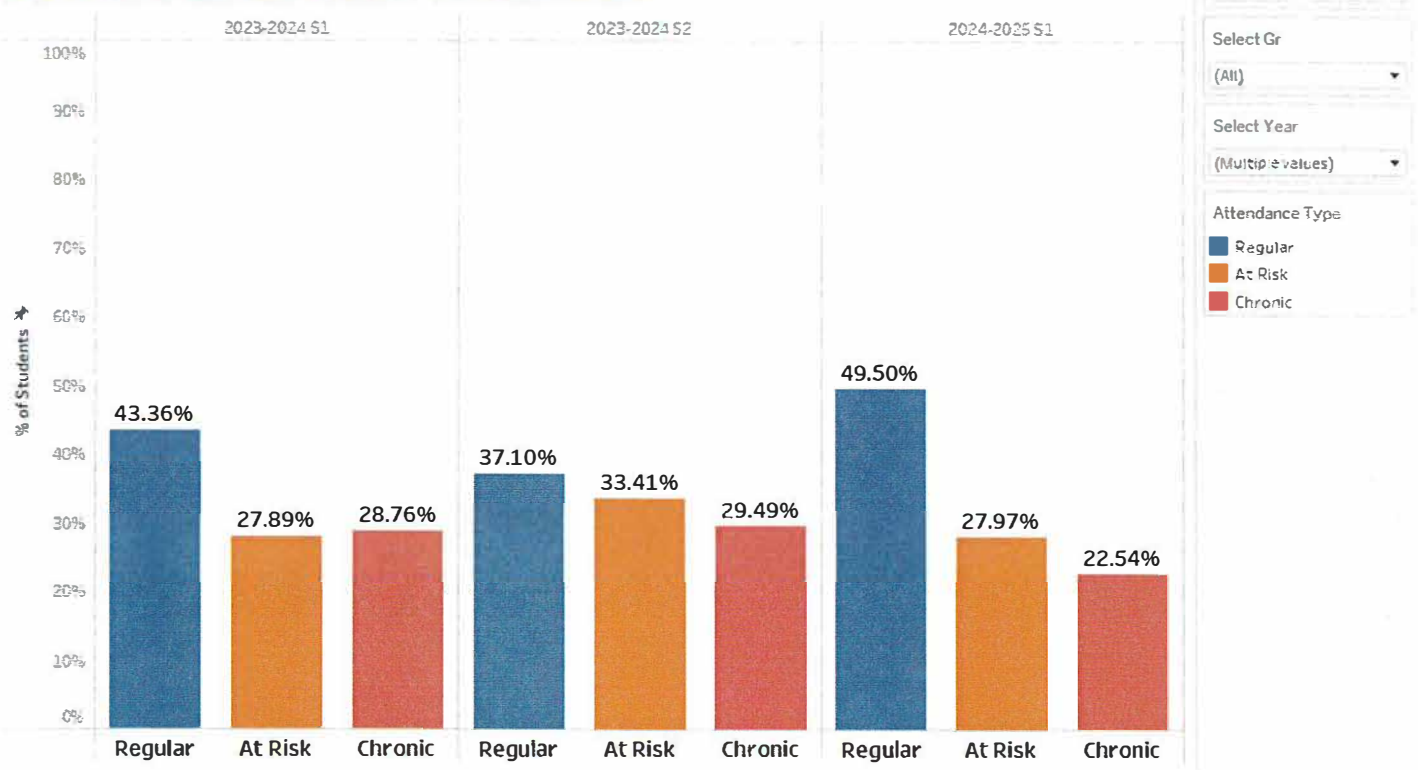
- Tier 2: Conduct attendance conferences to identify the barriers, provide support where needed, and co-design intervention plans/attendance agreements.
- Tier 3: Schedule CEB meetings when necessary.



Pleasant Glade Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Jessica Flanick, 3 yrs
 Assistant Principal: Katie Waldon, 1 yr

Building	Pleasant Glade
Enrollment	559
Free/Reduced Lunch	42.8%
ELL	8.8%
BIPOC	65.7%
Special Education	28.4%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for PG *(select school)*
 ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



South Bay Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Chantale Packard, 2 yr
Assistant Principal: Connor Merrill, 4 yrs

Building	South Bay
Enrollment	595
Free/Reduced Lunch	42.9%
ELL	11.8%
BIPOC	46.6%
Special Education	22.9%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal: Goal 4 - Continuous Growth, All Students, All Subjects.

Outcome c.: Increased growth rate for students experiencing personal and/or systemic barriers to achievement or opportunity.

Academic Gap Goal: The percentage of 1st grade students receiving MLL demonstrating proficiency in word reading will increase from 46% in the Fall to 60% by Spring of 2025 as measured by Easy CBM.

Indicators of Progress:

- CBM data indicates that the percentage of MLL students at the highest risk decreased from 46% in the fall to 23% in the Winter, showing significant progress.
- MLL students made notable gains in reducing the highest-risk group but need more support to transition to the low-risk category.

Concern Area:

- The percentage of students at the 25th percentile and above in Fall has dropped from 46% in the Fall to 31% in the Winter, so while students showing the most risk are quickly decreasing, those at standard are struggling to remain low risk.
- Non-MLL peers showed similar trends, with the percentage of students at the 50th percentile and above decreasing from 42% in the fall to 41% in the winter, while those at highest risk receiving LAP and Resource intervention dropped by 3%.

Next Steps:

- Continuously track student progress throughout the remainder of the year to identify early signs of improvement or further decline.
- LAP, Resource, and MLL targeted instruction and differentiated support to students showing some risk to help them move to lower risk categories.
- Targeted classroom instruction and intervention to students receiving MLL supports showing low risk in general education classrooms.
- Push-in support from MLL staff and collaboration between 1st grade teachers to ensure students are continuing to show growth on progress monitoring leading into Spring.
- Offer enrichment opportunities to students at 50th percentile and above to encourage growth in students at low risk as well as high-risk peers.
- Increase communication with parents about student progress and ways to support learning at home.

Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners

Outcome a.: Increased percentage of students meeting social, emotional, and behavioral expectations.

Behavioral or SEL Gap Goal: Reduce the number of classroom referrals by 30% over the next school year, decreasing referrals from 698 to 488 or fewer through the implementation of Positive Behavior Interventions and Supports (PBIS), social-emotional learning (SEL), and targeted behavioral interventions.

Indicators of Progress:

- SWIS data from September-February showed 35% decrease in classroom referrals
- 23-24 school year showed 187 classroom referrals, 24-25 school year 123 referrals
- Tier 2 weekly team meetings show steady progress in individualized student plans
- Bruin Den (PBIS Room) working with increased number of students on Tier 2 level
- Referrals to SST (Academic/Behavioral Tier 2 and 3 team) decreased by 66%
- 12 fewer students receiving referrals in classroom than 23-24 school year
- Tier 1 supports in place in classrooms- calm down corner, restorative questions, proactive circles, SEL time in master schedule

South Bay Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Chantale Packard, 2 yr
Assistant Principal: Connor Merrill, 4 yrs

Building	South Bay
Enrollment	595
Free/Reduced Lunch	42.9%
ELL	11.8%
BIPOC	46.6%
Special Education	22.9%
<i>Data from the WA State Report Card 2024-2025</i>	

- Focus on Tier 2 social skills groups with school counselor and mental health specialist. Mental health and school counselor provide SEL instruction with 75 students per week

Concern Area:

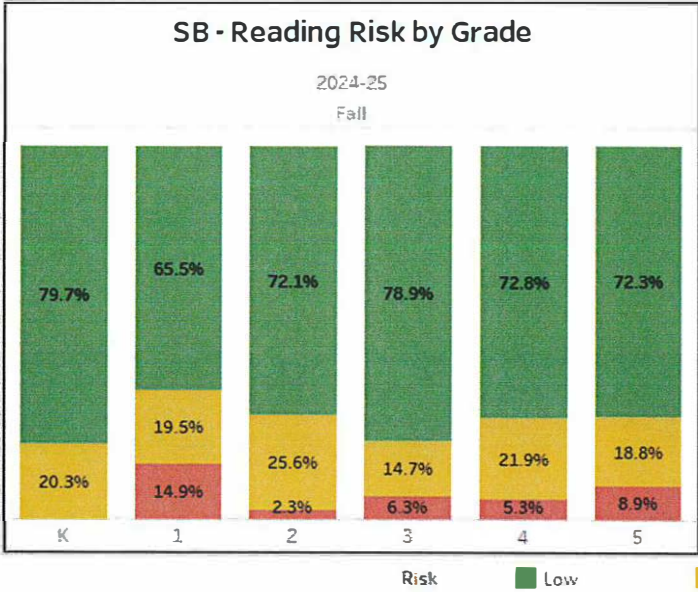
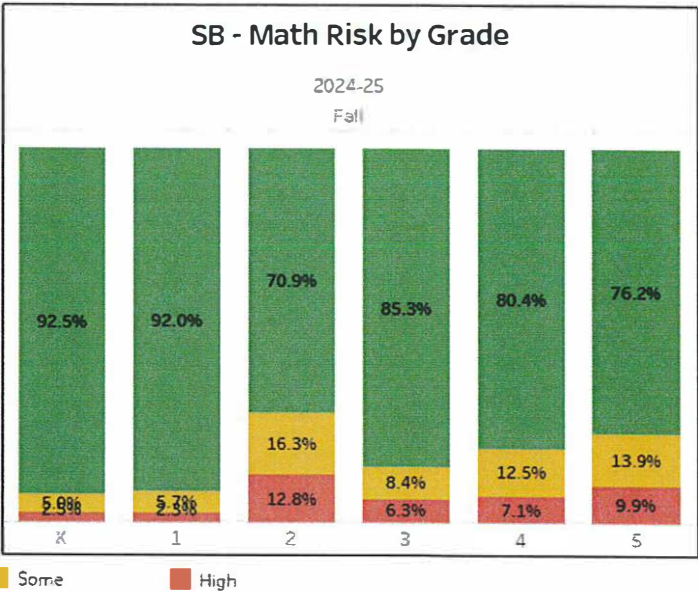
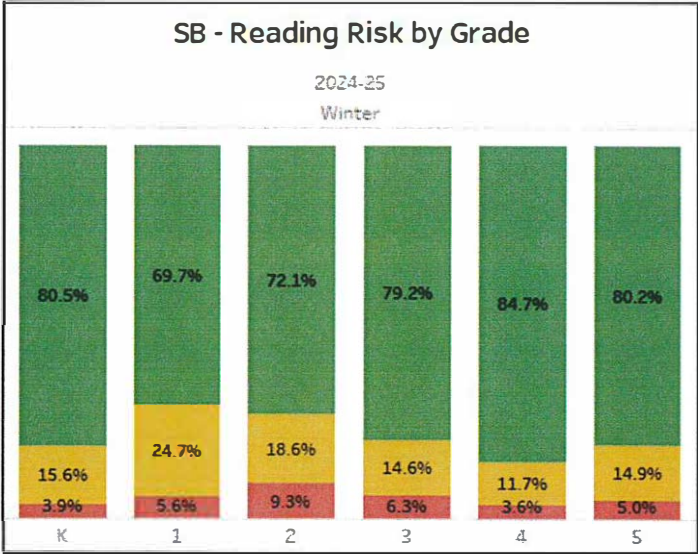
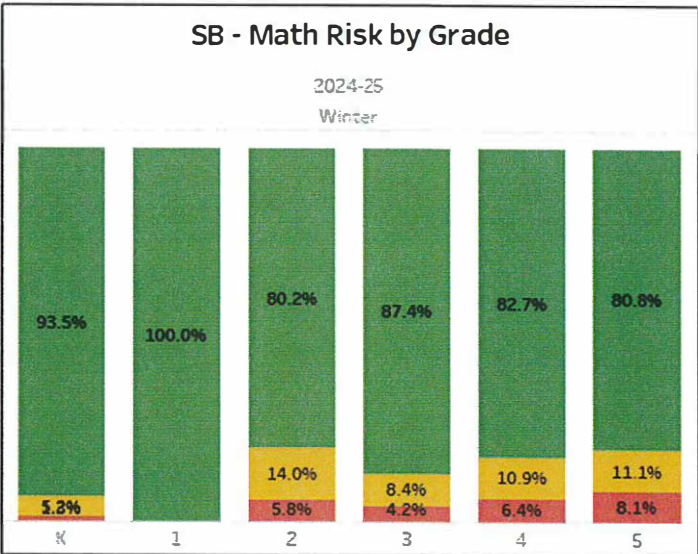
- 140 minor classroom incidents documented that could impact learning in smaller way
- 130 documented SWIS referrals at recess through February. 141 SWIS referrals in 23-24 school year, showing little growth

Next Steps:

- Continue to implement effective Tier 1 supports in classes- calm down corner, restorative practices, SEL time in master schedule
- Consistently monitor effectiveness of Tier 2 interventions with PBIS/Bruin Den team
- Meet weekly to review student plans and behavior data
- Begin interventions for Recess PBIS improvement
- Schoolwide review of recess expectations, 5th grade leadership recess support, Recess specific PBIS incentives

South Bay Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Chantale Packard, 2 yr
 Assistant Principal: Connor Merrill, 4 yrs

Building	South Bay
Enrollment	595
Free/Reduced Lunch	42.9%
ELL	11.8%
BIPOC	46.6%
Special Education	22.9%
Data from the WA State Report Card 2024-2025	

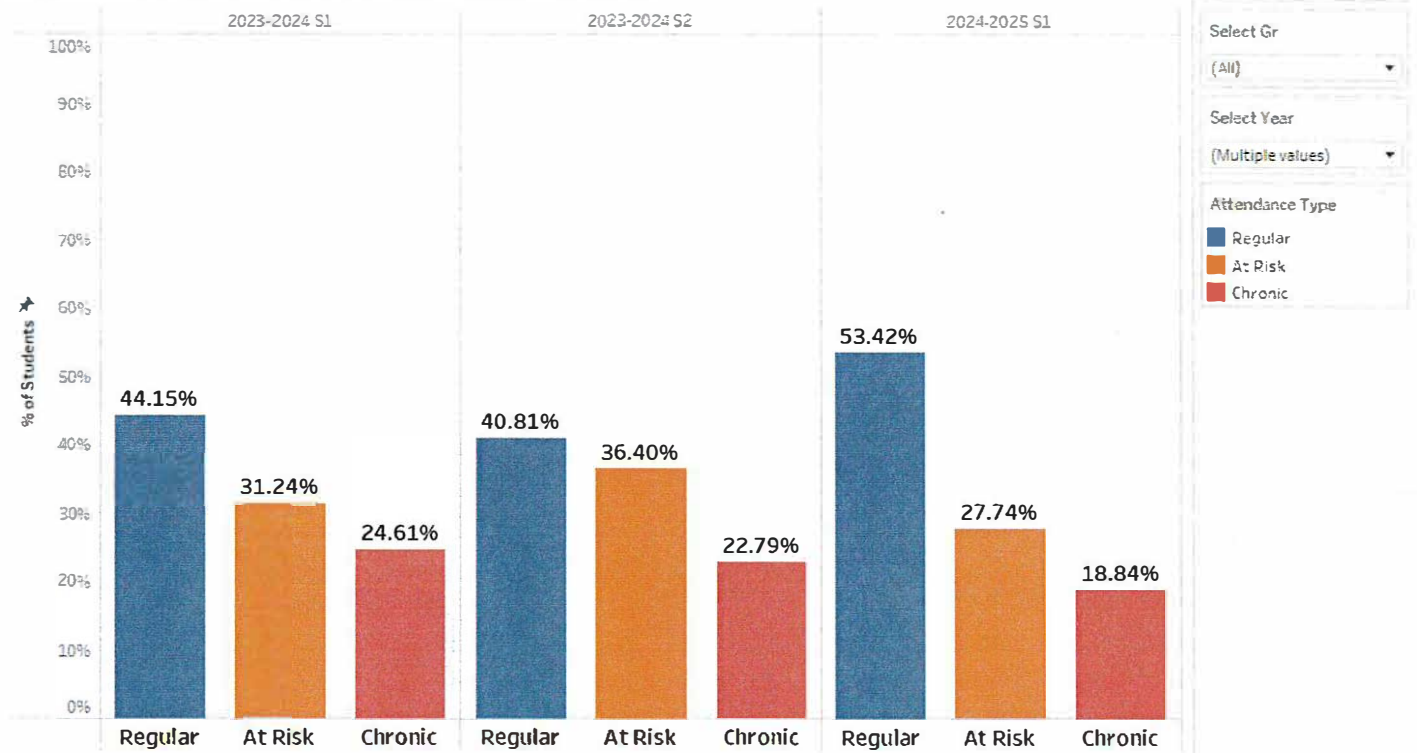


South Bay Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Chantale Packard, 2 yr
 Assistant Principal: Connor Merrill, 4 yrs

Building	South Bay
Enrollment	595
Free/Reduced Lunch	42.9%
ELL	11.8%
BIPOC	46.6%
Special Education	22.9%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for SB (select school)

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Seven Oaks Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Issa El Hayek, 4 yrs
Assistant Principal: Katie Waldon, 1yr

Building	Seven Oaks
Enrollment	429
Free/Reduced Lunch	52.0%
ELL	10.0%
BIPOC	64.1%
Special Education	22.4%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal 4: Continuous Growth - All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Outcome: c. Increased growth rate for students experiencing personal and/or systemic barriers to achievement opportunity.

ACADEMIC GAP GOAL: The percentage of students in grades K-2 scoring above the 51st percentile on easyCBM Reading Fluency will increase from 37% in the fall of 2024 to at least 80% in the spring of 2025. The percentage of students in grades 3-5 scoring above the 51st percentile on EasyCBM Math will increase from 57% in the fall of 2024 to at least 75% in the spring of 2025.

Indicators of Progress

- Kindergarten: Letter sound proficiency increased from 32% to 37% (+5%).
- 1st Grade: Word reading fluency slightly declined from 33% to 32% (-1%).
- 2nd Grade: Passage reading fluency dropped from 45% to 38% (-7%).
- 3rd Grade: Scores above the 51st percentile increased from 45% to 52% (+7%) in math.
- 4th Grade: Growth from 65% to 77% (+12%) in math.
- 5th Grade: Slight increase from 62% to 63% (+1%) in math.

Areas of Concern

- K-2 reading fluency growth is below the SIP goal.
- Kindergarten phoneme segmentation declined, highlighting a need for early intervention.
- 5th-grade math growth has slowed compared to previous benchmarks.

Next Steps

- Strengthen foundational skill instruction, focusing on phoneme segmentation and fluency.
- Maintain daily 30-minute Foundational Skills Routines with fidelity in reading.
- Adjust intervention groups based on the latest benchmark data in both math and fluency.
- Use frequent progress monitoring to assess intervention effectiveness.
- Enhance differentiation in Tier 1 instruction for students below the 51st percentile in math.
- Enhance collaboration among grade levels, PLCs, MTSS-Math/Reading, & interventionist to drive data-based decisions.

Strategic Plan Goal 2: Responsible, Resilient, Empowered Learners. *Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.* **Outcome: a.** Increased percentage of students meeting social, emotional, and behavioral expectations.

BEHAVIOR GAP GOAL: Seven Oaks Elementary will increase the regular attendance of all students from 39.52% (SY23-24 S2) to 50% by spring of 2025. In addition, Seven Oaks Elementary will increase the regular attendance of low-income students from 31.63% (SY23-24 S2) to 42% by spring of 2025.

Indicators of Progress:

Whole School Attendance: Comparing Semester 1 of last year to Semester 1 of this year, Regular Attendance has increased from 42.54% to 45.94% (+3.5%); At Risk Attendance has decreased from 30.96% to 27.61% (-3.35%).

Low-Income Regular Attendance: Comparing Semester 1 of last year to this year, Regular Attendance has increased from 31.22% to 37.97% (+6.75%); At Risk Attendance has decreased from 33.48% to 27.81% (-5.67%); Chronic has decreased by 1% as well.

Areas of Concern:

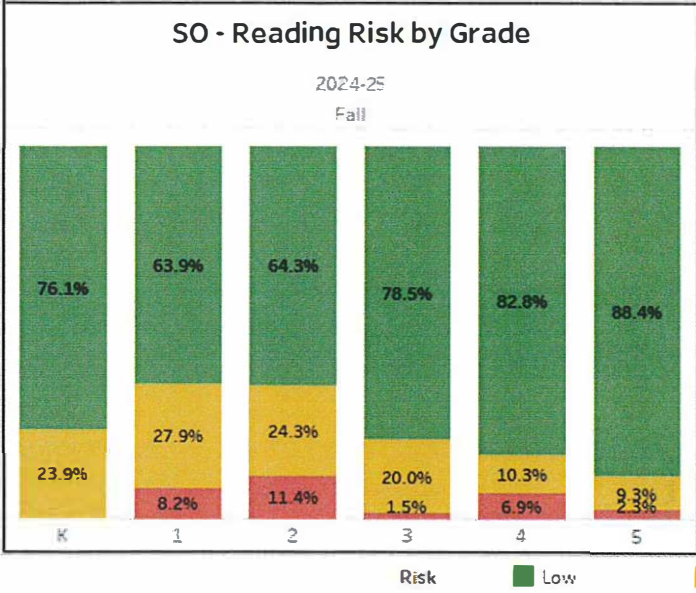
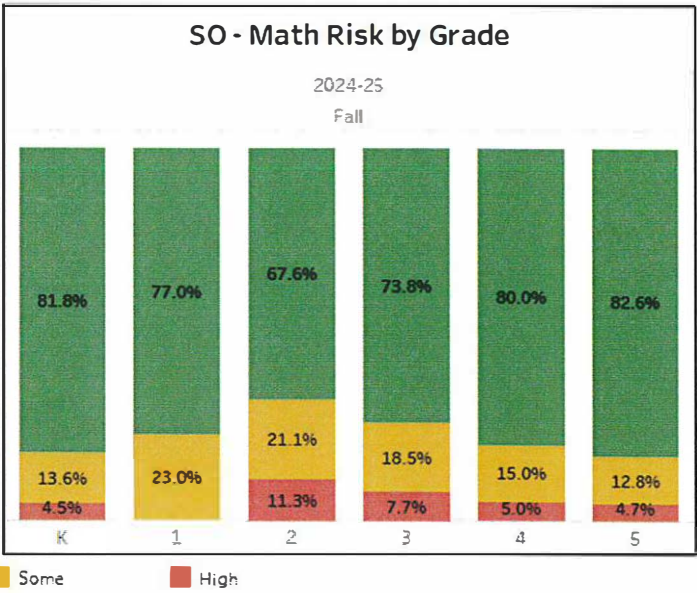
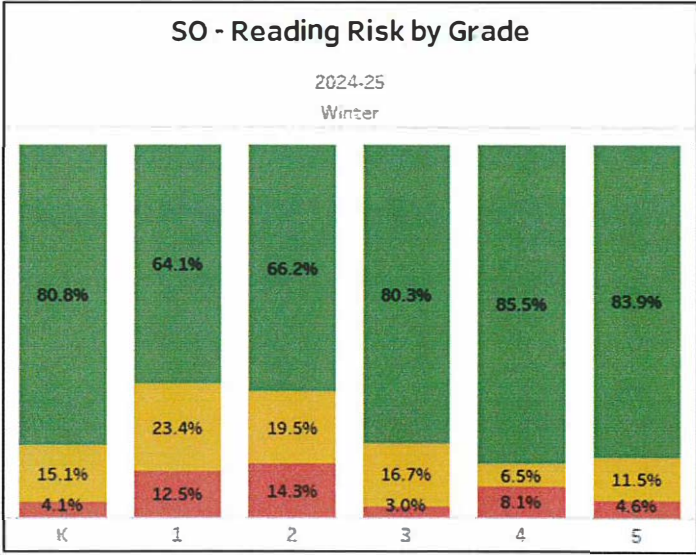
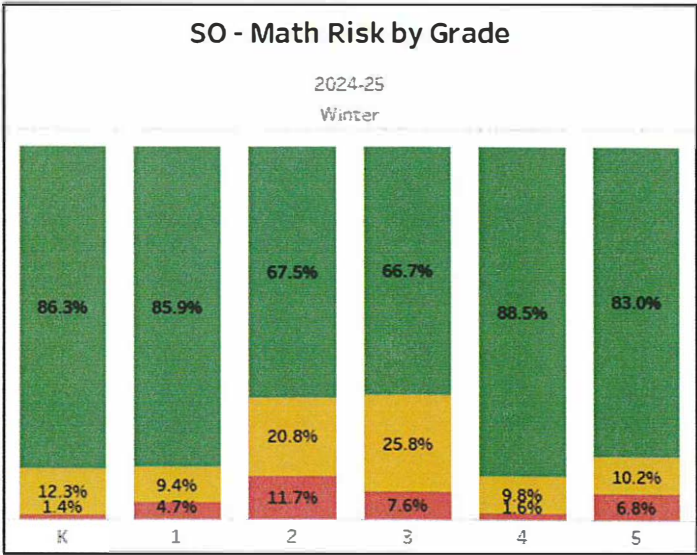
- The historical trend of regular attendance declining as at-risk rates increase at mid-year is once again present.

