

# BOARD OF DIRECTORS

November 18, 2024





**Kelso School District No. 458**  
**Roy Parsons Board Room**  
**601 Crawford St. Kelso WA, 98626**  
**November 18, 2024**  
**5:00 p.m. Work Session (SIPS)**  
**6:00 p.m. Regular Board Meeting**

**CALL TO ORDER REGULAR MEETING**

**FLAG SALUTE**

**COMMUNICATIONS, CORRESPONDENCE, & INTRODUCTIONS**

- A. Coweeman Student Recognition
- B. ESD 112 Accreditation Recognition
- C. ESD 112 Classified Employee of the Year Recognition

**COMMENTS/QUESTIONS**

**APPROVAL OF AGENDA**

**CONSENT AGENDA**

- A. Minutes from Nov. 4, 2024 Board Meeting and Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Request for Sunday Activity

**UNFINISHED BUSINESS**

**NEW BUSINESS**

- A. Coweeman School Achievement Presentation
- B. Family & Community Resource Center (FCRC) Report
- C. School Improvement Plan (SIP) Approval (Action)
- D. Procedure 3205P.1 Sex Discrimination and Sex-Based Harassment of Students  
Prohibited - Grievance Procedure (Information - 2nd Reading)
- E. Superintendent's Report

Rob Birdsell  
Don Iverson & Nancy Baldwin  
Lacey DeWeert  
Gunnar Guttormsen  
  
Mary Beth Tack

**FOR THE GOOD OF THE ORDER**

**ADJOURN**





## Kelso School District Board of Directors

Leah Moore..... Term Expires: November 2025  
Karen Grafton ..... Term Expires: November 2025  
Jeane Conrad, President ..... Term Expires: November 2027  
Mike Haas, Vice President ..... Term Expires: November 2027  
Rich Fletcher ..... Term Expires: November 2027

# KSD BOARD OF DIRECTORS

COMMITTEE ASSIGNMENTS  
REVISED FEBRUARY 2024

<p>POSITION <b>1</b></p> <p><b>DIRECTOR LEAH MOORE</b></p> <ul style="list-style-type: none"><li>• Legislative Representative</li><li>• Facilities/ Construction</li><li>• WIAA</li></ul>	<p>POSITION <b>2</b></p> <p><b>DIRECTOR KAREN GRAFTON</b></p> <ul style="list-style-type: none"><li>• Multilingual Learners (ML) Advisory</li><li>• Calendar</li><li>• Council on Learning</li><li>• Wellness</li></ul>	<p>POSITION <b>3</b></p> <p><b>DIRECTOR JEANE CONRAD</b></p> <ul style="list-style-type: none"><li>• Highly Capable</li><li>• Special Programs Advisory</li><li>• Career &amp; Technical Education (CTE)</li></ul> <p><b>PRESIDENT</b></p>	<p>POSITION <b>4</b></p> <p><b>DIRECTOR MIKE HAAS</b></p> <ul style="list-style-type: none"><li>• Kelso Public Schools Foundation</li><li>• Budget</li><li>• Boundary Review</li></ul> <p><b>VICE PRESIDENT</b></p>	<p>POSITION <b>5</b></p> <p><b>DIRECTOR RICH FLETCHER</b></p> <ul style="list-style-type: none"><li>• Student Rights &amp; Responsibilities</li><li>• Budget</li><li>• Student Safety</li><li>• Legislative Rep (alternative)</li></ul>
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# KELSO SCHOOL DISTRICT

## 2024-2025 SCHOOL BOARD CALENDAR

SEPTEMBER 9	SEPTEMBER 23	OCTOBER 14	NOVEMBER 4
5:00 Work Session	5:00 Work Session		5:00 Work Session
6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting
NOVEMBER 18	DECEMBER 16	JANUARY 13	FEBRUARY 10
5:00 Work Session	5:00 Work Session	5:00 Work Session	5:00 Work Session
6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting
MARCH 10	MARCH 24	APRIL 21	MAY 5
5:00 Work Session	5:00 Work Session	5:00 Work Session	5:00 Work Session
6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting
MAY 19	JUNE 9	JULY 14	AUGUST 11
5:00 Work Session			4:00 Work Session
6:00 Board Meeting	5:00 Board Meeting	5:00 Board Meeting	5:00 Board Meeting



# Road to STUDENT SUCCESS

## Our Goals



### EARLY LEARNING

Every Kelso student will meet or exceed standard by the end of third grade in English language arts and mathematics.