Next Steps:

- Maintain teacher to family and admin to family phone calls.
- Send out an encouraging mid-year letter to families that will also include an attendance tracker for families to use at home.
- Conduct attendance conferences to identify the barriers, provide support where needed, and co-design intervention plans/attendance agreements.
- Schedule CEB meetings when necessary.

Seven Oaks Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Issa El Hayek, 4 yrs
 Assistant Principal: Katie Waldon, 1yr

Building	Seven Oaks
Enrollment	429
Free/Reduced Lunch	52.0%
ELL	10.0%
BIPOC	64.1%
Special Education	22.4%
Data from the WA State Report Card 2024-2025	

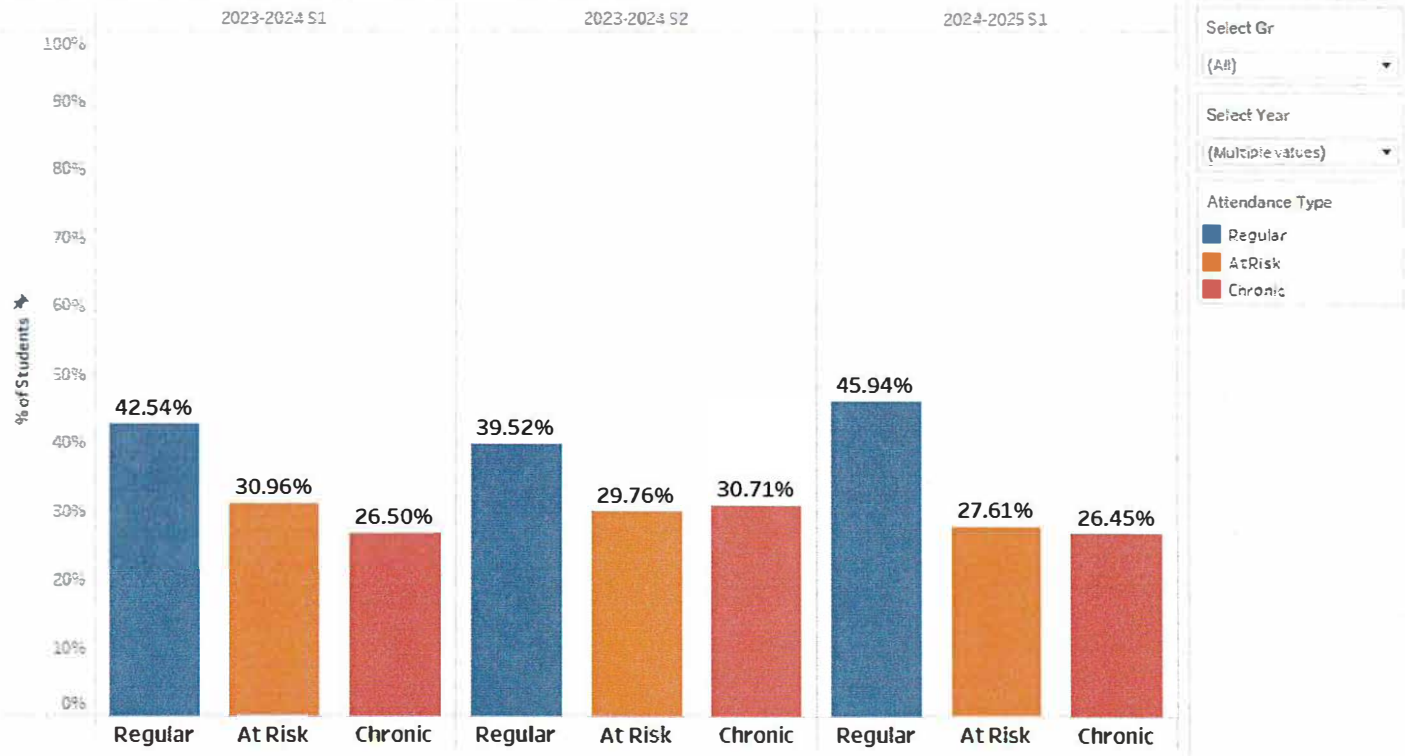


Seven Oaks Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Issa El Hayek, 4 yrs
 Assistant Principal: Katie Waldon, 1yr

Building	Seven Oaks
Enrollment	429
Free/Reduced Lunch	52.0%
ELL	10.0%
BIPOC	64.1%
Special Education	22.4%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for SO *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Woodland Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Amy Richardson, 2 yrs
Asst. Principal: Natalie Evangelista, 1 yr

Building	Woodland
Enrollment	462
Free/Reduced Lunch	42.0%
ELL	2.6%
BIPOC	47.4%
Special Education	32.0%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal 4: Continuous Growth - All Students, All subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Outcome c: Increased growth rate for students experiencing personal and/or systemic barriers to achievement and opportunity.

Academic Gap Goal: By Spring 2025, we will decrease the gap between low-income students and non-low-income students in grades 2 - 5 scoring above the 50thile on the easyCBM math assessment by at least 10%.
 (Currently the gap in these grade levels averages 25%)

Indicators of Progress:

- 2nd grade has closed the gap between low-income and non-low-income students by 1.5% since the Fall assessment
- 4th grade has closed this gap by 6% since the Fall assessment
- The average gap in these grade levels has shrunk from 25% to 22%

Concern Area:

- The achievement gap between low-income and non-low-income students in both 3rd grade and 5th grade has grown significantly since the Fall assessment

Next Steps:

- Identify students not making progress -- provide targeted small group instruction in areas of highest need
- Adjust intervention groups to target students of highest need not already receiving additional support

Strategic Plan Goal 2: Responsible, Resilient, Empowered Learners

Outcome b: Increased percentage of regular school attenders

Behavior or Social Emotional Gap Goal: We will improve the attendance of our low-income students from 37% regular attenders to at least 50% (matching that of their non-low-income peers), by Spring 2025.

Indicators of Progress:

- The gap between low-income and non-low-income regular attenders has shrunk by 2%
- The gap between low-income and non-low-income students across all attendance categories is less than 10%
- Parent contact and attendance meetings are improving attendance for specific students

Concern Area:

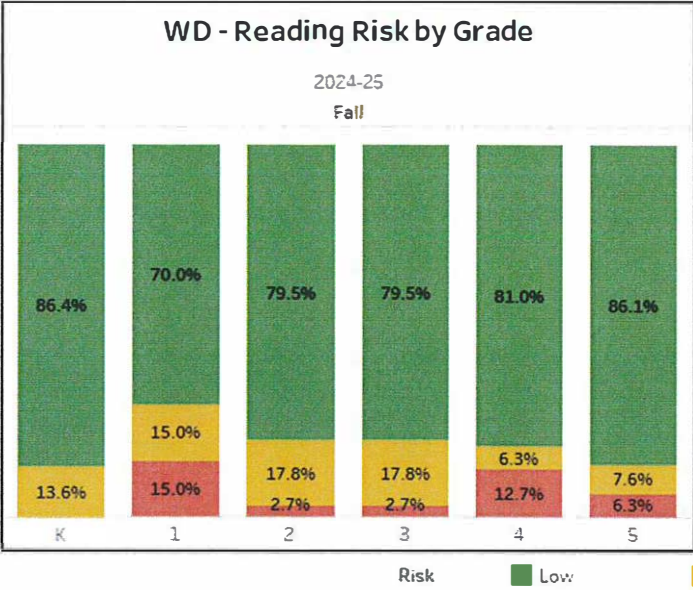
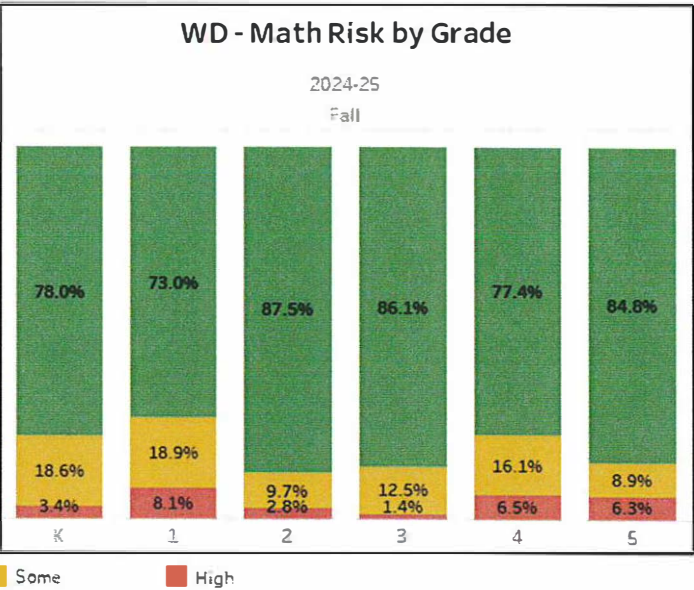
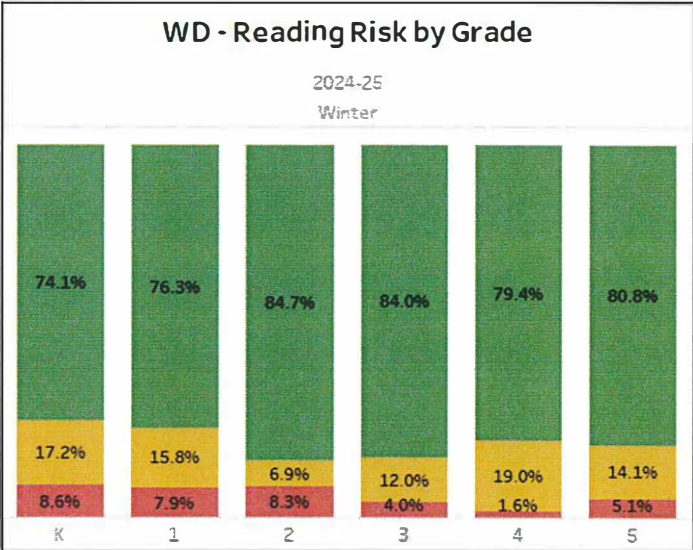
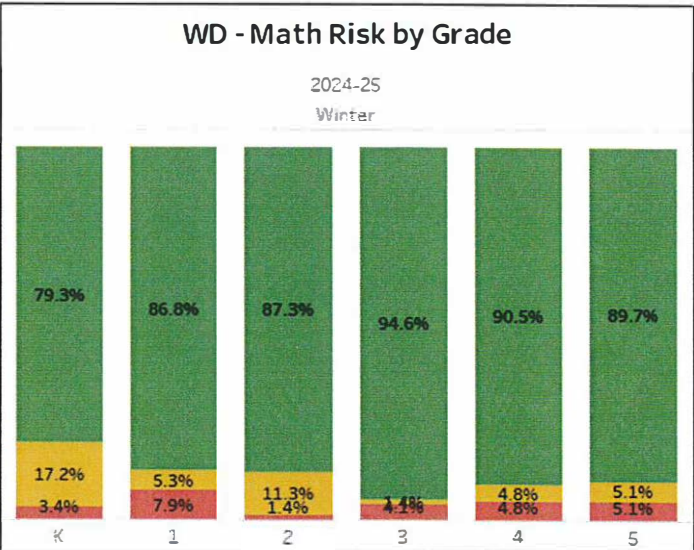
- Regular attenders in both low-income and non-low-income categories are below 50%
- Frequent and lengthy illnesses are impacting attendance rates

Next Steps:

- Continue progress monitoring and encouraging regular attendance
- Continue to promote positive connections between home and school
- Continue to foster positive relationships between with attendance concerns and a trusted adult

Woodland Elementary School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Amy Richardson, 2 yrs
 Asst. Principal: Natalie Evangelista, 1 yr

Building	Woodland
Enrollment	462
Free/Reduced Lunch	42.0%
ELL	2.6%
BIPOC	47.4%
Special Education	32.0%
Data from the WA State Report Card 2024-2025	

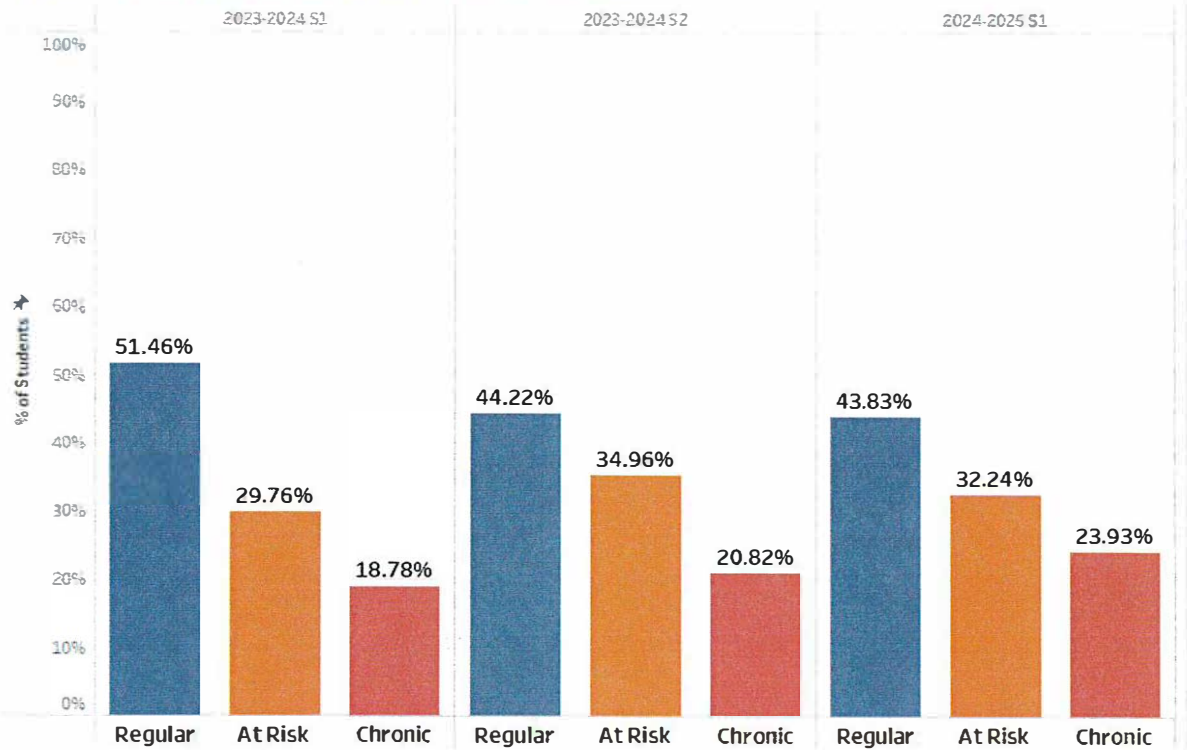


Woodland Elementary School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Amy Richardson, 2 yrs
Asst. Principal: Natalie Evangelista, 1 yr

Building	Woodland
Enrollment	462
Free/Reduced Lunch	42.0%
ELL	2.6%
BIPOC	47.4%
Special Education	32.0%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for WD *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Select School
WD

Select Gr
(All)

Select Year
(Multiple values)

Attendance Type
☒ Regular
☐ At Risk
☐ Chronic

Aspire Performing Arts Academy
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Mike Suhling, 2 yrs.

Building	Aspire MS
Enrollment	322
Free/Reduced Lunch	35.7%
ELL	1.9%
BIPOC	48.8%
Special Education	8.1%
Data from the WA State Report Card 2024-2025	

Strategic Plan Goal: Continuous Growth – All Students, All Subjects: Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

Outcome: a. Increased percentage of students demonstrating proficiency on standards. b. Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts. c. Increased growth rate for students experiencing personal and/or systemic barriers to achievement or opportunity.

Academic Gap Goal: APAA will target a projected increase in Math SBA pass rates from an average 60% in spring of 2024 to 65% in spring of 2025 AND in ELA SBA pass rates from an average of 65% in spring of 2024 to 70% in spring of 2025.

INDICATORS OF PROGRESS (Organized by Fall 2024-25 SIP Action Item):

Action Item: Emphasis on acquiring skills by allowing repeated assessment opportunities without grading detriment.

- Aspire has fully implemented the 4-point scale and unlimited retest opportunities each quarter to prove proficiency.

Action Item: Increased usage of Advisory time for core-flex support for students that need further instruction.

- Aspire staff has revised the advisory program to provide nearly 2 hours a week for students to receive further instruction in content and/or receive guided support in schoolwork. Nearly 150 students are involved with these supports.
- 20% decrease in students with 3 or more late/missing assignments (2nd Quarter-Week 3 data to 3rd Quarter-Week 3 data)

Action Items: Encouraging and accepting practice worksheets (homework) for full graded credit until the end of each quarter to mitigate the challenges faced by students in low-income homes. - AND- Increased school rewards for students completing all assignments and maintaining strong work completion for classes.

- Full school, unified mid-quarter and end-quarter deadline for missing or late work for full graded credit established.
- Additional reward via Aspire PTO for completing all work and maintaining C or better in all classes established.

Action Item: Increased communication with families through direct invite as a canvas observer.

- All Aspire parents have been invited to Canvas as observers as a standard of operation.
- Also, every parent is now notified every week if their student has a posted D/F or is missing more than 2 assignments.

Action Item: Math teacher evaluation goals align with the goals of Aspire SIP, utilizing easyCBM to track/monitor progress.

- Math easyCBM scores show strong, stable levels of low risk with nearly 90% of Aspire Mathematicians at low risk at all grade levels. Only 3.8%, 7.5% and 3.7% show high risk in 6th, 7th, and 8th grade respectfully.

Concern Area: Teacher assigned homework, targeted at building semantic memory, has an increasingly low completion rate. This limits rates of student's long-term, semantic memory gains in all subjects, limiting independent skills attainment.

Next Steps: Aspire plans to continue to refine the use of advisory for staff-supported schoolwork. The repetition of skills is necessary to support the development of each student's long-term memory in math. We also intend to elevate our parent education systems to help parents understand their important role in supporting at-home academic skills practice as well.

Strategic Plan Goal: Responsible, Resilient, Empowered Learners: Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Outcome: b. Increased percentage of regular school attenders.

Academic Gap Goal: APAA will increase regular attendance rates from 42.76% in the second semester of 2023-24 to 55% in the second semester of 2024-25.

INDICATORS OF PROGRESS (Organized by Fall 2024-25 SIP Action Item):

Action Item: Monthly communications with parents about the importance of attendance for both MS and HS success. -AND- Tracking excessive excused absences at 10, 15, 20, and 25 to ensure that we are seeking to intervene and support students/families early with clear processes for excessive excused absences -AND- Offer home visit support to unify school and parent.

- All items are accomplished and will continue through the end of the school year.
- Positive indication of progress: 2023-24 to 2024-25: 30% reduction in students with 20 or more absences in 1st semester.

Action Item: Encouraging positive involvement and connection through clubs and leadership opportunities for students at Aspire. -AND- Providing and encouraging a personal connection between each student and at least one adult in the school.

- Aspire has increased enrollment in clubs and activities with an additional 18% of students participating in multiple performing arts and a 20% increase in club membership, specifically FBLA.

Aspire Performing Arts Academy
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Mike Suhling, 2 yrs.

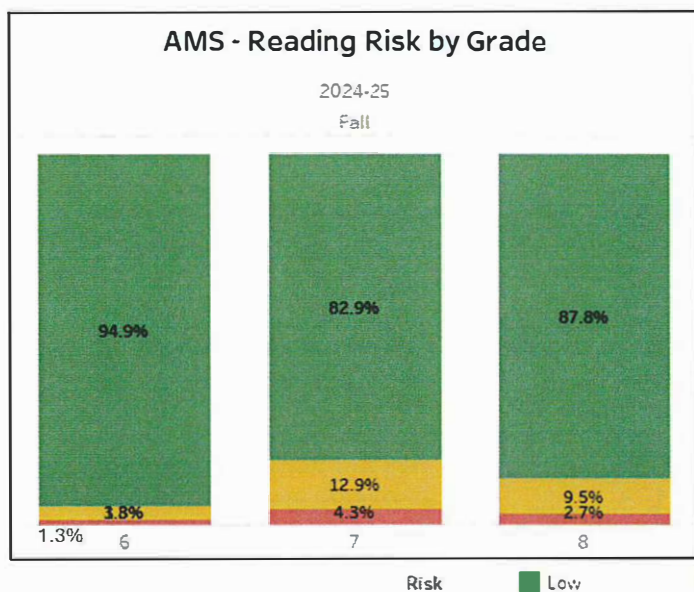
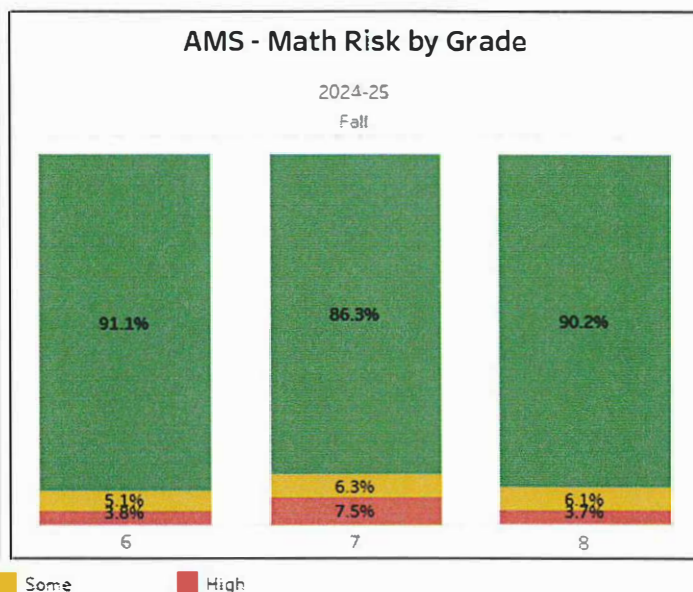
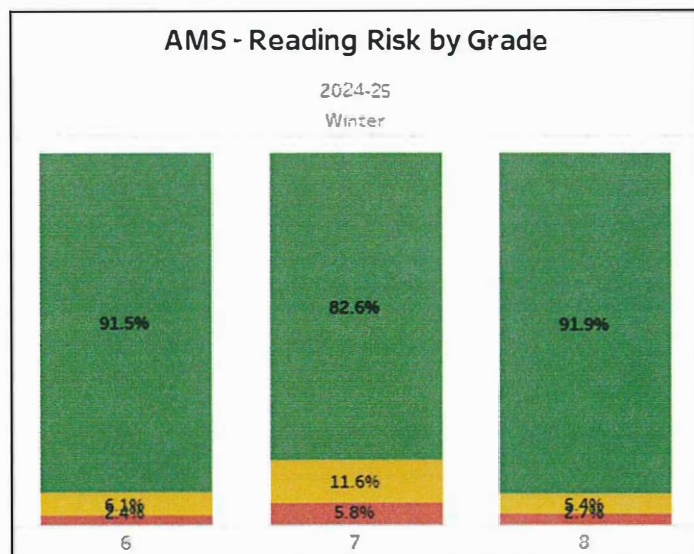
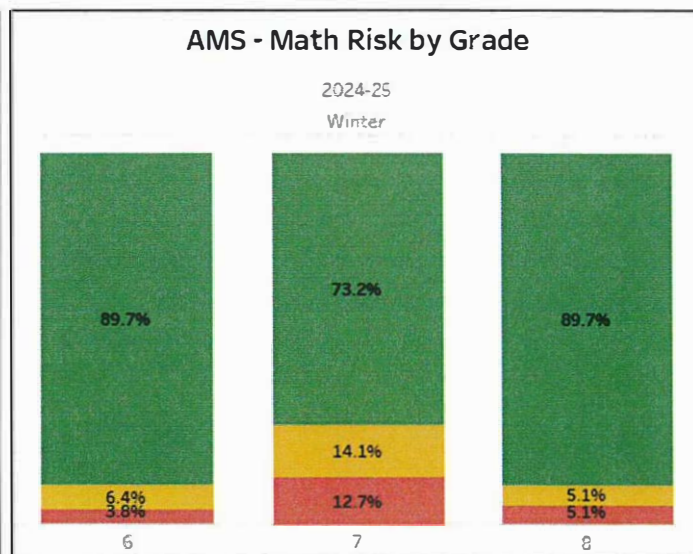
Building	Aspire MS
Enrollment	322
Free/Reduced Lunch	35.7%
ELL	1.9%
BIPOC	48.8%
Special Education	8.1%
Data from the WA State Report Card 2024-2025	

Action Items: Continuing to increase performance opportunities that encourage commitment to school community/sense of belonging. -AND- Increase in PTO events and activities to encourage increased attendance and excitement in school.

- Additional performance opportunities and PTO events populate our calendar including 3 dances, multiple performing arts field trip opportunities, and many grade-level, PTO sponsored school-day competitions to encourage positive school attendance.

Concern Area: Attendance remains a paramount concern with 69 students absent more than 10 days as of the start of semester 2.

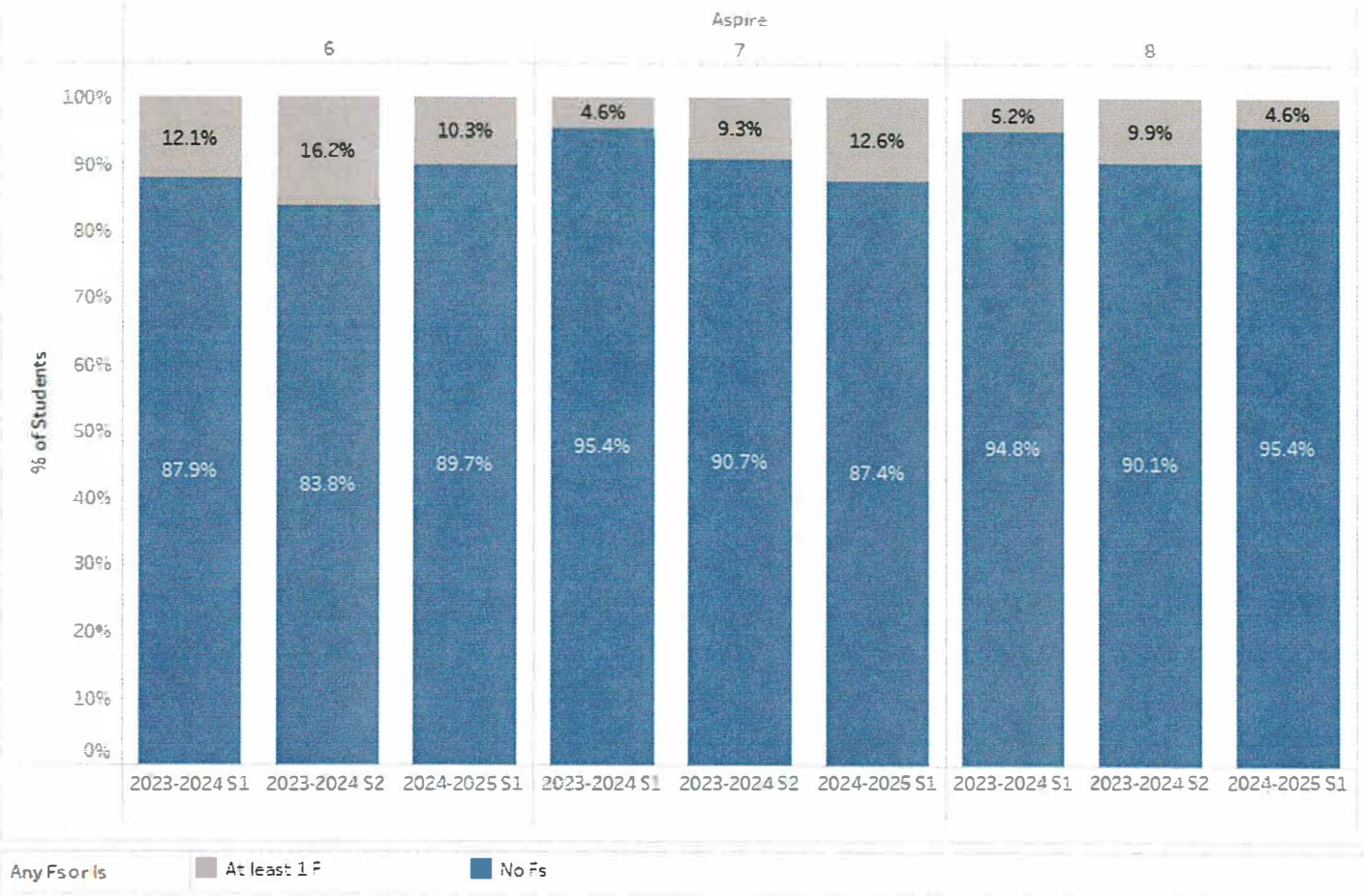
Next Steps: Aspire will continue to track student absences, reach out to support families, and work to educate parents on the crucial role they have in ensuring positive attendance, including what it means for their child if they are chronically absent. The only thing we can do is educate, encourage, and support.



Aspire Performing Arts Academy
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Mike Suhling, 2 yrs.

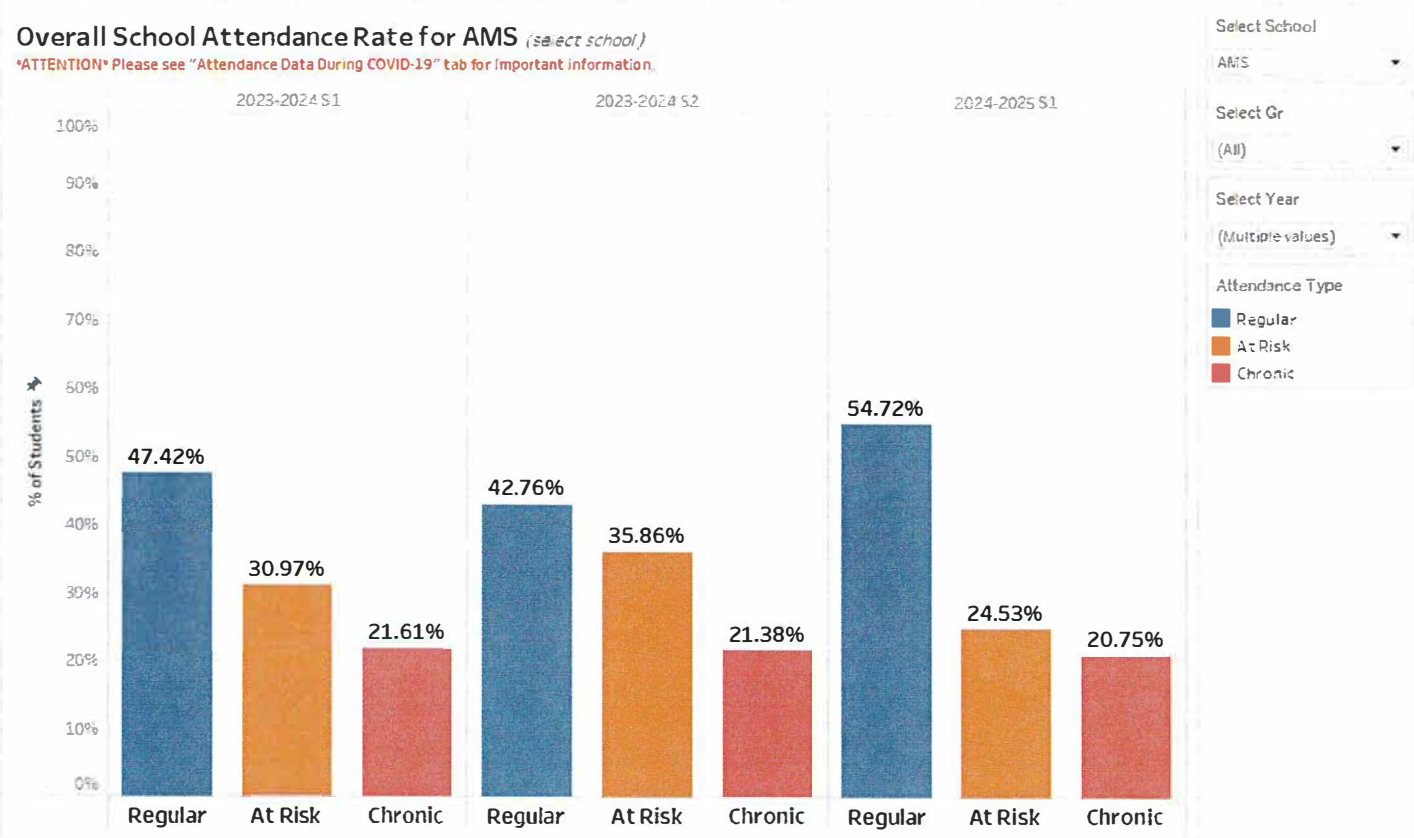
Building	Aspire MS
Enrollment	322
Free/Reduced Lunch	35.7%
ELL	1.9%
BIPOC	48.8%
Special Education	8.1%
Data from the WA State Report Card 2024-2025	

Overall % of MS students passing all classes by school and grade - Aspire



Aspire Performing Arts Academy
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Mike Suhling, 2 yrs.

Building	Aspire MS
Enrollment	322
Free/Reduced Lunch	35.7%
ELL	1.9%
BIPOC	48.8%
Special Education	8.1%
Data from the WA State Report Card 2024-2025	



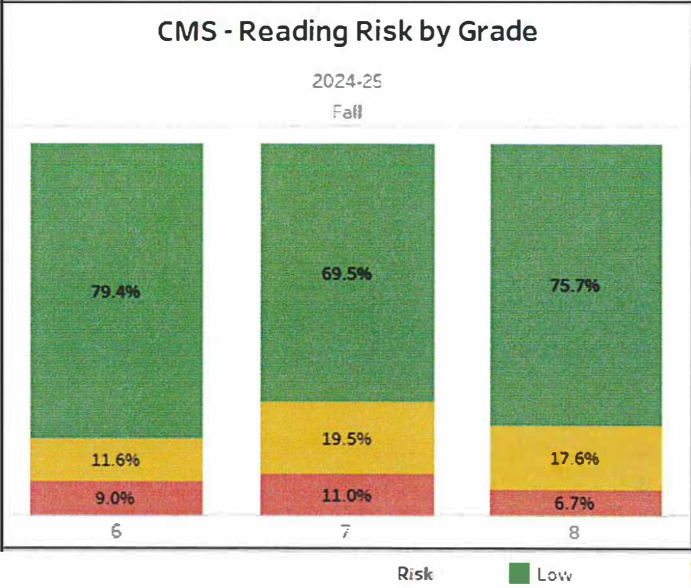
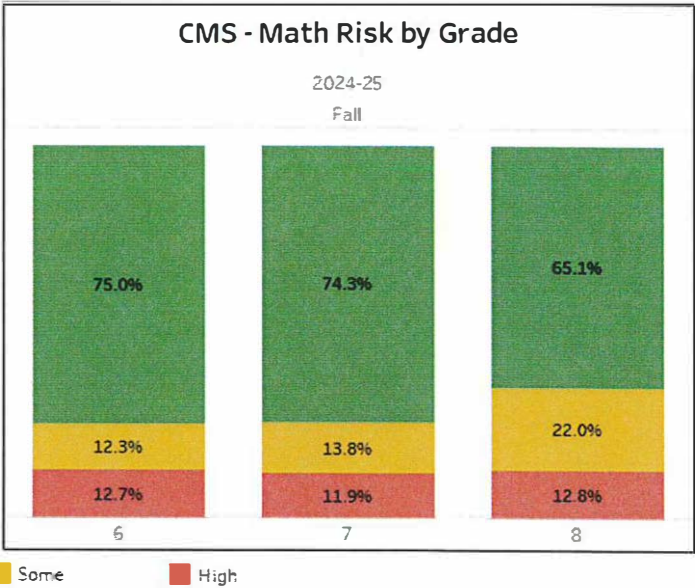
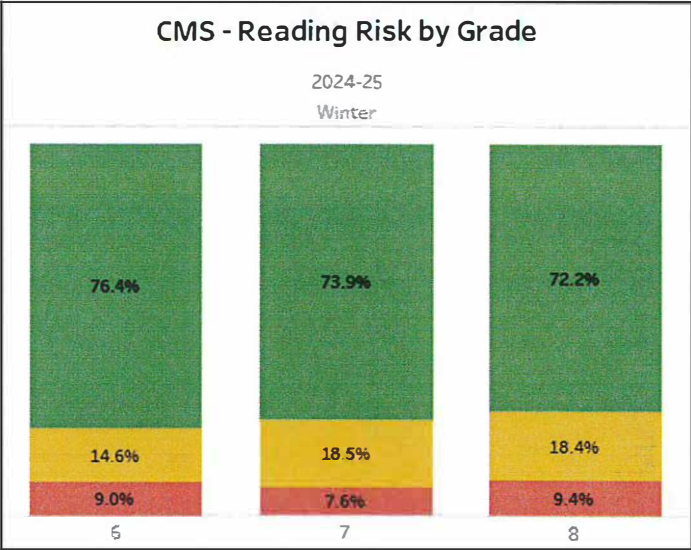
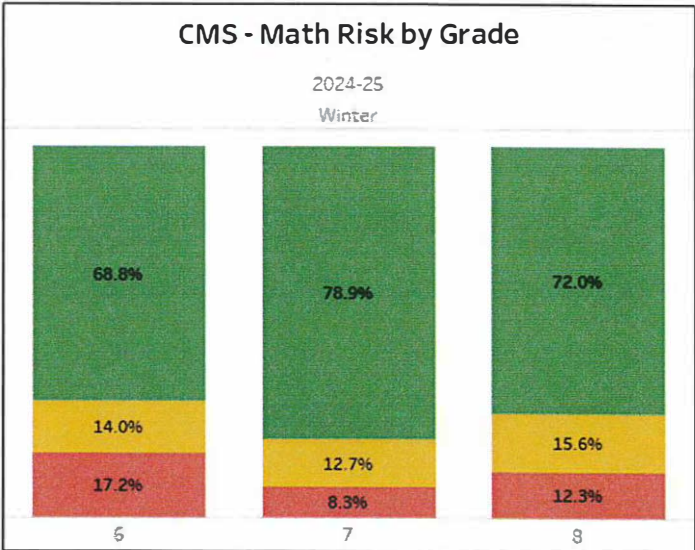
Chinook Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Jason Greer, 1 yr
Assistant Principal: Haley Hathaway, 1 yr

Building	Chinook MS
Enrollment	745
Free/Reduced Lunch	54.2%
ELL	9.3%
BIPOC	61.5%
Special Education	17.7%
Data from the WA State Report Card 2024-2025	

<p>Strategic Plan Goal 4: Continuous Growth– All Students, All Subjects: Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.</p> <p>Outcome c: Increased growth rate of underperforming groups eliminating achievement and opportunity gaps.</p> <p>Academic Gap Goal: By the spring of 2025, the student growth percentile on the math SBA for our students with IEPs will increase from the 34th percentile to above the 50th percentile.</p> <p>Indicators of Progress:</p> <ul style="list-style-type: none"> As measured by the math easyCBM, the percent of students in the low-risk category increased for 7th and 8th grade, while also reducing the percent of students in the high-risk category. Our students receiving special education services made huge math growth fall to winter as measured by the easyCBM. This was particularly true for 6th grade students with high risk dropping from 46% to 33%, and 7th grade students with high risk dropping from 26% to 10%. <p>Concern Area:</p> <ul style="list-style-type: none"> As measured by the math easyCBM, the percent of all 6th grade students in the low-risk category decreased and high risk increased. <p>Next Steps:</p> <ul style="list-style-type: none"> We have a multi-year goal to improve teacher collaboration by providing common planning time and structured professional learning communities. We are preparing to pilot coteaching at the 6th grade level. Students in special education will receive specially designed instruction with their peers in the general education classroom.
<p>Strategic Plan Goal 3: Critical Thinkers and Solution Seekers – Every student will demonstrate skills in creative and evaluative reasoning, communication, and collaboration to address challenges in a socially just and democratic society.</p> <p>Outcome b: Increase the percentage of students applying learning to collaboratively engage in solving relevant challenges within the classroom, school, and community.</p> <p>Behavioral or SEL Gap Goal: By the spring of 2025 our number of major referrals will make up less than 50% of our overall referral count, last year major referrals made up 63% of total referrals.</p> <p>Indicators of Progress:</p> <ul style="list-style-type: none"> We are meeting our goal. Year to date, only 37% of our referrals are major referrals. The remaining are minor. Overall, our referrals have decreased by 25%, from 892 last year to 661 this year. We meet weekly to analyze our SWIS behavior data to identify students who need additional supports to be successful at school. <p>Concern Area:</p> <ul style="list-style-type: none"> The trend data shows major referrals, though down overall, are beginning to increase as a ratio to minors. We continue to see the need to grow our staff’s skills in the use of restorative interventions. <p>Next Steps:</p> <ul style="list-style-type: none"> The assistant principal is leading a book study on <i>Hacking School Discipline</i>, focusing on restorative interventions. We are developing common schoolwide expectations for students and staff, so students have a similar experience regardless of who is teaching their class.

Chinook Middle School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Jason Greer, 1 yr
 Assistant Principal: Haley Hathaway, 1 yr

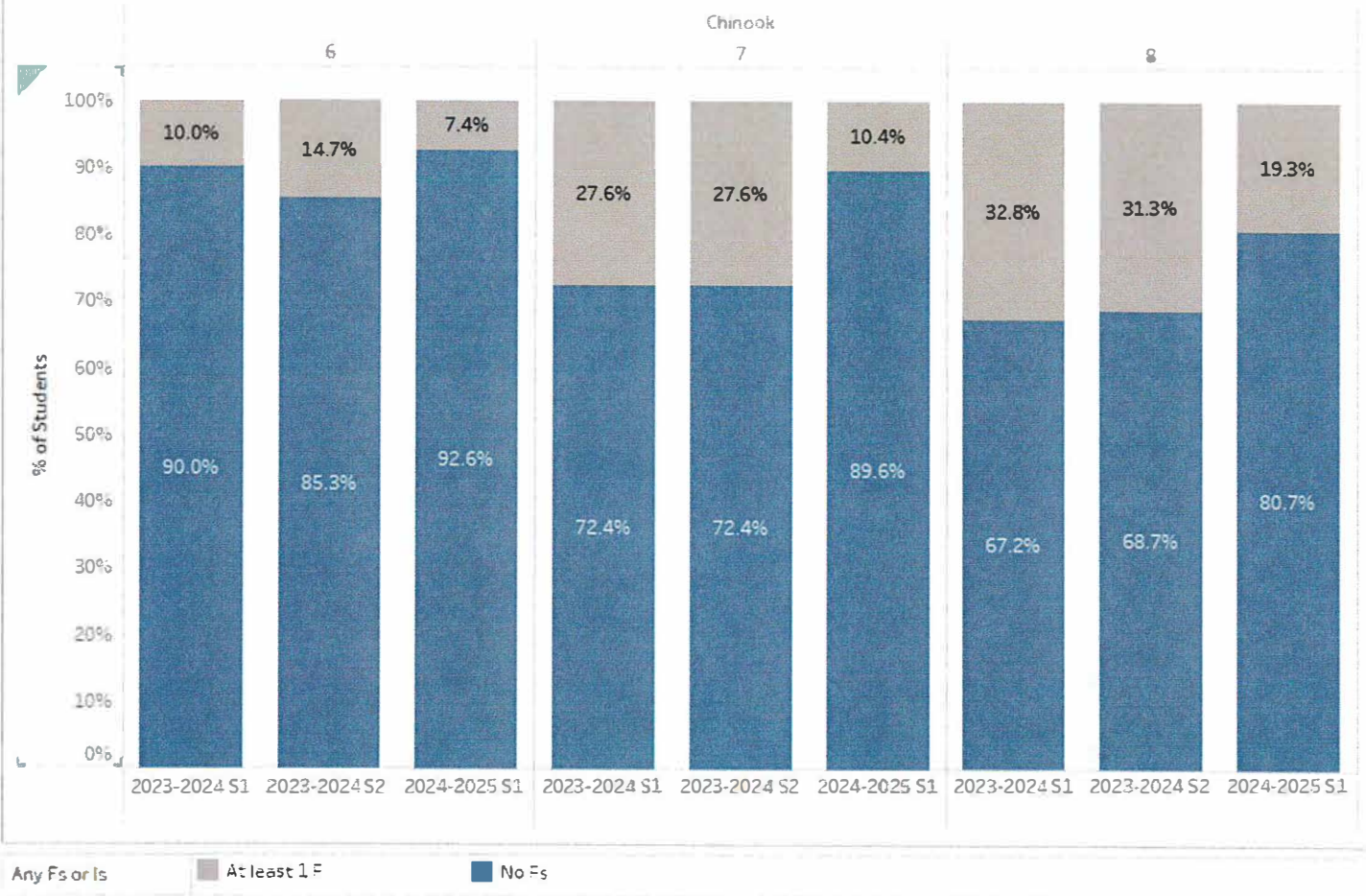
Building	Chinook MS
Enrollment	745
Free/Reduced Lunch	54.2%
ELL	9.3%
BIPOC	61.5%
Special Education	17.7%
Data from the WA State Report Card 2024-2025	



Chinook Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Jason Greer, 1 yr
Assistant Principal: Haley Hathaway, 1 yr