### QUALITY INSTRUCTION

Every Kelso student will experience high-quality, standards-based instruction that fosters critical thinking and high levels of academic achievement.



### FISCAL RESPONSIBILITY

Maintain effective resource allocation, operational planning, and solid fiscal controls.



### CAREER, COLLEGE & COMMUNITY READY

Every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills, and attitude to excel in post-high school opportunities.



### CLIMATE & CULTURE

Emphasize student safety, a healthy lifestyle, and respect for other students and faculty.



### COMMUNICATION

Maximize awareness and support of the district's mission, vision, goals, and programs.

## Mission

The mission of Kelso Public Schools is to prepare every student for living, learning, and achieving success as a citizen of our changing world.

## Vision

Our students begin school ready to learn, transition confidently between grades and schools, and emerge from our district as engaged citizens, both career- and college-ready.





# 100% GRADUATING

## CAREER, COLLEGE & COMMUNITY READY

Increase the four-year high school graduation rate by at least one percent per year for the next five years.



## QUALITY INSTRUCTION

Student achievement in mathematics and English language arts will increase annually and the achievement gap between multilingual learners, students with disabilities, and students in poverty—in comparison with other students—will decrease annually.

### ★ 2024-25 PRIORITY

- Attain strong student achievement and growth that produces equitable outcomes as measured by formative and summative assessments through a Professional Learning Community (PLC) process.

## FISCAL RESPONSIBILITY

### ★ 2024-25 PRIORITY

- Maintain effective resource allocation, operational planning, and solid fiscal controls.



## COMMUNICATION

Engage with Kelso community to maximize awareness and support.



## EARLY LEARNING

The percentage of all third grade students meeting or exceeding the grade level English language arts benchmark will increase annually, regardless of student subgroup.

## CLIMATE & CULTURE

Improvements to the learning environment will be achieved in two specific areas: 1) safety and security of our students and staff, and 2) student behavior.

### ★ 2024-25 PRIORITIES

- Enhance our culture of belonging and engagement for students and staff while sustaining clear safe-school protocols.
- Elevate student voice in the improvement process through meaningful dialogue and engagement.



How We Get There





## Roadmap <sup>2024</sup><sub>2025</sub>

# CAREER, COLLEGE, COMMUNITY READY

If students are able to transition successfully between grades and schools and graduate with the skills necessary to excel in post-secondary opportunities, their ability to realize their personal goals and to be fulfilled, productive citizens will be enhanced.

### Goals

### IMPLEMENTATION MEASURES

### IMPACT MEASURES

Implement a comprehensive High School and Beyond Plan (HSBP) to ensure students are career, college, and community ready

100% of students **develop** individualized High School and Beyond Plans (HSBP) that include career awareness and exploration

100% of students grades 8 – 12 annually **implement** research of post-secondary options and refine their individualized HSBP

100% of students use the HSBP to **ensure** they are on track for graduation and post-secondary enrollment; they use the HSBP to guide forecasting based on their post-secondary pathway

100% of 9th grade students are on track for on-time graduation

100% of middle school students complete applications for College Bound Scholarships

100% of eligible middle and high school students complete informed course request per their HSBP

Increase opportunities for students to explore career paths and requirements

100% of seniors have a HSBP outlining at least one of: college acceptance, military, trade/technical training, industry certification/apprenticeship

Develop and refine vertical alignment systems to support students successfully navigating the critical transitions in their schools (Pre-K to TK, TK to K, Pre-K to K, Grade 5 to Grade 6, Grade 8 to Grade 9, and graduation to post-secondary experiences)

**Develop** transition meetings with Early Learning agencies for successful transitions for kindergarten readiness

**Develop** college and career readiness activities that articulate between middle and high schools so students see the importance of informed course request

**Maintain & Enhance** transition days at the start of each school year for incoming kindergarten, 6th grade, and 9th grade students

**Ensure** 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-secondary enrollment

100% of high school students:

- attend a FAFSA meeting
- complete a resume
- submit a FAFSA application

Increase percentage of high school students who persist to completing a CTE industry certificate

Increase percentage of graduating students who persist two or more years in post-secondary education and acquire a degree or industry certification

Increase percentage of students enrolled in academically rigorous course work per annual high school transcript analysis process

Increase graduation rates, decrease dropout rates





## Roadmap <sup>2024</sup><sub>2025</sub>

# CLIMATE & CULTURE

If Kelso School District is committed to developing a caring school community focused on creating a positive school climate and culture promoting the success of each and every learner, then atmosphere and tone of the school will positively impact the relationships, curricular connections, and ultimately the long-term development of the whole child.

### Goals

### IMPLEMENTATION MEASURES

### IMPACT MEASURES

Improve school climate and inclusion

Implement and sustain a comprehensive Multi-Tiered System of Support (MTSS) model in all Kelso schools

Implement and sustain a Positive Behavior and Intervention System (PBIS) in each school

Implement Social and Emotional Learning (SEL) in our schools so children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions

Deliver high-quality training and other implementation supports, including initial training and ongoing support to school staff

100% of KSD classrooms embed SEL standards into daily instruction

100% of students will access classroom instructional time which directly relates to an increase in student learning as measured by state and local assessments

Realize a reduction in prevailing risk factors for students identified within the Panorama Student Survey and increase classroom and school inclusion as measured by decreased school suspension rates

100% of students will report they learn in an environment that is physically and emotionally safe

Increase student and family access to, and awareness of, school based counseling and the availability of mental health services

Review and sustain a school-based mental health referral process

Enhance comprehensive school-based counseling and mental health services for students

Network and link community service providers to students and their families to increase mental health, physical health, and drug and alcohol services

Increase in the number of students and families accessing and receiving school- and community-based counseling and mental/physical health services

Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff

Sustain a district-wide workforce health committee that actively promotes a healthy lifestyle for staff

Conduct staff surveys that identify prevailing risk factors in our employee population that will drive healthy staff initiatives

Gather and share resources for preventing and responding to workforce health issues

Improve staff attendance, promote retention of staff, improve decision making and productivity, improve employee morale, improve disease management and prevention, and promote a healthier workforce as measured by Panorama Staff Survey and Employee Assistance Plan (EAP) usage data



# Roadmap 2024 2025 COMMUNICATION

If the district develops and maintains positive, collaborative relationships with all stakeholders, then support for Kelso School District will be strengthened and lead to increased support for district initiatives and education programs.

## Goals

## IMPLEMENTATION MEASURES

## IMPACT MEASURES

Engage with Kelso community using a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs

Continue regular engagement via *Hilander Highlights*, *Family Connection*, Chamber newsletter, and surveys

Maintain and update information on district websites

Maintain proactive media relations

Use social media channels to provide timely and relevant information

Access to timely and relevant communication for targeted audiences

Appearance of positive news stories in the media monthly

Passage of levies and bonds

Enhance an effective staff and student communication plan to improve internal communication and staff and student engagement

Communicate strategic goals and solicit staff and student voice:

- *Inside Connection* for all staff
- Safe Schools Emergency documents
- 100% posters, Grad Rate posters, Class of posters
- Timely district department updates for all staff
- Listening Tours and surveys

Staff and students know district mission, vision, goals, and progress

Staff and students are valued, connected, and honored

Staff and student yearly recognition and appreciation campaigns

Achieve coordinated communications with local, regional, and state agencies for safety preparedness and crisis management

Enhance key communicator network connections among regional leaders

Build and maintain partnerships with local business and community leaders

Develop and standardize key safety preparedness and crisis communication protocols and documents

Aligned messages among key communicators in the community, particularly in regard to crisis management

Increased community and regional partnerships

Increased confidence in district safety preparedness and crisis management from staff, students, families, and key community leaders





Roadmap <sup>2024</sup><sub>2025</sub>

# EARLY LEARNING

If all students entering Kelso School District have access to high quality early learning experiences, then their ability to meet or exceed standards by the end of third grade in English language arts and mathematics is greatly enhanced.