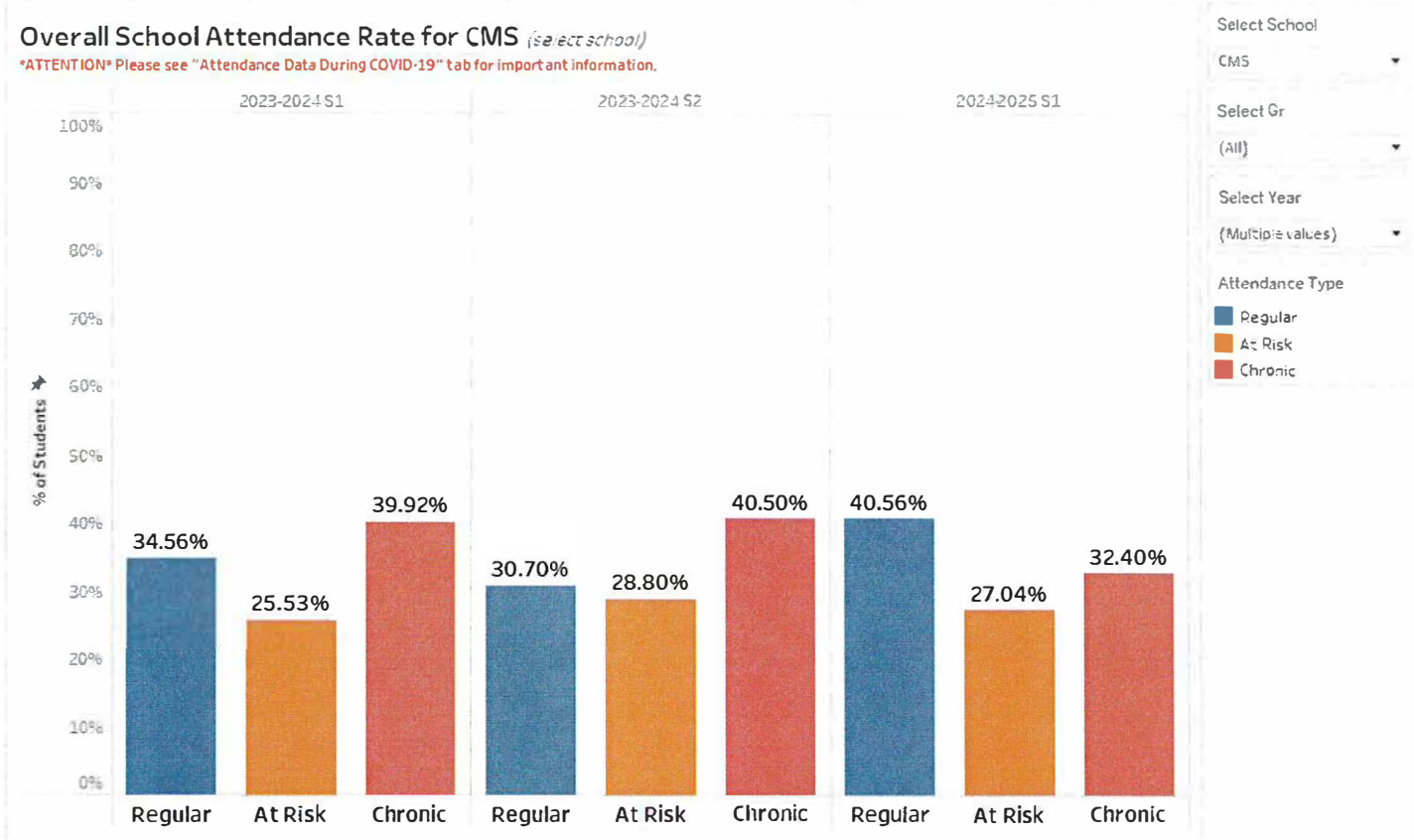
Building	Chinook MS
Enrollment	745
Free/Reduced Lunch	54.2%
ELL	9.3%
BIPOC	61.5%
Special Education	17.7%
Data from the WA State Report Card 2024-2025	

Overall % of MS students passing all classes by school and grade - Chinook



Chinook Middle School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Jason Greer, 1 yr
 Assistant Principal: Haley Hathaway, 1 yr

Building	Chinook MS
Enrollment	745
Free/Reduced Lunch	54.2%
ELL	9.3%
BIPOC	61.5%
Special Education	17.7%
Data from the WA State Report Card 2024-2025	



Komachin Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Nate Grygorcewicz, 4 yrs
Assistant Principal: Shawn McDonald, 4 yrs

Building	Komachin MS
Enrollment	641
Free/Reduced Lunch	48.4%
ELL	4.7%
BIPOC	59.6%
Special Education	19.5%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal 4-Continuous Growth – All Students, All Subjects. Outcome a. – Increased percentage of students demonstrating proficiency on standards.

ACADEMIC GAP GOAL: The percentage of 6-8th grade students meeting expectations on the 2024 math SBA will increase by at least 10% compared to last year’s math SBA results in each grade level.
 Gap area focus: increasing low SES students' scores by 20% in math at all grade levels

Indicators of Progress:

- The percentage of 6th grade students scoring in the low-risk category on the math easyCBM slightly decreased from 80% in the Fall to 77% in the Winter.
- The percentage of 7th grade students scoring in the low-risk category on the math easyCBM stayed the same at 78% in the Fall to 78% in the Winter.
- The percentage of 8th grade students scoring in the low-risk category on the math easyCBM saw a significant increase, rising from 71% in the Fall to 84% in the Winter.
- The percentage of low-income students scoring in the low-risk category on the math easyCBM improved from 71 % in the Fall to 72% in the Winter.

CONCERN AREA:

- Gaps in math skills for all our students.

NEXT STEPS:

- Use of interim SBA assessments to inform instruction.
- Expand tutoring and reteaching opportunities for students before and after school.
- Meet with math PLC to analyze student data and share best practices for our students.
- Prioritize math intervention classes into next year’s master schedule

Strategic Plan Goal 2 – Responsible, Resilient, Empowered Learners, Outcome a. – Increased percentage of students meeting social, emotional, and behavioral expectations.

BEHAVIOR GAP GOAL: During 2nd semester of the 2024-2025 school year, 67% of Komachin middle school students had “at risk or chronic” attendance. In 2024-2025, we will decrease the percentage of KMS students with at risk or chronic attendance to 55% or less as measured by the 2nd semester attendance data.

Komachin Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Nate Grygorcewicz, 4 yrs
Assistant Principal: Shawn McDonald, 4 yrs

Building	Komachin MS
Enrollment	641
Free/Reduced Lunch	48.4%
ELL	4.7%
BIPOC	59.6%
Special Education	19.5%
Data from the WA State Report Card 2024-2025	

Indicators of Progress:

- In the 1st semester of the 2024-25 school year, 60% of Komachin Middle School students exhibited "at risk or chronic" attendance, compared to 67% in the 2nd semester of the 2023-2024 school year.
- For Hispanic students at Komachin Middle School, 56% had "at risk or chronic" attendance in the 1st semester of 2024-2025. This marks an improvement from 64% in the 1st semester of 2023-2024, 75% in the 1st semester of 2022-2023, and 79% in the 1st semester of the 2021-2022 school year.

CONCERN AREA:

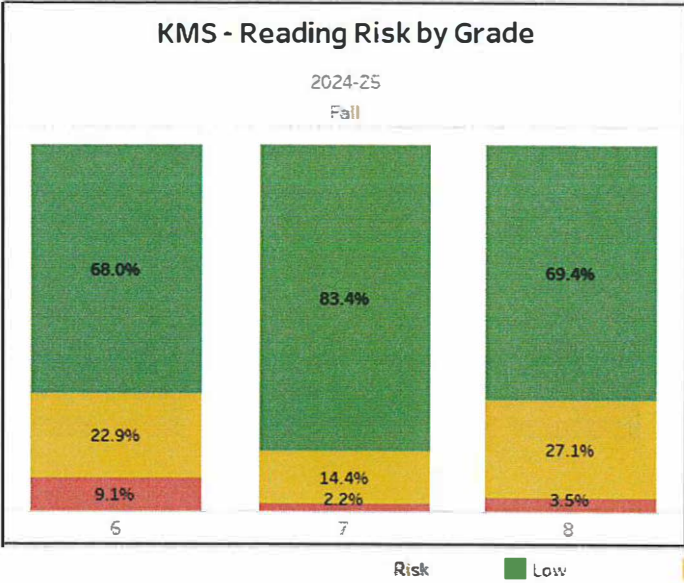
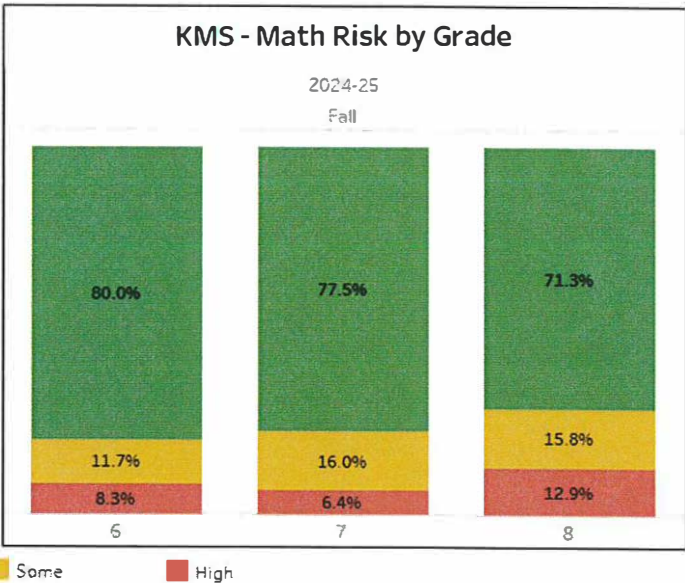
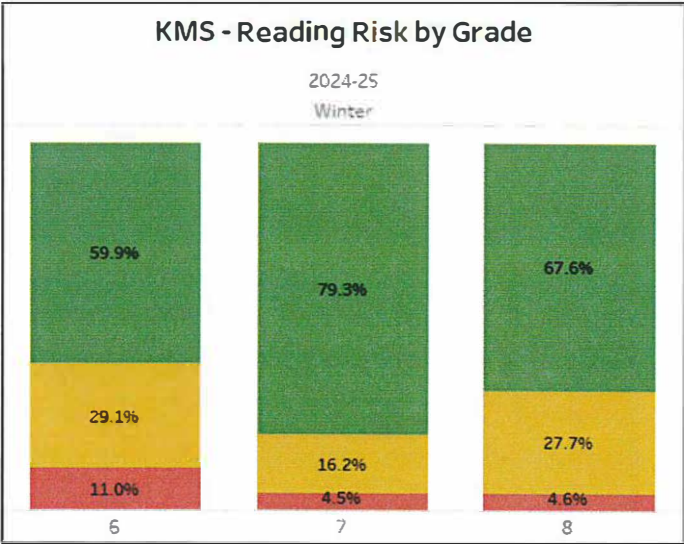
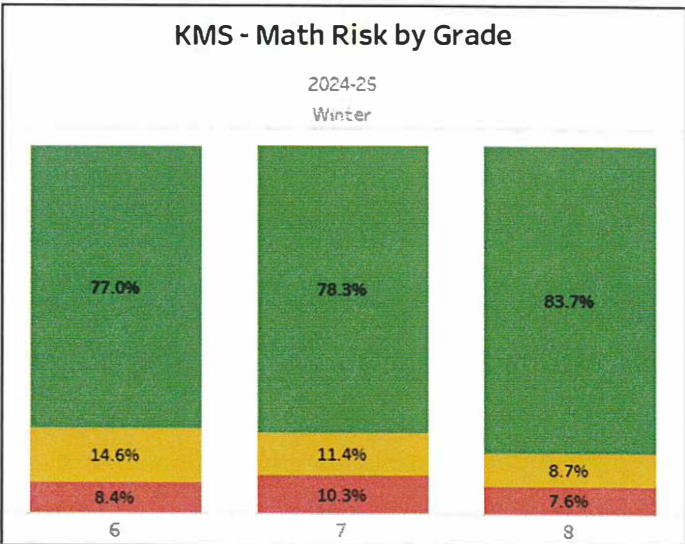
- The continued high percentage of Komachin middle school students that fall into the "at risk or chronic" attendance categories.

NEXT STEPS:

- Continue to schedule CEB meetings with students and families to address needs and resources to help students struggling to attend school regularly.
- Individual incentives or rewards for students meeting attendance goals.
- Phone calls home from teachers, administrators, and counselors to help struggling attenders.
- Small counseling groups to help struggling students with attendance.

Komachin Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Nate Grygorcewicz, 4 yrs
Assistant Principal: Shawn McDonald, 4 yrs

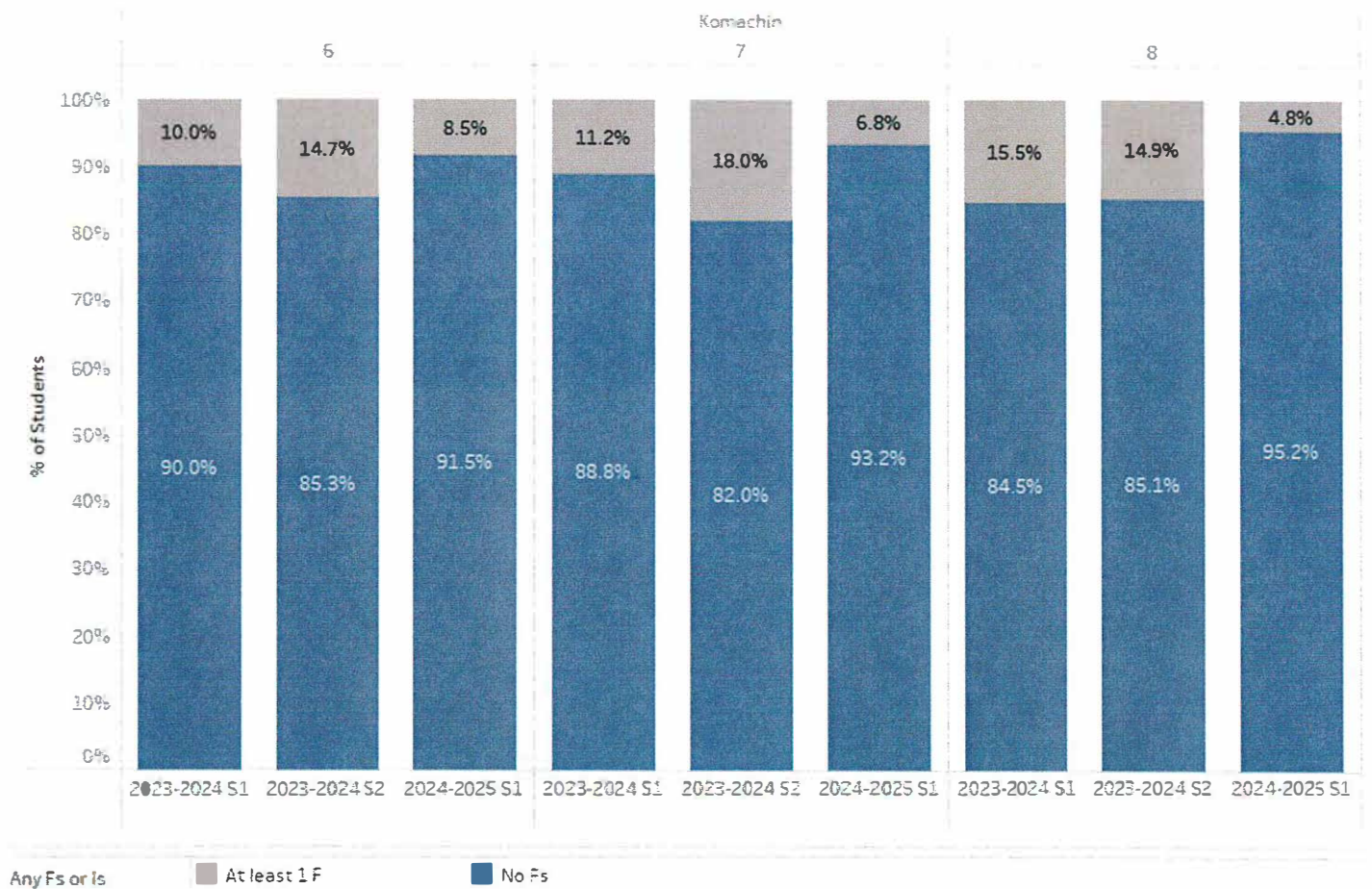
Building	Komachin MS
Enrollment	641
Free/Reduced Lunch	48.4%
ELL	4.7%
BIPOC	59.6%
Special Education	19.5%
Data from the WA State Report Card 2024-2025	



Komachin Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Nate Grygorcewicz, 4 yrs
Assistant Principal: Shawn McDonald, 4 yrs

Building	KomachinMS
Enrollment	641
Free/Reduced Lunch	48.4%
ELL	4.7%
BIPOC	59.6%
Special Education	19.5%
Data from the WA State Report Card 2024-2025	

Overall % of MS students passing all classes by school and grade - Komachin



Komachin Middle School

2024-2025 School Improvement Plan

Spring Board Presentation

Principal: Nate Grygorcewicz, 4 yrs

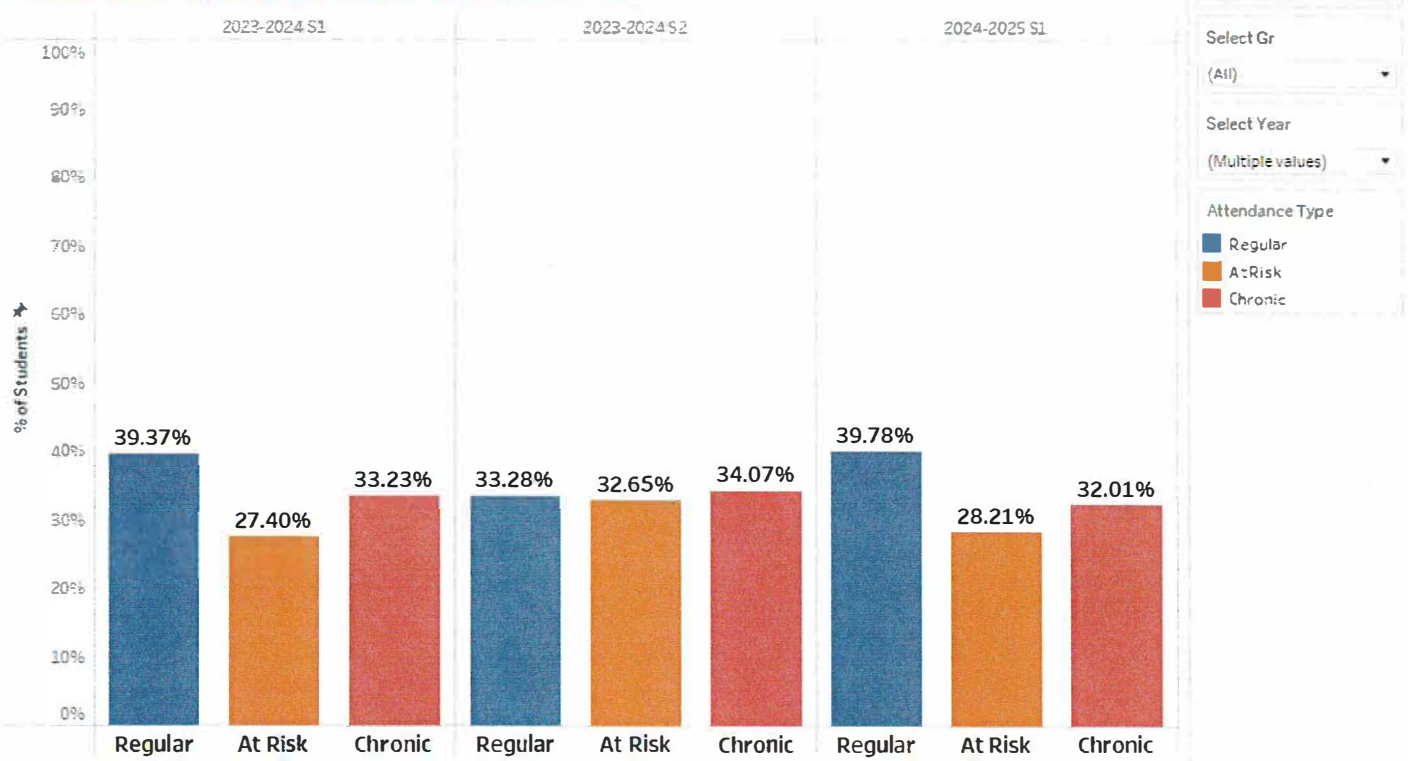
Assistant Principal: Shawn McDonald, 4 yrs

Building	Komachin MS
Enrollment	641
Free/Reduced Lunch	48.4%
ELL	4.7%
BIPOC	59.6%
Special Education	19.5%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for KMS (select school)

ATTENTION

Please see "Attendance Data During COVID-19" tab for important information.



Nisqually Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Courtney Crawford, 3 yrs
Assistant Principal: David Eaker, 2 yrs

Building	Nisqually MS
Enrollment	792
Free/Reduced Lunch	49.9%
ELL	10.5%
BIPOC	59.2%
Special Education	16.9%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal: Goal 5 Preparedness for Post-Secondary Success: Every student will successfully navigate critical transitions in their personalized learning trajectory and will graduate from high school prepared for success in college, career, and postsecondary experience.

Outcome a.: An increased percentage of students passing classes in grades 6-9, culminating in an increased percentage of 10th grade students on track to graduate.

Academic Gap Goal: Students passing the math SBA will improve for the following subgroups of 6th Grade students:

Low SES: 11.3% to 19%

Hispanic: % 12.3% to 20%

ELL Students: 7.1% to 12%

Students receiving SPED services: 2.8% to 10%

Indicators of Progress: The academic gap in math for our 6th-grade students from low socioeconomic backgrounds has narrowed, improving from a 20% difference in the fall to 12% in the winter on the easyCBM assessment. Additionally, our ELL students showed significant growth, with the percentage scoring above the 50th percentile increasing from 9% in the fall to 22% in the winter.

Concern Area:

The academic gap in math remains significant for our 6th-grade students receiving special education services, with a 33% difference compared to their peers on the winter EasyCBM assessment

Next Steps:

- Strategic utilization of the Math Instructional Specialist to provide job-embedded support, model high-impact instructional strategies, and elevate core math instruction by:
 - * Deepening teachers' explicit engagement with UDL principles
 - * Strengthening teachers' application of High Leverage Practices
 - * Supporting teachers and systems in fostering student accountability and engagement in learning

Strategic Plan Goal: Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Outcome a.: Increased percentage of students meeting social, emotional, and behavioral expectations.

Behavior or Social Emotional Gap Goal: The *average yearly* percentage of 8th grade students of low SES who are chronic non-attenders will decrease from 50% to 40%.

Indicators of Progress:

For the 2024/2025 school year our 8th grade low SES student who are chronic non-attenders started strong with an average of 44% chronic non-attenders in September and October.

Concern Area:

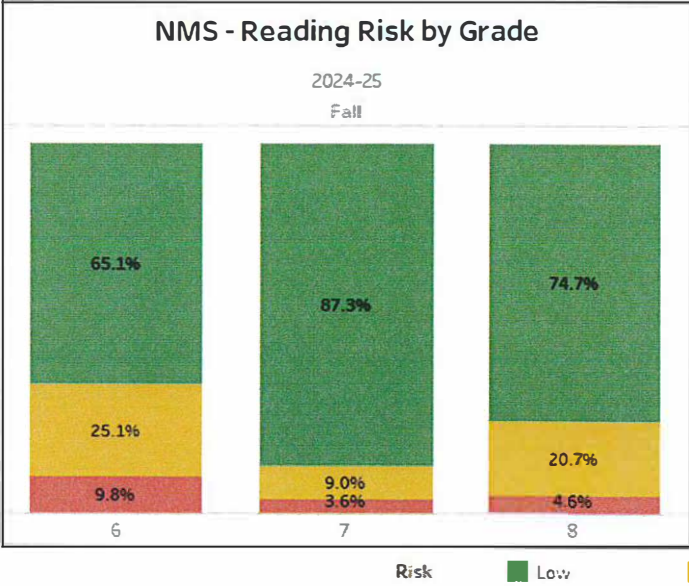
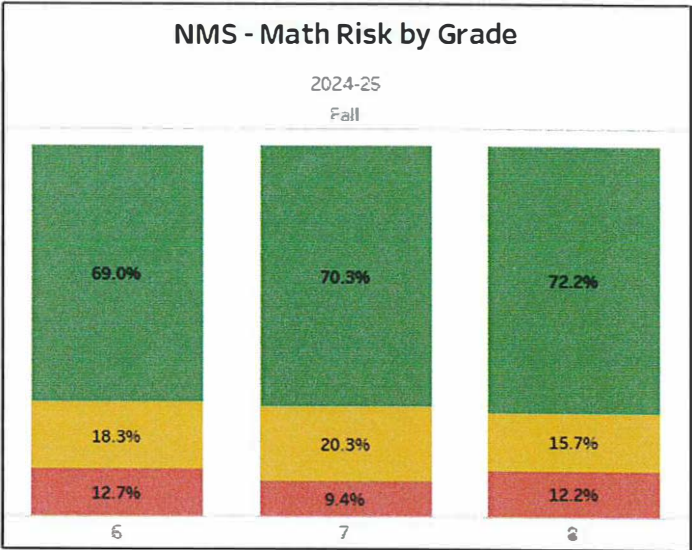
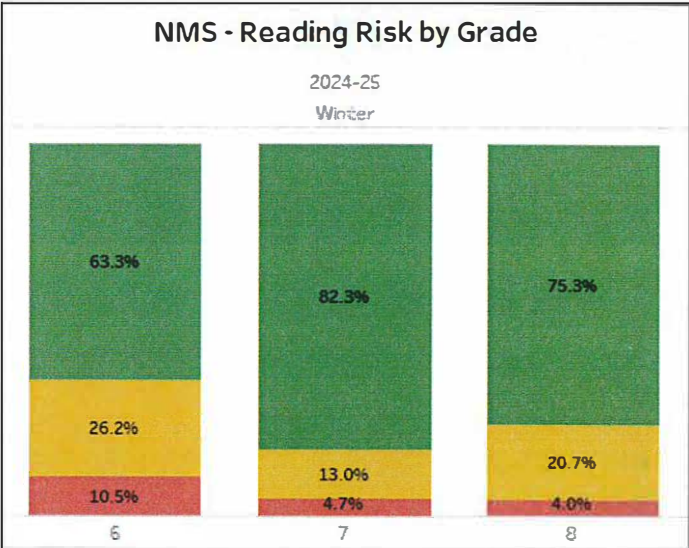
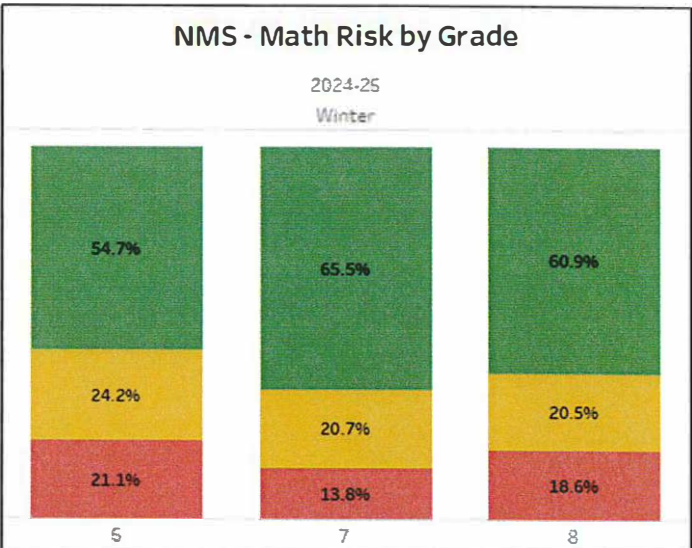
There is an increase in chronic nonattenders among our 8th grade students during November 56% and December 60%.

Next Steps:

- Continue scheduling CTB meetings with student, counselor, and parent to problem solve attendance struggles.
- Individual incentives and rewards for students who meet their attendance goals with daily check ins from admin team.
- Revisiting attendance contracts made during CTB meetings to ensure they are working and/or adjust the plan as needed.

Nisqually Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Courtney Crawford, 3 yrs
Assistant Principal: David Eaker, 2 yrs

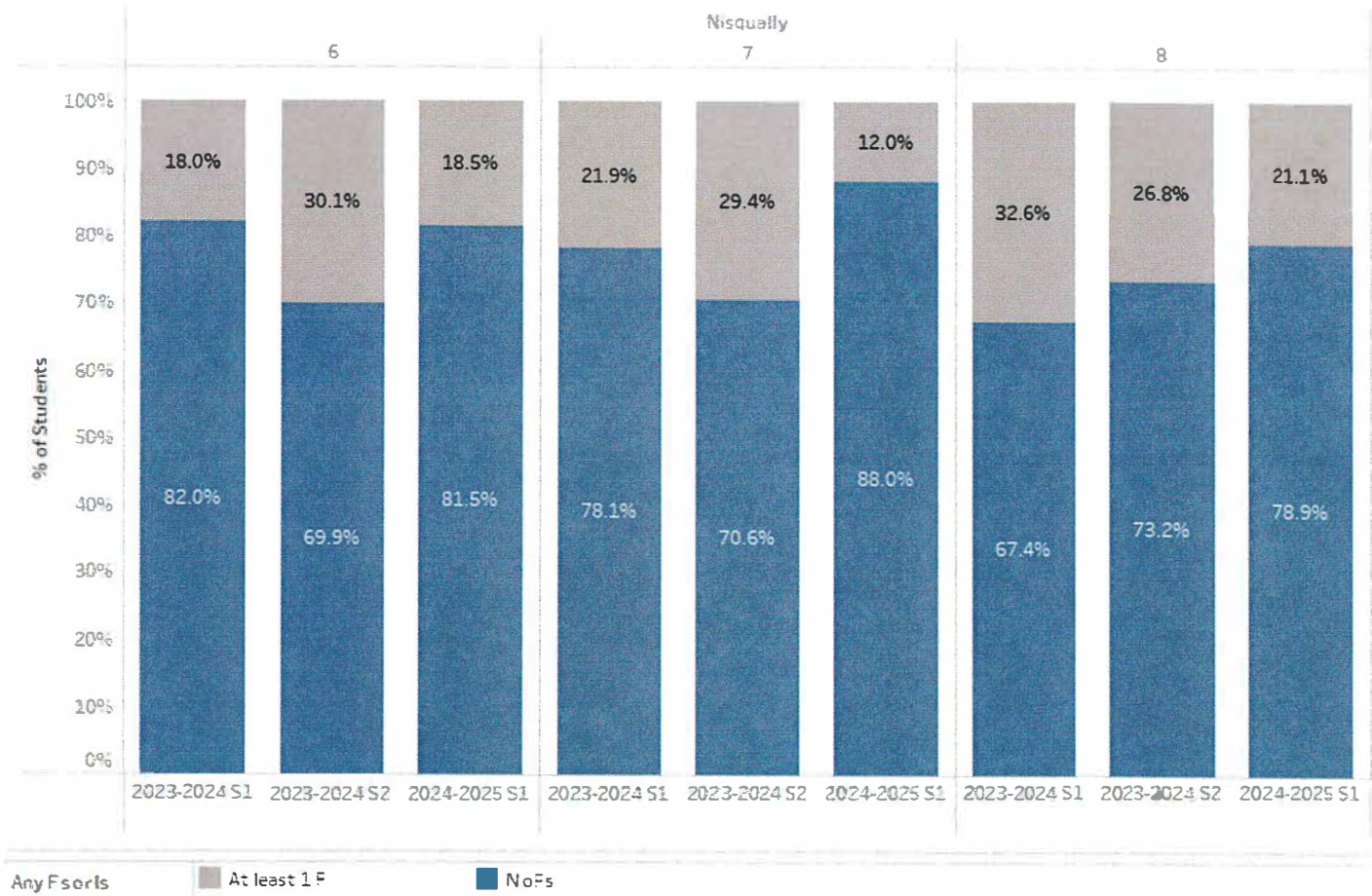
Building	Nisqually MS
Enrollment	792
Free/Reduced Lunch	49.9%
ELL	10.5%
BIPOC	59.2%
Special Education	16.9%
Data from the WA State Report Card 2024-2025	



Nisqually Middle School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Courtney Crawford, 3 yrs
 Assistant Principal: David Eaker, 2 yrs

Building	Nisqually MS
Enrollment	792
Free/Reduced Lunch	49.9%
ELL	10.5%
BIPOC	59.2%
Special Education	16.9%
Data from the WA State Report Card 2024-2025	

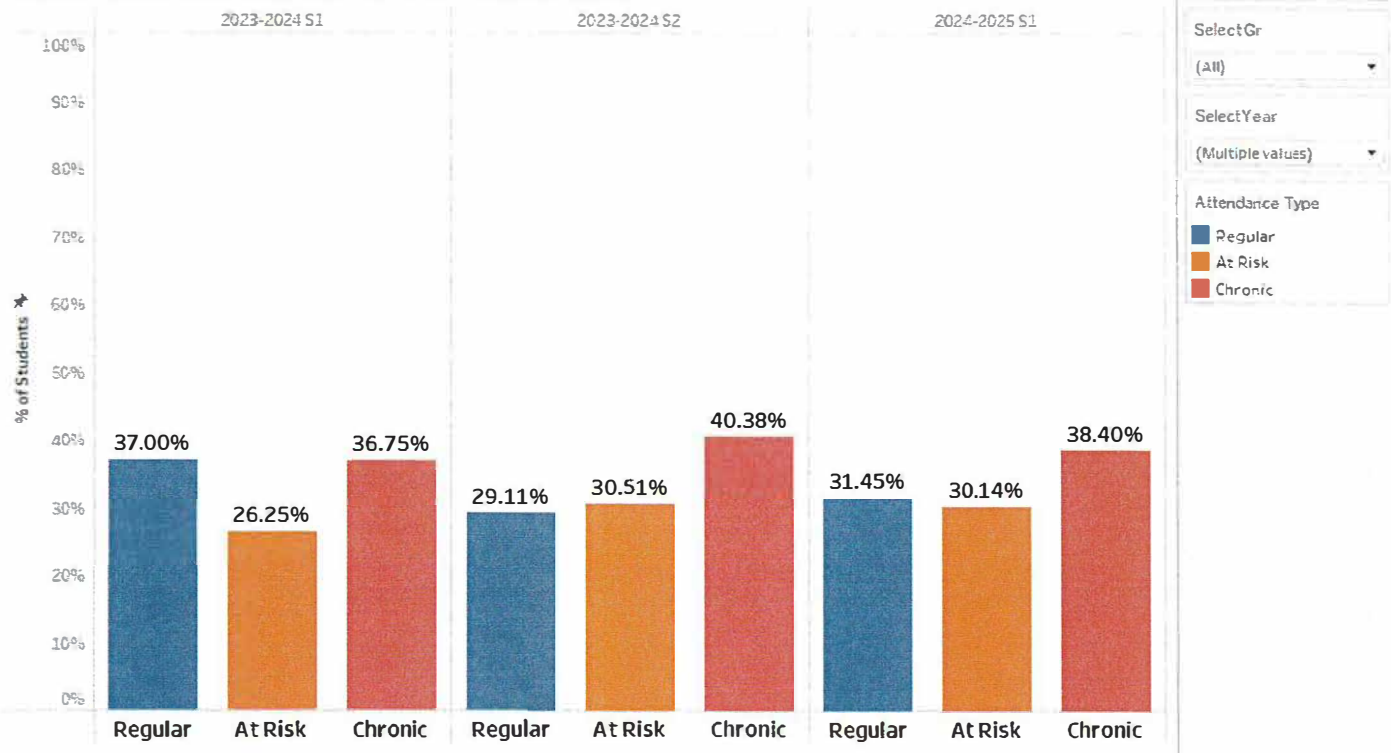
Overall % of MS students passing all classes by school and grade - Nisqually



Nisqually Middle School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Courtney Crawford, 3 yrs
 Assistant Principal: David Eaker, 2 yrs

Building	Nisqually MS
Enrollment	792
Free/Reduced Lunch	49.9%
ELL	10.5%
BIPOC	59.2%
Special Education	16.9%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for NMS *(select school)*
 ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Salish Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: David Crane, 3 yrs
Asst. Principal: Patrick Egrubay, 3 yrs

Building	Salish MS
Enrollment	753
Free/Reduced Lunch	49.0%
ELL	5.6%
BIPOC	59.2%
Special Education	18.7%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal 4: Continuous Growth– All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards. Outcome C– Increased growth rate of underperforming groups eliminating achievement and opportunity gaps.

ACADEMIC GAP GOAL: The percentage of 6-8th grade Salish Middle School students meeting expectations on the 2025 math SBA will increase by at least 10% compared to last year’s math SBA results in each grade level.

INDICATORS OF PROGRESS:

- Our winter easyCBM scores show a decrease in percentage of students at low risk at each grade level.
- Our winter easyCBM scores also show a decrease of percentage of students at high risk at each grade level.
- Our winter easyCBM scores show an increase in our 7th grade Hispanic students at low risk from 35.9% to 41.4%.

CONCERN AREA:

- Gaps in math skills persist for all our students.
- Our 7th grade Hispanic students saw over a 5% increase of the percentage of students in low risk from Fall to Winter.

NEXT STEPS:

- ABC Time on Tuesdays and Thursdays during advisory increase time for students to meet with math teachers for additional support.
- Students continue to monitor their own progress and set goals in areas needing improvement.
- Before School Math Help to support students who need re-test or re-teach opportunities.
- Four teachers are utilizing vertical whiteboards to engage students with Building Thinking Classroom methodologies.
- Meet with math PLC to analyze student data and share best practices for our students.

Strategic Plan Goal 2: Responsible, Resilient, Empowered Learners

Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Outcome a.: Increased percentage of students meeting social, emotional, and behavioral expectations.

BEHAVIOR GAP GOAL: During 2nd semester of the 2023-2024 school year, (65%) of Salish Middle School students had “at risk or chronic” attendance. In 2024-2025, we will decrease the percentage of Salish Middle School students with at risk or chronic attendance to our pre-COVID rates of 50% or less as measured by the 2nd semester attendance data.

INDICATORS OF PROGRESS:

- During the first semester of 2024-2025, 45.6% of Salish students qualify as regular attenders. This is a 9% increase of regular attendance compared to 2023-2024.
- We continue to have 54.4% of our students qualify as at risk or chronic attenders.

CONCERN AREA:

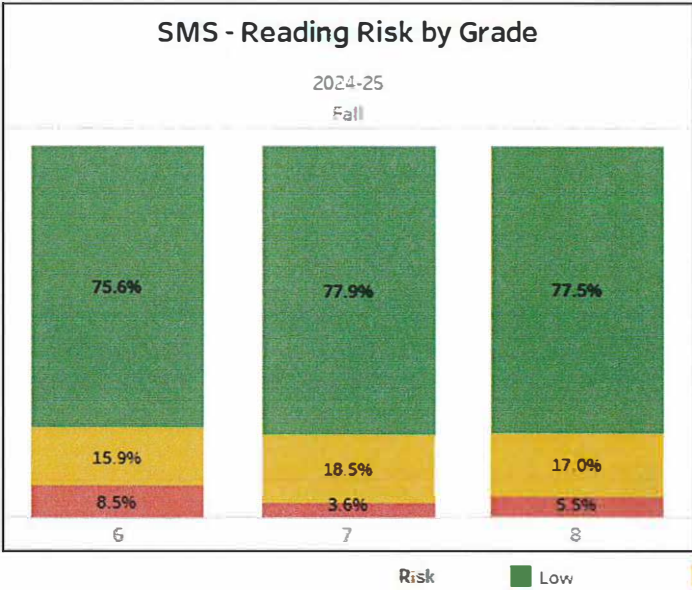
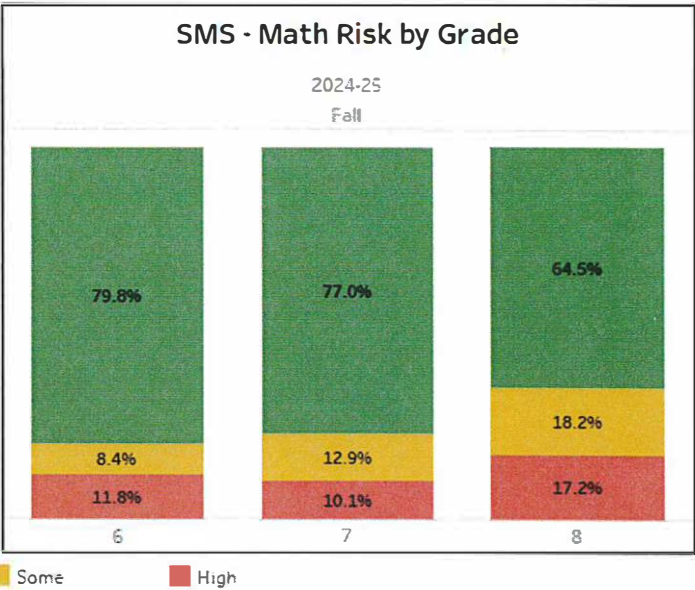
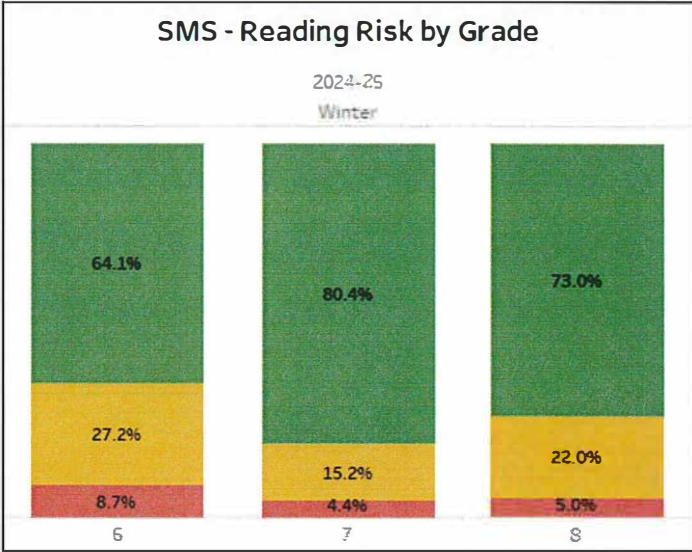
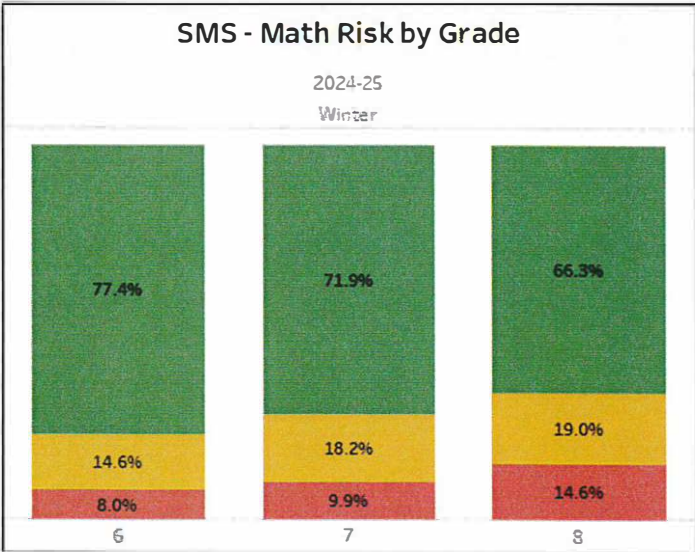
- A high percentage (54.4%) of Salish students across all three grades fall into the “at risk or chronic” attendance categories.

NEXT STEPS:

- CEB meetings with students and families to problem solve attendance struggles.
- Individual incentives or rewards for students meeting attendance goals.
- All school focus on decreasing tardiness and importance of coming to school, with quarterly pop up parties to celebrate students with no tardies.
- A focus on positive connections to school through ACT Club Days and all school celebrations.

Salish Middle School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: David Crane, 3 yrs
Asst. Principal: Patrick Egrubay, 3 yrs

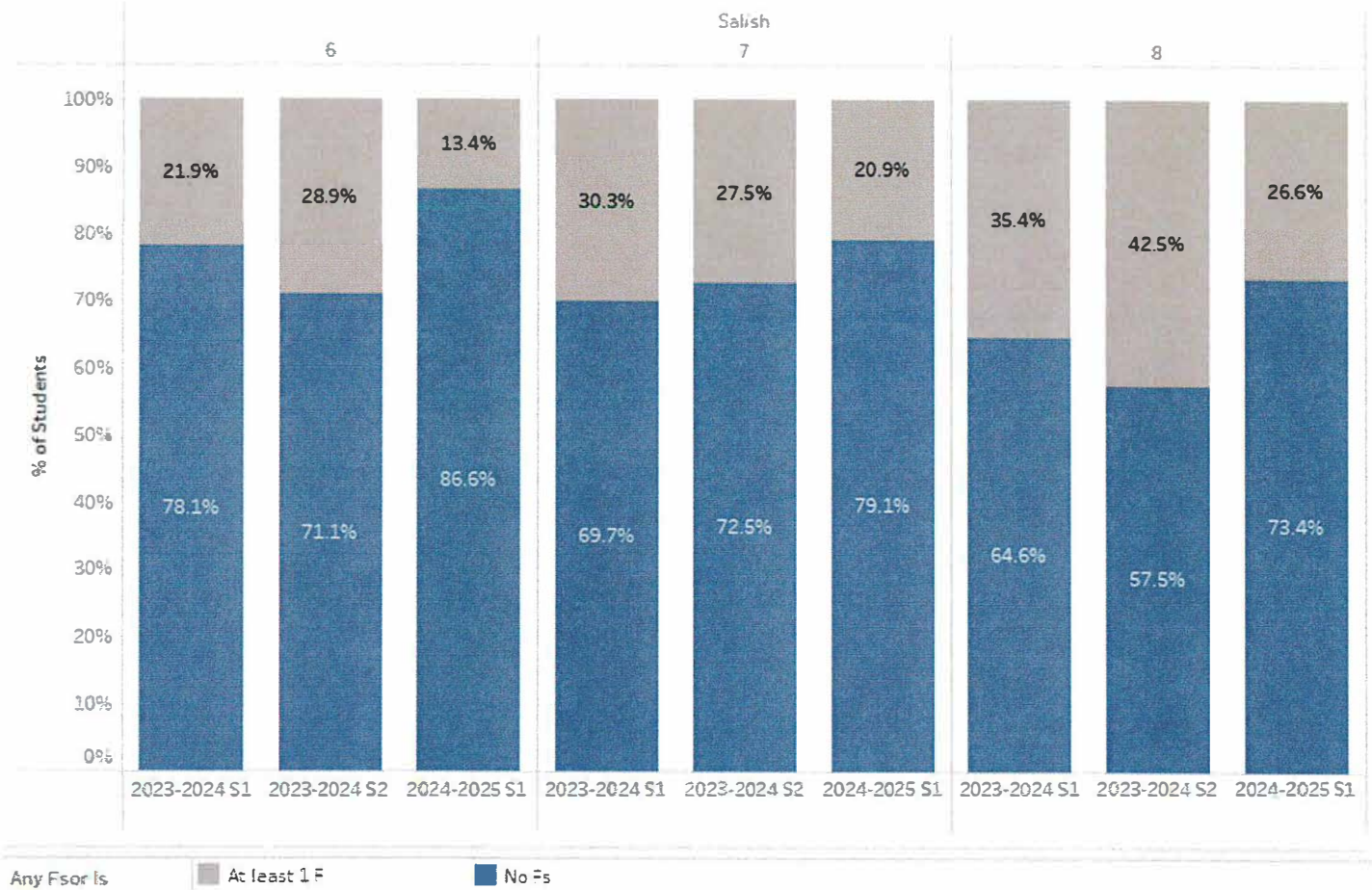
Building	Salish MS
Enrollment	753
Free/Reduced Lunch	49.0%
ELL	5.6%
BIPOC	59.2%
Special Education	18.7%
Data from the WA State Report Card 2024-2025	