## Goals

## IMPLEMENTATION MEASURES

## IMPACT MEASURES

Implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness

Engage early childhood community partnerships through various community groups

Coordinate analysis of early learning data

Partner with other early learning providers/supporters to coordinate professional development opportunities

Increase number of Kelso students accessing early learning opportunities

Increase school readiness data for students accessing early learning opportunities

Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten

Utilize Scope and Sequence to guide early learning social emotional learning (SEL) and academic work

Implement new district adopted curriculum

Increase SEL Tier 1 systems within early learning groups

Increase Teaching Strategies Gold (TSG) and WA Kids data

Reduce the number of students needing SEL Tier 2 & 3 support in kindergarten

Increase the percentage of TK – 3rd grade students who meet or exceed grade-level standards by the end of the year

Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials

Instruction: Utilize developmentally appropriate instructional practices

Assessment: staff uses and develops action plans to improve student growth based on common formative assessment data through Professional Learning Communities (PLCs) that Work

100% of staff teach grade-level essential standards utilizing approved district materials

Reduce the number of students receiving Tier II and Tier III SEL supports

100% of staff uses common formative assessments and collaboration to drive instruction



Roadmap <sup>2024</sup><sub>2025</sub>

# FINANCIAL STEWARDSHIP

If the district demonstrates a strong and collaborative budget process, effective resource allocation and operational planning, and solid fiscal controls, then management of district resources will be responsive and productive.

## Goals

## IMPLEMENTATION MEASURES

## IMPACT MEASURES

Promote budgetary and fiscal transparency to ensure open communication and community engagement

Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board

Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development

Provide continual updates on the district website during budget planning and development

Conduct staff and community outreach during the annual budget development process and fiscal decision-making

Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections

Monitor expenditures and explore avenues to achieve efficiency in programs and operations

Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings

Community and staff engagement opportunities held for input and feedback on budget proposals

Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources

BAC is comprised of all major district stakeholders, including community, school and district leadership, the Kelso School Board, and all staff bargaining association groups, and provides input to superintendent and Kelso School Board

Allocate district resources effectively to support academic and operational needs

Assist schools and departments with budget review, analyses, and planning throughout budget development and implementation

Maintain local levy to fund staff and activities essential to programming and operations not supported by state resources

Develop budget priorities to align with the district's mission, vision, and strategic plan

Provide staff with fiscal oversight and guidance for proper internal controls and accountability of programs and services