Salish Middle School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: David Crane, 3 yrs
 Asst. Principal: Patrick Egrubay, 3 yrs

Building	Salish MS
Enrollment	753
Free/Reduced Lunch	49.0%
ELL	5.6%
BIPOC	59.2%
Special Education	18.7%
Data from the WA State Report Card 2024-2025	

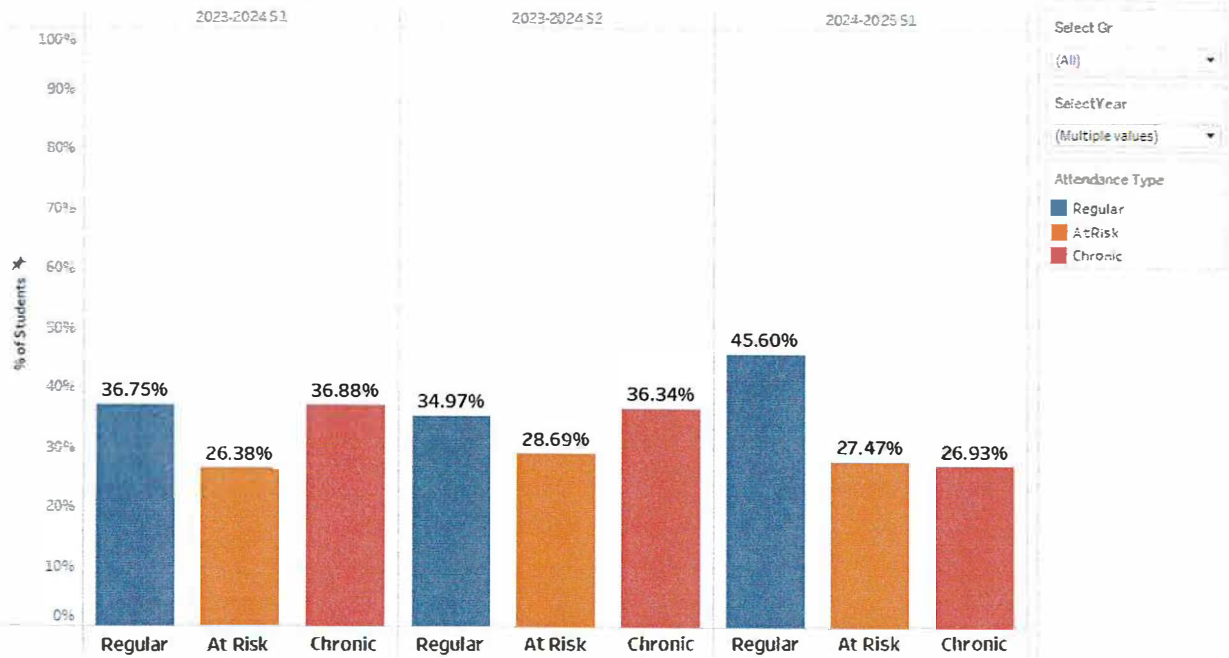
Overall % of MS students passing all classes by school and grade - Salish



Salish Middle School
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: David Crane, 3 yrs
 Asst. Principal: Patrick Egrubay, 3 yrs

Building	Salish MS
Enrollment	753
Free/Reduced Lunch	49.0%
ELL	5.6%
BIPOC	59.2%
Special Education	18.7%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for SMS *(select school)*
 ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Envision Career Academy
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Dr. Brody LaRock, 4 yrs

Building	Envision Career Academy
Enrollment	141
Free/Reduced Lunch	58.2%
ELL	3.5%
BIPOC	48.9%
Special Education	34.8%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal 5: Preparedness for Post-Secondary Success

Outcome a: Increased percentage of students passing classes in grades 6-9, culminating in an increased percentage of 10th grade students on track to graduate.

Outcome b: Increased high school graduation rates for all student groups.

Academic Gap Goal: Increase passing rates of 9th graders from SY23-24 Q1 (57%), S1 (74%), Q3 (65%), S2 (79%) and SY24-25 current percentage (50%) to 90% at all 4 benchmarks (S1 & S2).

Indicators of Progress: At Q1 and S1: 60% of all 9th graders passed all classes. Of the 12 not passing at least one class, at Q1, 5 were not passing more than one class. At S1 those 5 were passing all but 1.

Concern Area:

All 12 students not passing at least one class receive either MLL, 504, or IEP interventions and accommodations.

1-MLL

3-504

8-IEP

7 out of the 12 students not passing at least one class have chronic absenteeism

Next Steps:

- We are realizing that this cohort of 9th graders missed key skills during the pandemic like basic computer skills, measurement, and basic social skills connected to school readiness, to name a few. We are working to better isolate the gaps and adjust our lessons and units to teach to their needs.
- Continue to offer "Repair Shops" for students to get additional academic support and resubmit assignments and assessments, requiring those not passing to attend specific repair shops.
- Continue to refine grading practices following a 5-session series of PD with CTE Coach, Chris Groen.
- Ensure Tier 1 practices are in place every day.
- Communicate with families earlier and more frequently about academic concerns.

Strategic Plan Goal: Goal 2: Responsible, Resilient, Empowered Learners

Outcome b: Increased percentage of regular school attenders.

Behavioral or SEL Gap Goal: Increase percentage of 9th Grade Regular Attenders from SY23-24 for Q1 53%, S1 44% and Q3 35% and SY24-25 current Q1 percentage 43% to 70% from SY23-24 to end of school year SY24-25.

Indicators of Progress: At SY24-25 Q1 43% of all 9th graders were regularly attending school. At S2, 38% of all 9th graders regularly attended.

Concern Area:

Of the 18 non-regular attenders:

- 11 have chronic absenteeism (defined by excused + unexcused + suspensions = 9 or more days absent)
- 6 students are our homeless 9th grade students
- 6 students have IEPs
- 1 MLL
- 5 have 504 plans

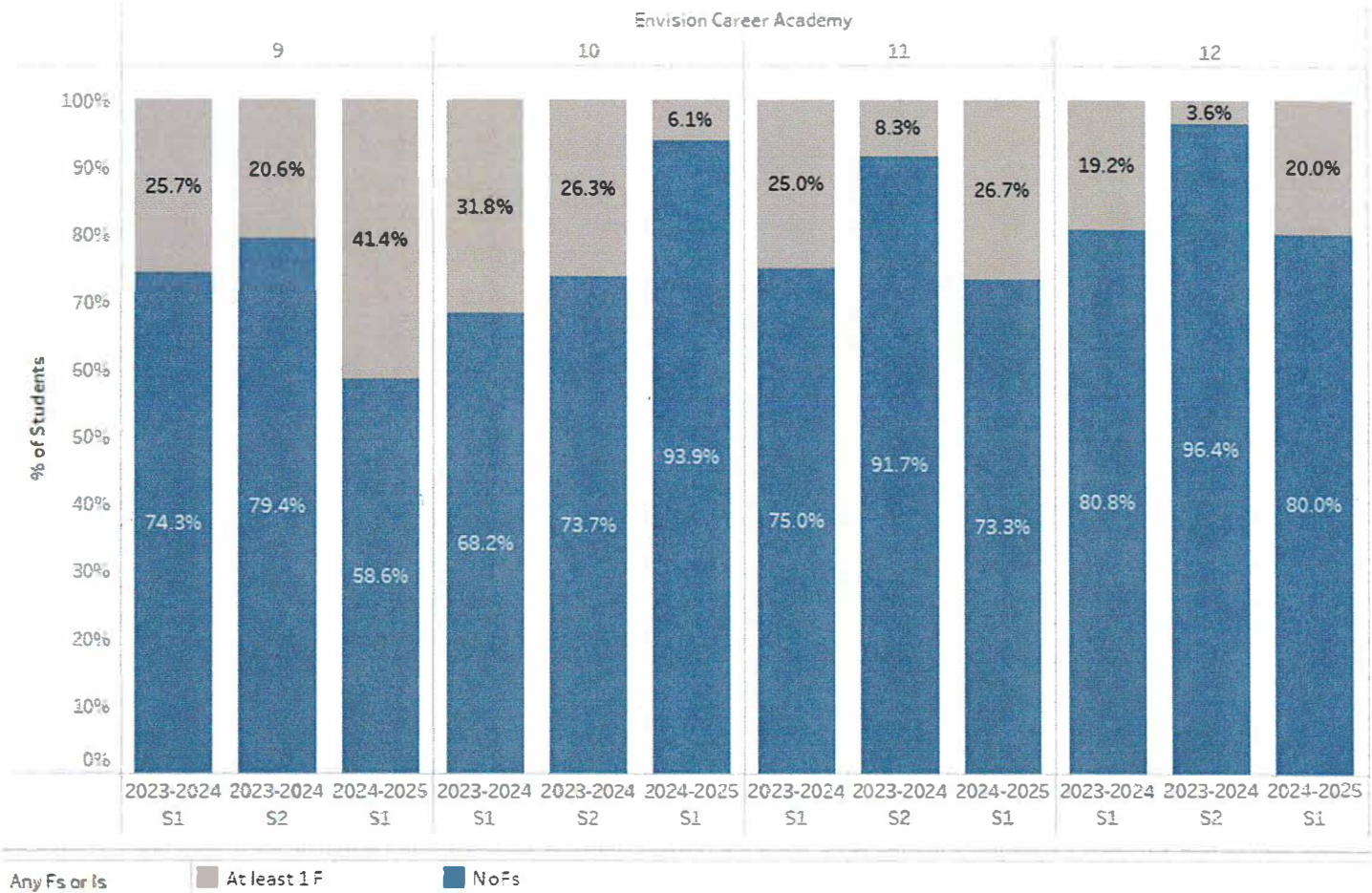
Next Steps:

We are continuing to file stays and schedule community engagement board meetings, partner with families and continue to refer them to additional outside support services. We conduct home visits and make personal phone calls home as well to check on students and to let them know they are missed.

Envision Career Academy
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Dr. Brody LaRock, 4 yrs

Building	Envision Career Academy
Enrollment	141
Free/Reduced Lunch	58.2%
ELL	3.5%
BIPOC	48.9%
Special Education	34.8%
Data from the WA State Report Card 2024-2025	

Overall % of HS students passing all classes by school and grade - Envision Career Academy

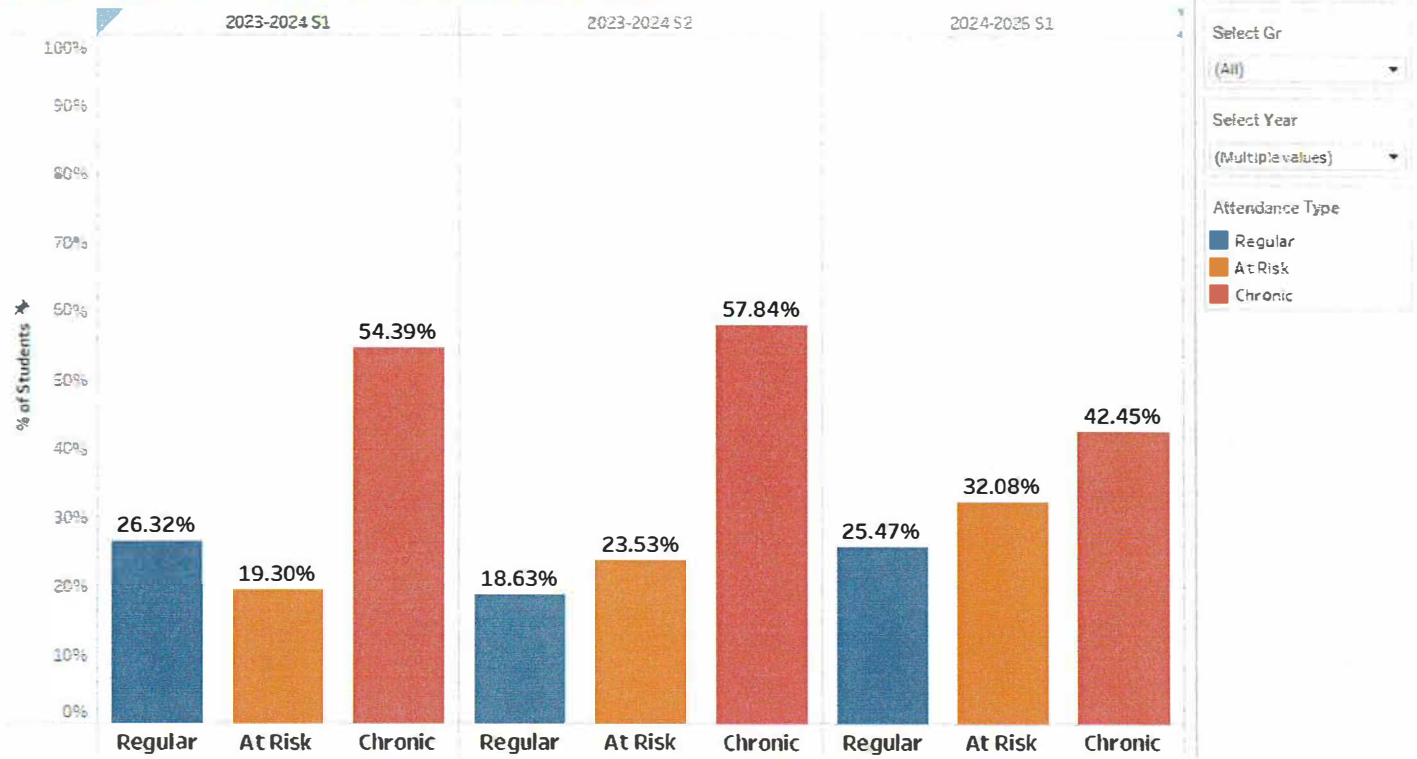


Envision Career Academy
 2024-2025 School Improvement Plan
 Spring Board Presentation
 Principal: Dr. Brody LaRock, 4 yrs

Building	Envision Career Academy
Enrollment	141
Free/Reduced Lunch	58.2%
ELL	3.5%
BIPOC	48.9%
Special Education	34.8%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for ECA *(select school)*

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



North Thurston High School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Nick Greenwell, 8 yrs
Asst. Principal: Kim Tennant, 2 yrs
Asst. Principal: Katrina Groen, 2 yrs

Building	North Thurston HS
Enrollment	1,386
Free/Reduced Lunch	49.4%
ELL	8.7%
BIPOC	57.5%
Special Education	13.2%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal: Goal 5-Every student will successfully navigate the critical transitions in their personalized learning trajectory and will graduate from high school prepared for success in college, career, and post-secondary experiences.

Outcome:

- a.-Increased percentage of students passing classes in grades 6-9, culminating in an increased percentage of 10th grade students on track to graduate.
- b.-Increased high school graduating rates for all student groups.

Academic Gap Goal:

- a.-Increase passing rates of 9th graders for Q1(75.9%), S1(77%) and Q3(72.5%) by 5% from school year 2023-24 to 2024-25.
- b.-Increase passing rates of Native Hawaiian/Pacific Islander (NH/PI) 9th Graders for Q1 (57.1%), S1 (75.0%), and Q3 (50.0%) by 10% from school year 2023-24 to 2024-25.

Indicators of Progress:

- Passing rate of all 9th Graders during Q1 increased 2.3% from 75.9% Q1 2023-24 to 78.2% Q1 2024-25
- Passing rate of all 9th graders during S1 increased 8.7% from 77% S1 2023-24 to 85.7% S1 2024-25
- Passing rate of Native Hawaiian/Pacific Islander 9th graders during Q1 increased 29.6% from 57.1% Q1 2023-24 to 86.7% Q1 2024-25.
- Passing rate of Native Hawaiian/Pacific Islander 9th graders during S1 increased 16.7% from 77.1% S1 2023-24 to 93.8% S1 2024-25.

Concern Area:

Our goal is that all students will graduate with the skills necessary to pursue the college/career goals of their choice. Students who pass all their classes by the end of the 9th grade year are up to 4 times more likely to graduate from high school than those that do not. Research shows that focusing on 9th grade passing rates is a proven strategy for increasing graduation rates. Our focus on Native Hawaiian/Pacific Islander passing rates is based on their traditionally lower rates of graduation and our efforts to set them up for success in this area.

Next Steps:

- 1) The 9th Success Team will continue to review attendance data on all 9th graders, with particular emphasis on NH/PI students.
- 2) The group is using data, as well as individual interviews with students to develop Tier 1 and Tier 2 systems that will not only support our NH/PI students, but our larger NTHS student body and connect them with adults on campus who will support them.
- 3) Continued PD work on Teacher Clarity which is a proven method of increasing academic outcomes.
- 4) Offering multiple PD opportunities to continue perfecting our grading practices as we transition to a 4-point grading scale.

Strategic Plan Goal: Goal #2-Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Outcome:

- b.-Increased percentage of regular school attenders.

Behavior or Social Emotional Gap Goal:

Increase percentage of 9th Grade Regular Attenders for Q1 (53.8%), S1 (39.4%) and Q3 (34.8%) by 5% from school year 2023-24 to 2024-25.

North Thurston High School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Nick Greenwell, 8 yrs
Asst. Principal: Kim Tennant, 2 yrs
Asst. Principal: Katrina Groen, 2 yrs

Building	North Thurston HS
Enrollment	1,386
Free/Reduced Lunch	49.4%
ELL	8.7%
BIPOC	57.5%
Special Education	13.2%
<i>Data from the WA State Report Card 2024-2025</i>	

Indicators of Progress:

- Rate of Regular attenders for all 9th Graders during Q1 decreased 8.6% from 45.2% Q1 2023-24 to 53.8% Q1 2024-25
- Rate of Regular attenders for all 9th Graders during S1 decreased 2.9% from 39.4% S1 2023-24 to 36.5% S1 2024-25
- Rate of Regular attenders for Native Hawaiian/Pacific Islander 9th Graders during Q1 increased 10.5% from 42.8% Q1 2023-24 to 53.3% Q1 2024-25
- Rate of Regular attenders for Native Hawaiian/Pacific Islander 9th Graders during S1 increased 25% from 25% S1 2023-24 to 50% S1 2024-25

Concern Area:

Attendance is a significant predictor for student academic success. Regular attenders are significantly more likely to earn A's or B's than students in other attendance categories.

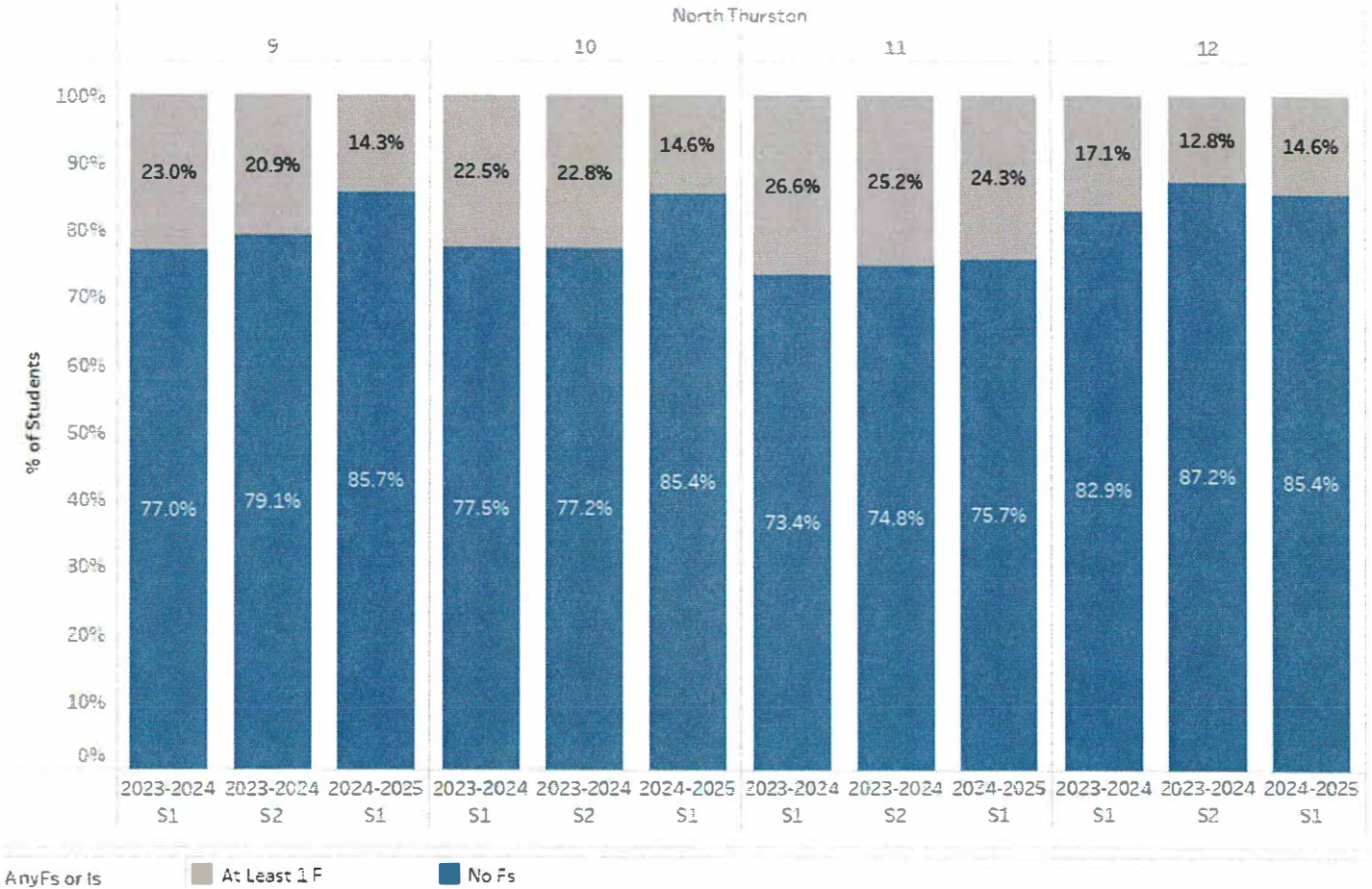
Next Steps:

- 1) Review grade and attendance information to identify students that fit into a particular classification in relation to grades and attendance. We then select an individual student to look further into that student's situation to develop an appropriate intervention for that group's needs. The goal is to develop school wide systems to meet the needs of various groups.
- 2) Develop and deliver surveys for a sample group of students to better understand their perspective on attendance and how we can best support them to increase their attendance.
- 3) Continue to review our attendance policy regarding absences and tardies to increase student attendance.
- 4) Continue communicating with parents to make them aware of the importance of attendance in relation to high school success.

North Thurston High School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Nick Greenwell, 8 yrs
Asst. Principal: Kim Tennant, 2 yrs
Asst. Principal: Katrina Groen, 2 yrs

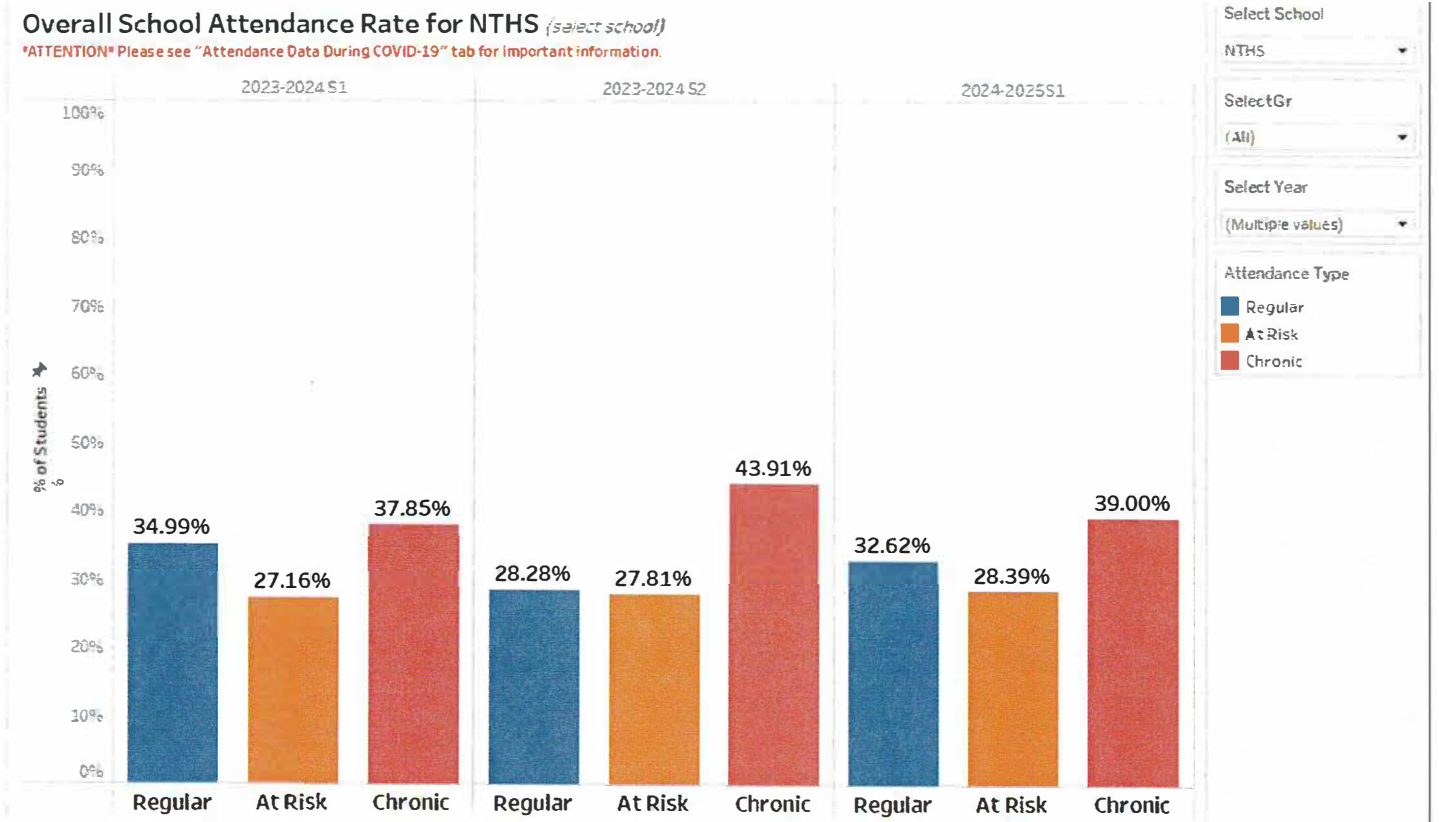
Building	North Thurston HS
Enrollment	1,386
Free/Reduced Lunch	49.4%
ELL	8.7%
BIPOC	57.5%
Special Education	13.2%
Data from the WA State Report Card 2024-2025	

Overall % of HS students passing all classes by school and grade - North Thurston



North Thurston High School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Nick Greenwell, 8 yrs
Asst. Principal: Kim Tennant, 2 yrs
Asst. Principal: Katrina Groen, 2 yrs

Building	North Thurston HS
Enrollment	1,386
Free/Reduced Lunch	49.4%
ELL	8.7%
BIPOC	57.5%
Special Education	13.2%
<i>Data from the WA State Report Card 2024-2025</i>	



River Ridge High School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Brent Whitemarsh, 1 yr
Assistant Principal: Angela Lee-Pope, 5 yrs
Assistant Principal: Shannon Strozyk, 4 yrs
Assistant Principal: Casey Wyatt, 3 yrs

Building	River Ridge HS
Enrollment	1,552
Free/Reduced Lunch	46.8%
ELL	8.2%
BIPOC	65.5%
Special Education	15.5%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal 5: Every student will successfully navigate the critical transitions in their personalized learning trajectory and will graduate from high school prepared for success in college, career, and post-secondary experiences.

Outcome: (a) Increased percentage of students passing classes in grades 6-9, culminating in an increased percentage of 10th grade students on track to graduate. **(b)** Increased high school graduation rates for all student groups.

Academic Gap Goal: (a) Increase passing rates of 9th graders for Q1 (73.2%), S1(72.2%), and Q3(65.5%) by 5% from school the 2023-2024 school year to the 2024-2025 school year. **(b)** Increase passing rates for 9th grade multi-language learners for Q1 (63%), S1(44.8%), and Q3(41.9%) by 5% from school the 2023-2024 school year to the 2024-2025 school year.

Indicators of Progress:

- Semester 1 9th grade passing rates increased 9.7%, from 72.2% (SY23-24) to 81.9% (SY24-25).
- Semester 1 9th grade passing rates for multi-language learners increased 28.9%, from 44.8% (SY23-24) to 73.7%(SY24-25).

Concern Area:

- Discrepancies in how gradebooks were set up.
- Attendance data suggests a correlation with student achievement. Trend data shows that as the year progresses, student attendance continues to decrease.

Next Steps:

- Teachers will continue to employ Google translation tools, creating documents in multiple languages.
- Teachers will continue to employ instructional strategies that engage all students in student-to-student discourse.
- Ongoing support of teachers around clear communication of learning targets and success criteria.
- Ongoing support of instructional departments as they continue to develop rubrics aligned with the 4-point grading scale.

Strategic Plan Goal 2: Every student will feel safe as an empowered, responsible, and resilient learner, open to and accepting cultural diversity and perspectives, and empowered to advocate for and pursue their own educational passions.

Outcome b.: Increased percentage of regular school attenders.

Behavioral or SEL Gap Goal: (a) Increase percentage of 9th Grade Regular Attenders for Q1 (44.4%), S1 (32.9%) and Q3 (30.6%) by 5% from school the 2023-2024 school year to the 2024-2025 school year. **(b)** Increase percentage of multi-language learners for Q1 (33.3%), S1 (20%) and Q3 (16.7%) by 5% from school the 2023-2024 school year to the 2024-2025 school year.

Indicators of Progress:

- Semester 1 9th grade regular attenders increased from 32.9% (SY23-24) to 33.1% (SY24-25).
- Semester 1 multi-language learners increased 24.7%, from 20%(SY23-24) to 44.7% (SY24-25).

Concern Area:

- Minimal growth for 9th grade regular school attenders.
- Historical data indicates decreased attendance over the course of the school year.

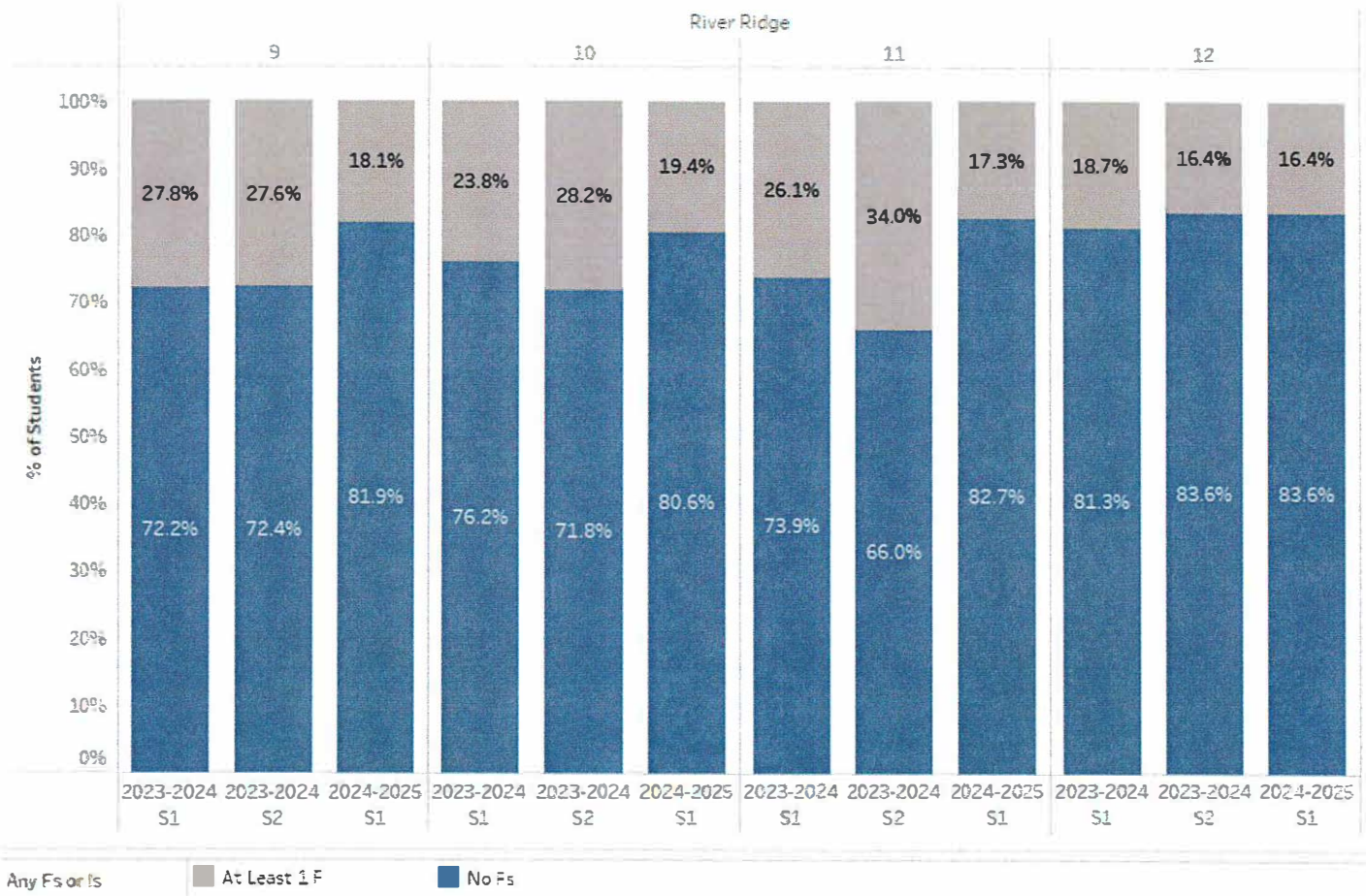
Next Steps:

- To boost student engagement, we've revamped the Wednesday schedule to include dedicated club time. All students will now participate in a club for the first 25 minutes of the day.
- We've boosted assembly attendance to foster a more inclusive environment.
- Implemented a new tardy procedure, i.e., "Start on Time" to increase student accountability in class and maximize instructional time.
- We will continue to foster positive classroom communities through ongoing Character Strong lessons and restorative practices.

River Ridge High School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Brent Whitmarsh, 1 yr
Assistant Principal: Angela Lee-Pope, 5 yrs
Assistant Principal: Shannon Strozyk, 4 yrs
Assistant Principal: Casey Wyatt, 3 yrs

Building	River Ridge HS
Enrollment	1,552
Free/Reduced Lunch	46.8%
ELL	8.2%
BIPOC	65.5%
Special Education	15.5%
Data from the WA State Report Card 2024-2025	

Overall % of HS students passing all classes by school and grade - River Ridge

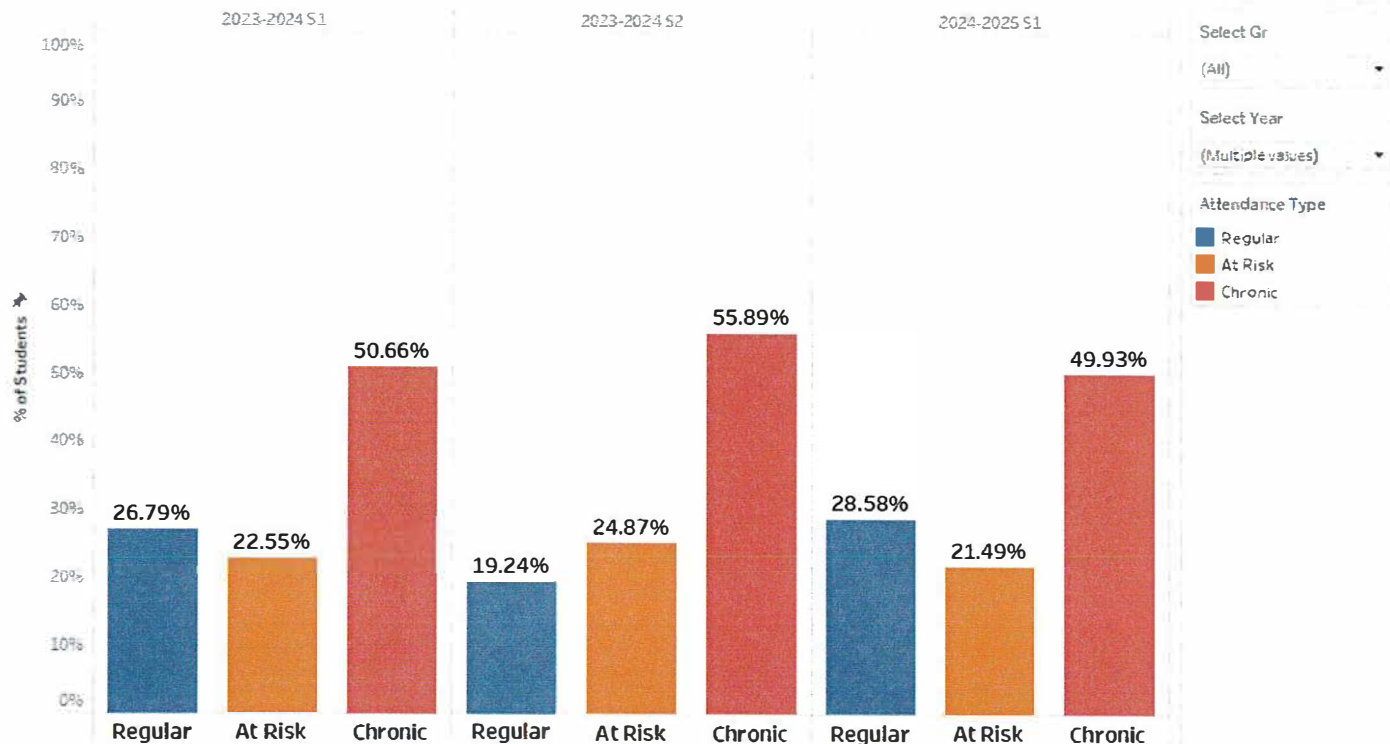


River Ridge High School
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Brent Whitemarsh, 1 yr
Assistant Principal: Angela Lee-Pope, 5 yrs
Assistant Principal: Shannon Strozyk, 4 yrs
Assistant Principal: Casey Wyatt, 3 yrs

Building	River Ridge HS
Enrollment	1,552
Free/Reduced Lunch	46.8%
ELL	8.2%
BIPOC	65.5%
Special Education	15.5%
Data from the WA State Report Card 2024-2025	

Overall School Attendance Rate for RRHS (select school)

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Timberline High School
2024-2025 School Improvement Plan
Principal: Paul Dean, 11 yrs
Asst. Principal: Celeste Waltermeyer, 4 yrs
Asst. Principal: David Sanford, 1 yrs

Building	Timberline HS
Enrollment	1,434
Free/Reduced Lunch	40.4%
ELL	2.9%
BIPOC	53.6%
Special Education	13.9%
<i>Data from the WA State Report Card 2024-2025</i>	

Strategic Plan Goal 4: Continuous Growth – All Students, All Subjects – Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards

Outcome a.: Increased percentage of students demonstrating proficiency on standards.

Academic Gap Goal: For the 2024-25 school year, the percentage of 9th grade students passing all classes will increase from 70% to 80%.

Indicators of Progress:

For 1st semester of the 2024-2025 school year, 84.35 of 9th graders passed all classes.

Concern Area:

15.65% of our 9th graders are not currently on pace for on-time graduation.

Next Steps:

- Early academic, social, and behavioral interventions through SST process
- Continue focus on clear learning intentions for each class
- Continue to build positive relationships with all students
- Counselors meeting with each freshman student
- Utilize 9th grade success team grant for specific outreach to struggling freshman students
- After school peer tutor program

Strategic Plan Goal 4: Continuous Growth – All Students, All Subjects – Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards

Outcome: Increased percentage of students demonstrating proficiency on standards.

Behavioral or SEL Gap Goal: Increase the percentage of positive responses to the question “My teacher(s) often tell me how I’m doing in their class” from 54% to 70%.

Indicators of Progress:

Classroom observations indicate sustained efforts by classrooms teachers to provide clear and consistent feedback.

Concern Area:

Only 54% of students gave positive responses to last year’s CEE survey question “My teacher(s) often tell me how I’m doing in their class”.

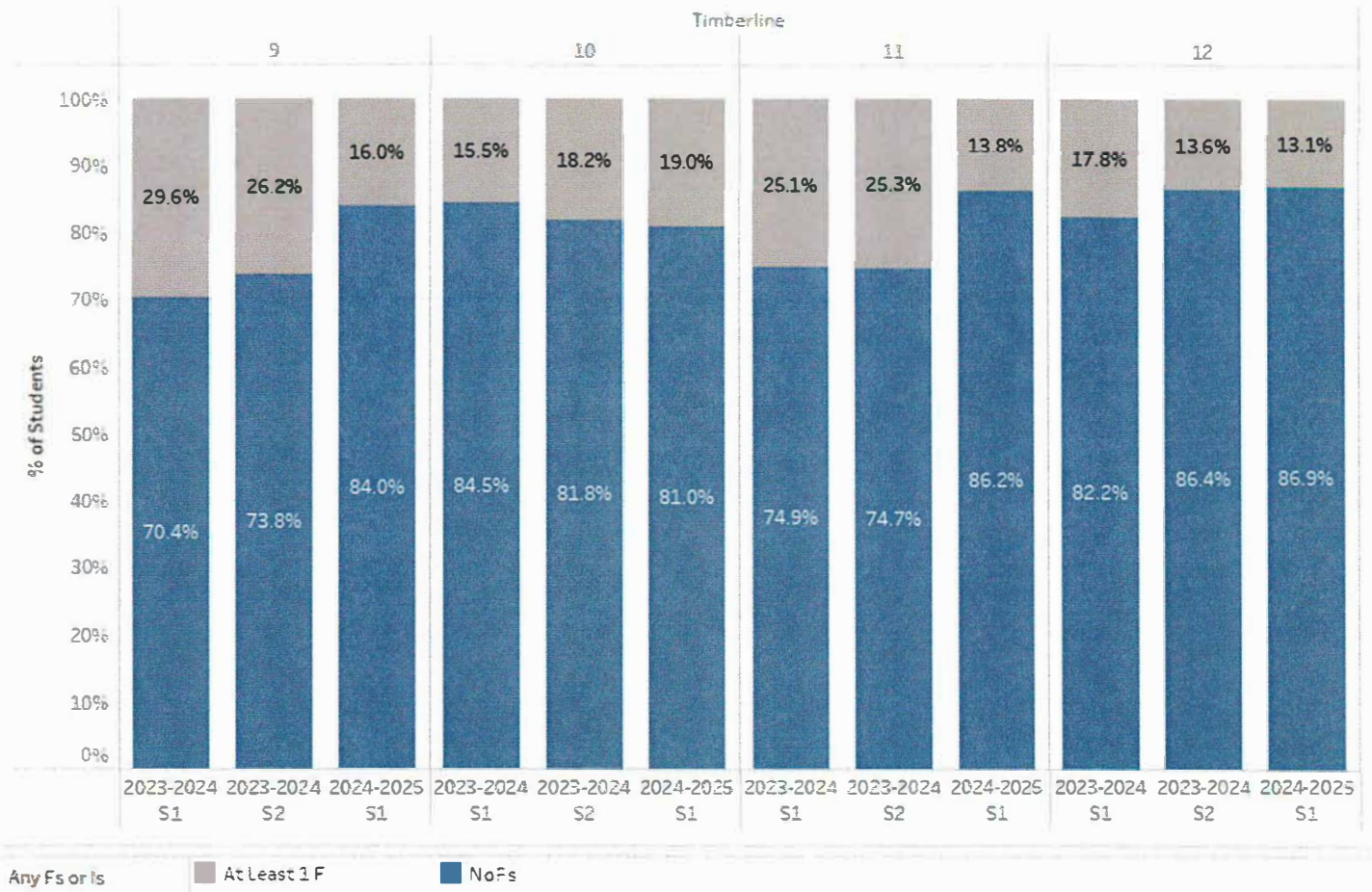
Next Steps:

- Continued focus on students understanding of learning intentions and success criteria
- Giving clear and consistent feedback to students, both on individual assignments and through grade updates
- Update gradebooks every two weeks
- Advisory lessons focused on student grade checks

Timberline High School
2024-2025 School Improvement Plan
Principal: Paul Dean, 11 yrs
Asst. Principal: Celeste Waltermeyer, 4 yrs
Asst. Principal: David Sanford, 1 yrs

Building	Timberline HS
Enrollment	1,434
Free/Reduced Lunch	40.4%
ELL	2.9%
BIPOC	53.6%
Special Education	13.9%
Data from the WA State Report Card 2024-2025	

Overall % of HS students passing all classes by school and grade - Timberline

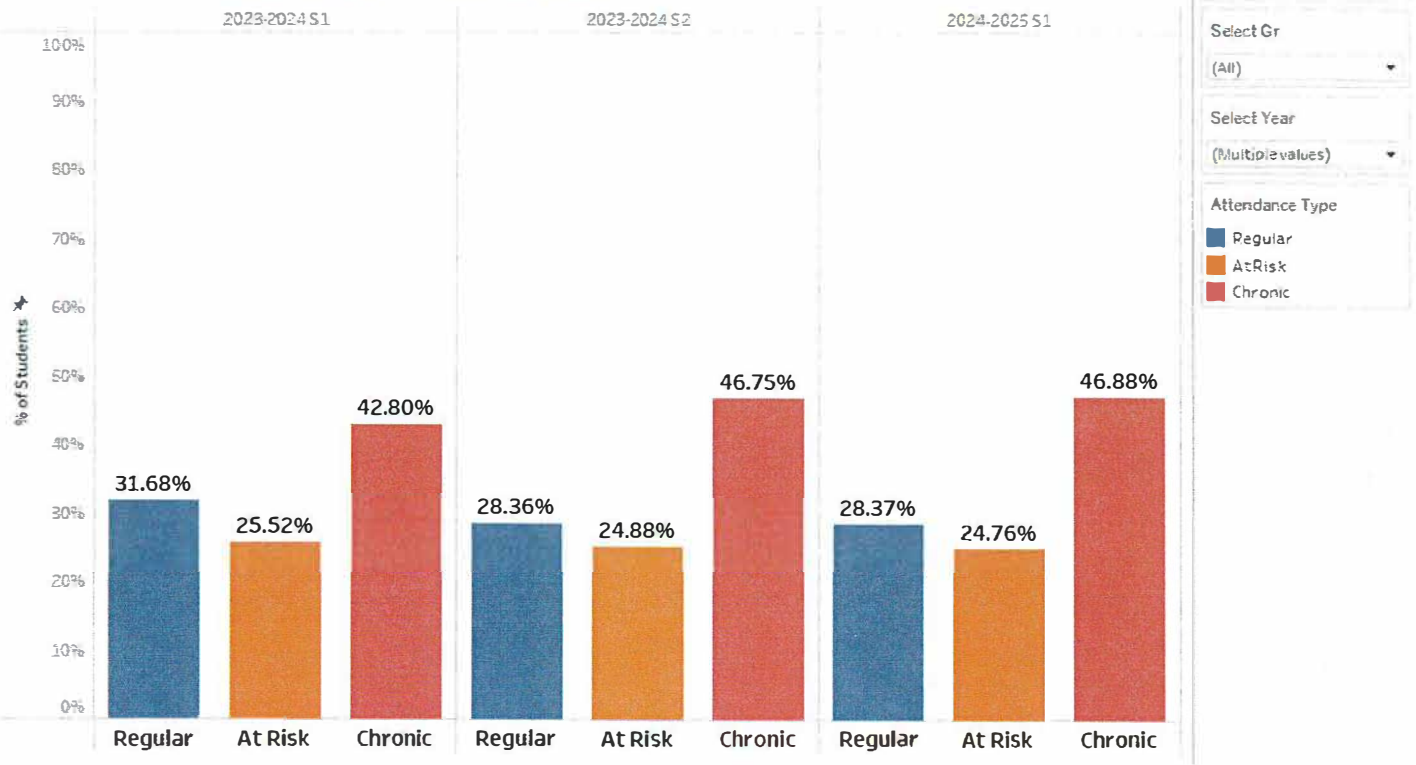


Timberline High School
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Overall School Attendance Rate for THS (select school)

ATTENTION Please see "Attendance Data During COVID-19" tab for important information.



Ignite Family Academy
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Stephanie Hollinger, 3 yrs

Building	Ignite Family Academy
Enrollment	104
Free/Reduced Lunch	11.5%
ELL	0.0%
BIPOC	25.0%
Special Education	6.7%
Data from the WA State Report Card 2024-2025	

Strategic Plan Goal:

Goal 4: Continuous Growth -- All Students, All Subjects

Outcome a: Increased percentage of students demonstrating proficiency on standards.

Academic Gap Goal: Students in grades K-8 who are below the 40th percentile on the MAP fall assessment in ELA will increase their percentile according to their individual growth goals on the spring MAP assessment.

Indicators of Progress:

- From Fall to Winter testing, 58% of students met their growth goal.
- Conferencing with parents of students not making their goal (and any other parents who want support). Providing intervention support/materials.
- Celebrating progress of students utilizing Lexia (grades K-5). When students pass a Lexia level, they come to the principal's office, ring a bell, write their name on a special white board, get a certificate, candy, and take a picture with our new Dragon Frame. The picture is shared with their parent and posted on social media (with parent permission). Students love this reward and work hard to achieve new levels of progress!
- Continuing to offer classes in 2nd Semester that support reading/writing: Reading & Writing Centers (K-2), Typing & Writing (grades 3-5 & 6-8).

Concern Area:

- No concerns at this time. Will continue to monitor students not making progress and those who met their goals.

Next Steps: Staying the course.

Strategic Plan Goal:

Goal 2: Responsible, Resilient, Empowered Learners

Outcome d: Increased percentage of students open to and accepting cultural diversity.

Gap Goal: On the annual EES Family Survey (April 2024), Ignite Family Academy will improve from 68% percent positive response on the statement "Our school engages in difficult conversations about race, gender, oppression, and discrimination" to at least 80% percent positive response.

Indicators of Progress:

- Utilizing *One School One Book* (both current and prior years). Recording videos of principal reading the book, sharing through email, weekly newsletter and via private school Facebook page. Lesson themes, summary of book, and extension ideas are shared with families. Books are available for families to check out. Families can use the read aloud and lesson extensions as part of their Social Studies at-home learning.
- Since Time Immemorial kits were created last year. These kits include hands-on activities, materials, and books and can be checked out by our families to work on at home and use in their at-home learning.
- Staff have continued to engage in relevant training throughout the school year including Since Time Immemorial (STI) and district equity lessons.
- Staff have planned monthly Social Studies lessons to engage our students in relevant learning. An example of this work was our December lesson: Happy All-Idays! Students participated in a pre-lesson activity by writing/drawing about their own holiday traditions and then shared in class on the lesson day. This provided an opportunity to learn from peers about different cultures and traditions. Students also heard stories about other holiday traditions as well.
- Ignite Student Leaders have been active in creating a culture of kindness and compassion at Ignite. In December they organized and led a drive to collect hygiene supplies for the NTPS Family & Youth Resource Center and canned chili and tuna for All Kids Win. For Valentines Day they made Valentines for all 100+ Ignite students and Little Dragons (Ignite siblings not old enough to attend).

Concern Area: No concerns at this time. Staying the course.

Next Steps: Staying the course.

Ignite Family Academy

2024-2025 School Improvement Plan

Spring Board Presentation

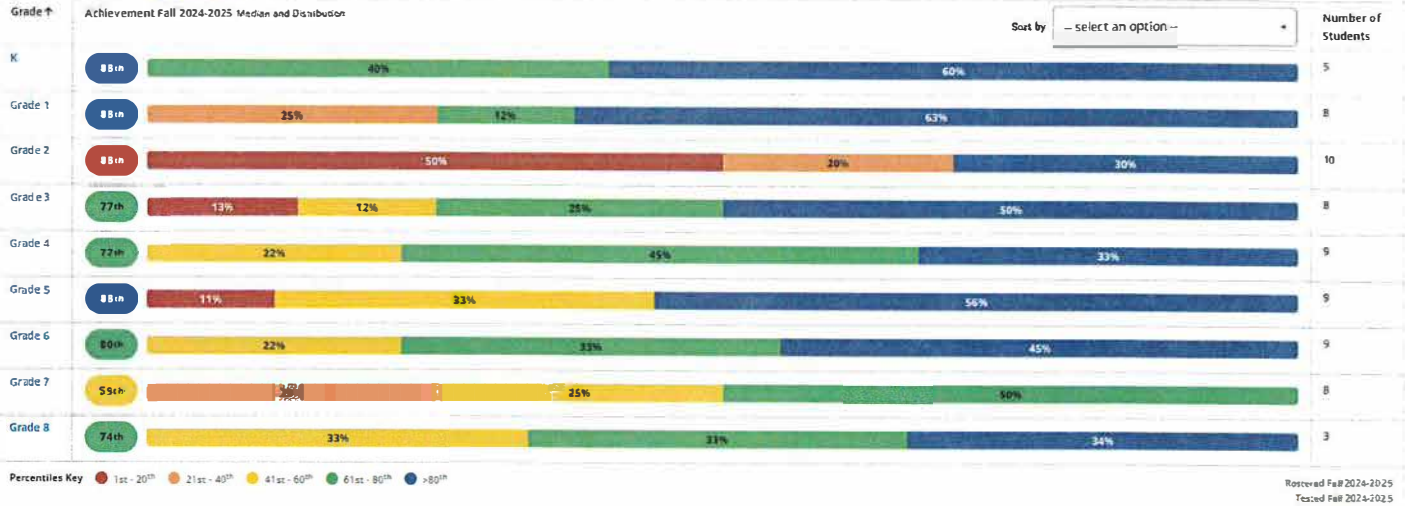
Principal: Stephanie Hollinger, 3 yrs

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Special Education	6.7%
Data from the WA State Report Card 2024-2025	

School Profile

Achievement by Grade

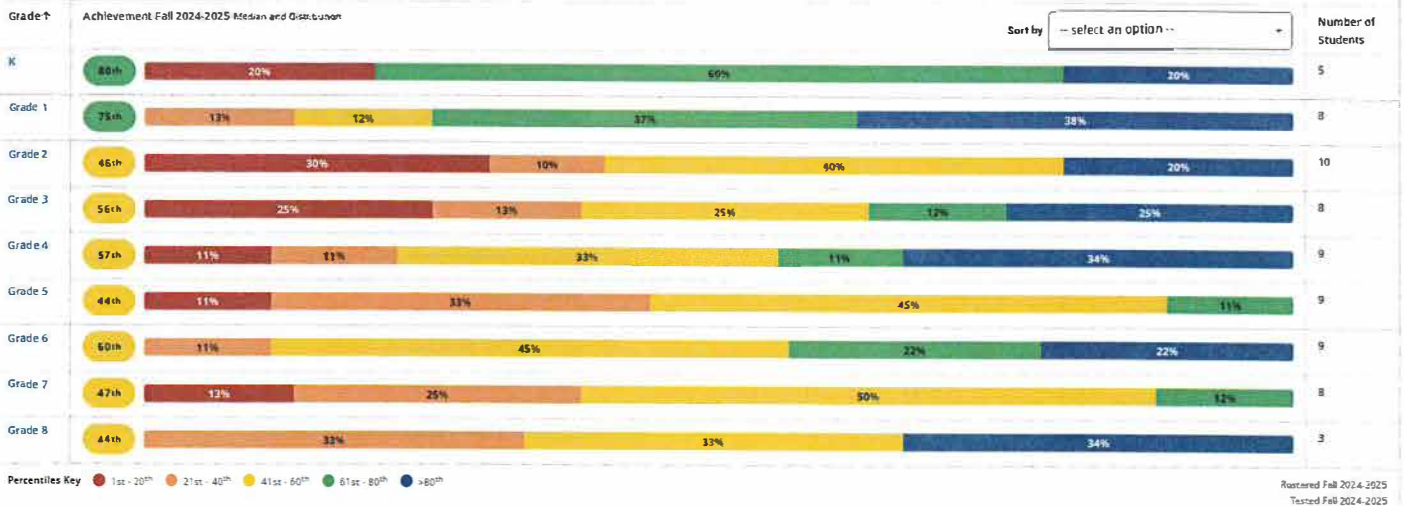
IGNITE FAMILY ACADEMY | Reading



School Profile

Achievement by Grade

IGNITE FAMILY ACADEMY | Math K-12



Ignite Family Academy

2024-2025 School Improvement Plan

Spring Board Presentation

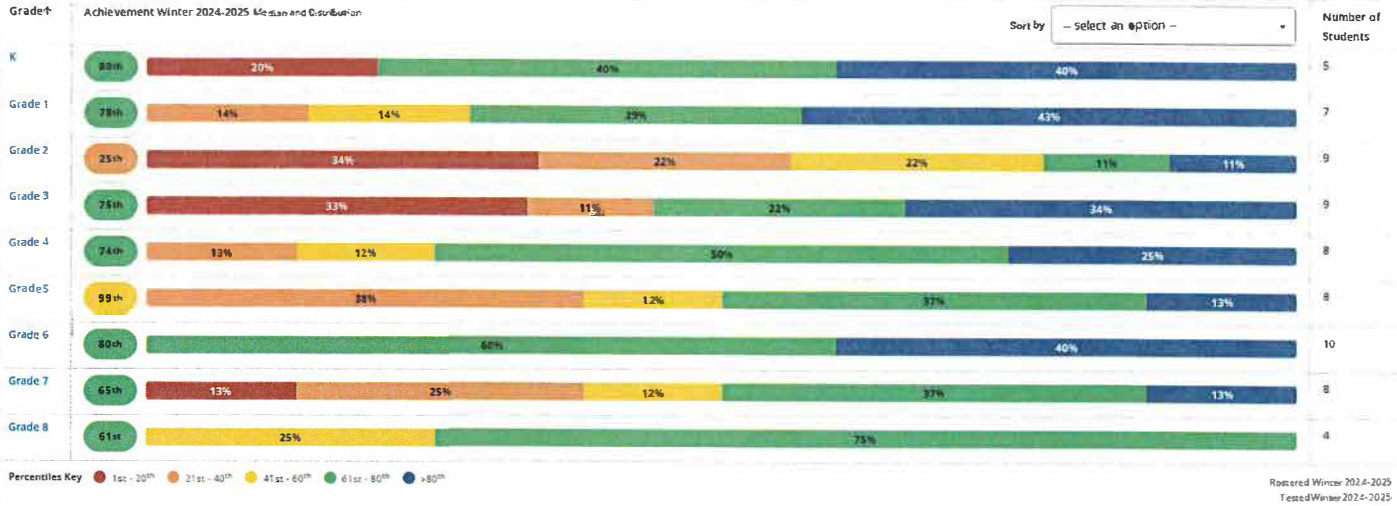
Principal: Stephanie Hollinger, 3 yrs

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School Profile

Achievement by Grade

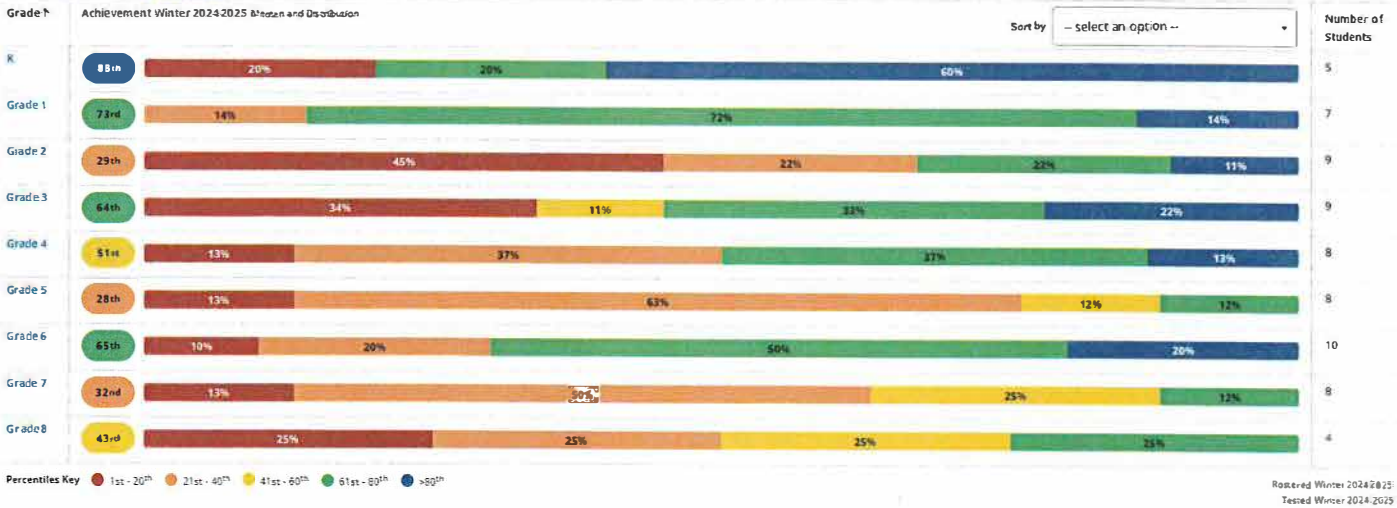
IGNITE FAMILY ACADEMY Reading



School Profile

Achievement by Grade

IGNITE FAMILY ACADEMY Math 5-12



Summit Virtual Academy
2024-2025 School Improvement Plan
Spring Board Presentation
Principal: Becky Lee, 4 yrs

Building	Summit Virtual Academy
Enrollment	332
Free/Reduced Lunch	55.1%
ELL	1.8%
BIPOC	51.5%
Special Education	19.0%
Data from the WA State Report Card 2024-2025	

Strategic Plan Goal 5: Preparedness for Post-Secondary Success - Every student will successfully navigate the critical transitions in their personalized learning trajectory and will graduate from high school prepared for success in college, career, and postsecondary experiences.

Outcome: In partnership with our student advisory team, Summit Virtual Academy will improve our S1 percentage of students in grades 9-12 passing all classes from an average of 61% to at least 75% by S1 in 2025.

Academic Gap Goal: Unhoused student in grades 12 passing all classes will increase from 0% (spring 2024) to at least 50% by S1 in 2025 (total of 4 students).

Indicators of Progress:

- We are within two percentage points of meeting our goal. At the end of S1, 73% of students in grades 6-12 passed ALL of their classes.
 - Students in grades 6, 7, and 11 exceeded our passing rate goal of 75%.
- We are closing the gap between NTPS passing rates and STRIDE contracted course rates by reducing overall enrollment in STRIDE courses and providing clear and specific feedback to our curriculum provider to improve alignment.
 - Average passing rates for NTPS teachers is **89%**; average passing rate for STRIDE teachers is 84%.
- All our teachers consistently implement our common agreements: gradebook clean up, structured announcement landing pages for courses, greeting students when they enter class, and clearly stating learning outcomes.
- We continue to streamline multi-tiered systems of support with our principal, counselor, student success mentor (PBIS para), and creative scheduling for support teachers in elementary (LAP), middle, and high school.

Concern Area:

- For our goal of improving passing rates of unhoused students, we met the goal in grades 9 and 10 but did not meet our goal for our juniors and seniors. We will continue to work closely with our student navigator on student support.

Next Steps:

- We have 50 new 6-12th grade students who enrolled for semester 2, 50% of whom are coded with a 504 plan, BECCA, or unhoused. We will continue to refine our systems to ensure success for each and every student.

Strategic Plan Goal 5: Preparedness for Post-Secondary Success - Every student will successfully navigate the critical transitions in their personalized learning trajectory and will graduate from high school prepared for success in college, career, and postsecondary experiences.

Outcome: In partnership with our student advisory team, Summit Virtual Academy will increase the percentage of students in grades 4-12 who respond positively to the probe on the CEE survey "Work I do in this school is useful and interesting to me" from 58% to at least 70% by spring of 2025.

Indicators of Progress:

- This year, we implemented a Student Advisory Team comprised of students in grades 3-12. The student advisory helped to create the SVA Portrait of a Graduate, which is now published on our webpage.
- In every class, teachers ask students for feedback on what is working and how to make the class more student-driven and meaningful.
- High school teachers have streamlined the High School and Beyond lesson progression and student presentations. *Every student* in grades 9-12 will present a component of the High School and Beyond plan to an adult during conference week in March.
- Each fall, we survey students to offer clubs at every grade band. Online and in-person clubs include *Video Production Team, Lego Club, FCCLA, Creative Club, Movie Club, Stargazers, and elementary and middle school Lunch Buddies, Middle School Lunch Buddies*. This year, students in grades 3-12 work together to design our weekly announcement visuals and record the video. Every Monday, our students literally hear student voice sharing our weekly announcements.

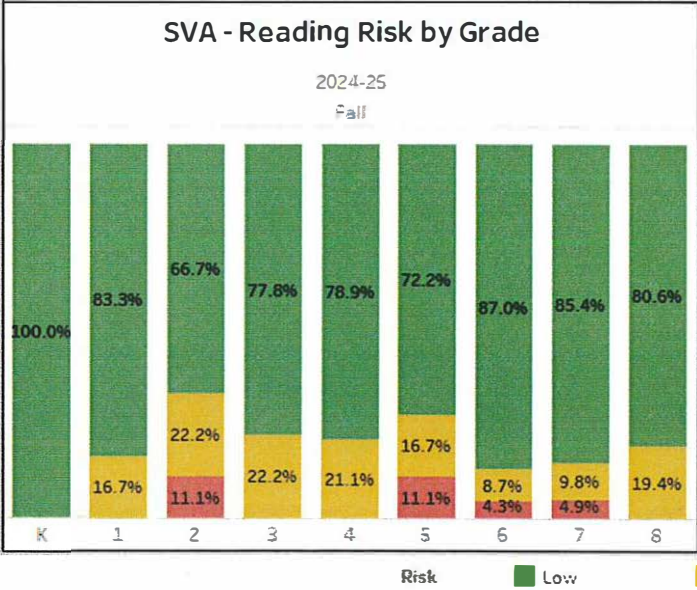
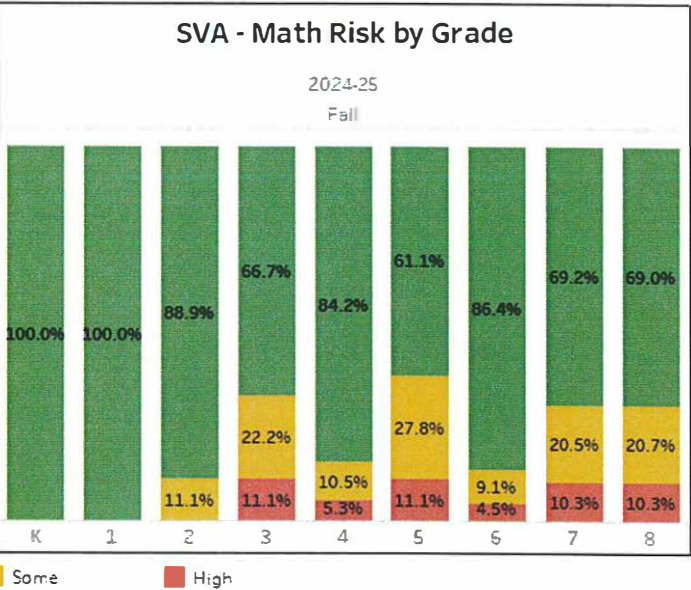
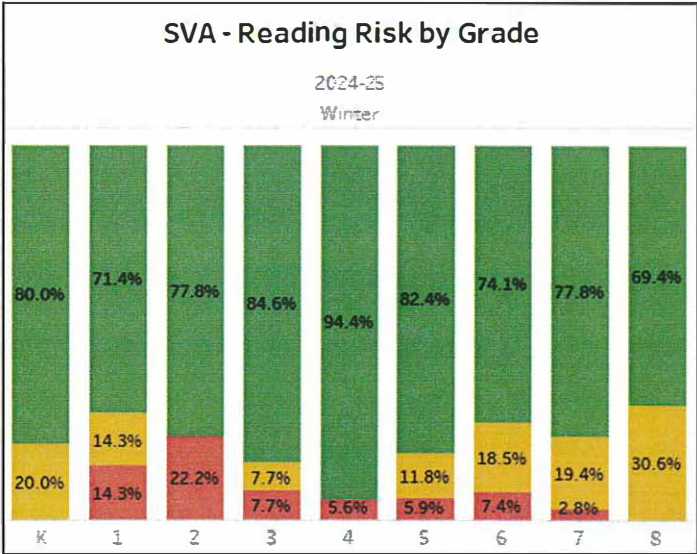
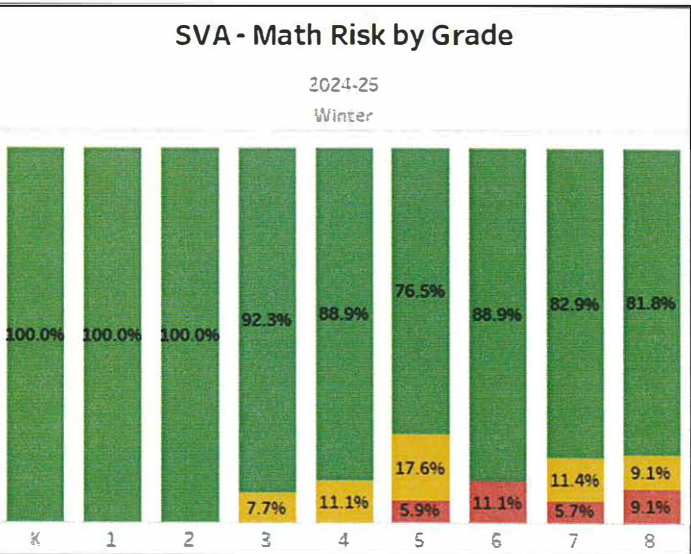
Summit Virtual Academy
2024-2025 School Improvement Plan
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Principal: Becky Lee, 4 yrs

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- Next fall, we will adjust our course catalogue to offer career focused electives. All sophomores will take an elective called "Career Preparation A" which supports the High School and Beyond plan and will help them chart a course for choosing classes that are meaningful and relevant to future goals.
- Concern Area:**
- While we have a published Portrait of a Graduate, we are not yet sure how to use them as outcomes in our core classes. We will continue to learn next steps as a participant of the *Mastery-Based Learning Collaborative*.
- Next Steps:**
- Half of the teachers teaching grades K-8 have completed the unit / assessment planning protocol. We will continue to use this protocol in our academic collaboration time and professional development.
 - Now that we have gathered student input from our advisory group, we will gather input from every grade level to inform our school improvement actions for fall 2025.

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Overall % of MS students passing all classes by school and grade - Summit Virtual Academy