Annual budget approved by Kelso School Board

Levies and bonds pass

Budget supports academic and operational goals and priorities

Annual State and Federal fiscal and accountability audits completed



**Roadmap** 2024  
2025

# QUALITY INSTRUCTION

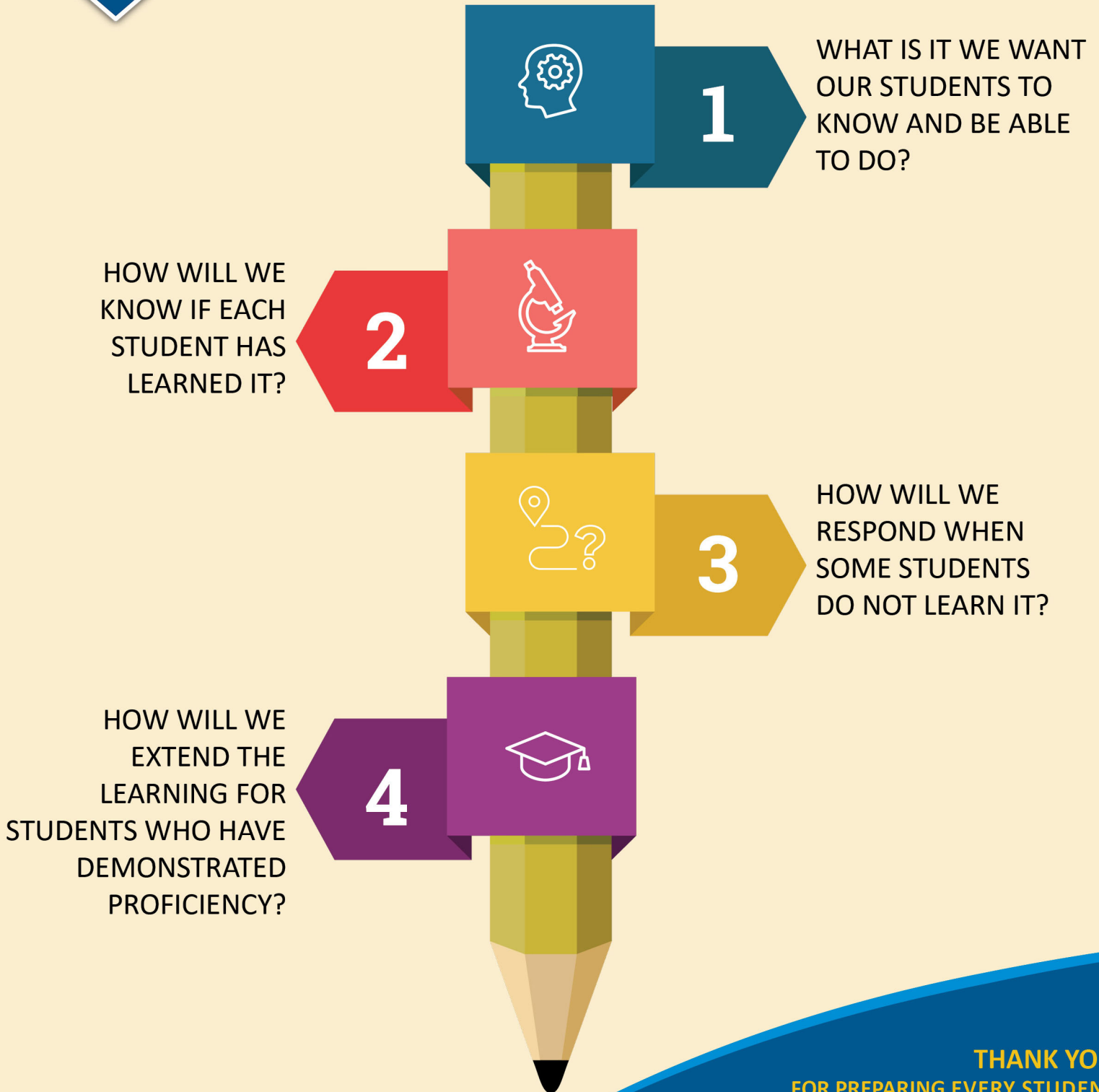
If all teachers and support staff incorporate a growth mindset grounded in the instructional framework to implement standards-based instruction responsive to individual learning, then all Kelso students will have the desire to learn at high levels and graduate career- and college-ready.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Develop a system in the importance of attracting, developing, and retaining talented and committed staff in every part of our school system	<p>Develop partnerships with regional universities and community agencies to hire high-quality staff</p> <p>Establish clear standards of professional practice and accountability</p> <p>Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff</p>	<p>100% of classified and certificated staff meets certification requirements</p> <p>100% of staff consistently exhibits standards of professional practice</p> <p>100% of staff engages with professional development for continuous growth</p>
Implement standards-aligned teaching and learning based on equitable and inclusionary practices	<p>Ensure all students have access to rigorous, standards-based curriculum</p> <p>Implement and collaborate on Professional Learning Community (PLC) best practices, essential standards, common assessments, and instructional strategies</p> <p>Implement and sustain a comprehensive, Multi-Tiered System of Support for academics (MTSSA) model</p>	<p>100% of high school students enroll in academic rigorous course work as measured by stretch (challenging) course student survey data</p> <p>100% of students will show growth toward meeting or surpassing grade-level essential standards</p> <p>100% of students, as appropriate, will access core classroom instructional time</p>
Implement data-informed continuous improvement processes at every level	<p>Use frequent and timely common assessments to adjust teaching, learning, and leadership</p> <p>Develop a district-wide continuum of supports to address the academic needs of all students</p> <p>Promote continuous improvement throughout our school system with PLC teams</p>	<p>100% of students participate in district and state assessments</p> <p>100% of staff uses common formative assessment for student learning and provides instruction responsive to students' needs</p> <p>100% of students have access to highly skilled teachers and rigorous coursework relevant to their HSBP</p> <p>100% of staff engages in fair and equitable practices for all students</p>





# 4 CRITICAL QUESTIONS OF PROFESSIONAL LEARNING COMMUNITIES



**THANK YOU**  
FOR PREPARING EVERY STUDENT  
FOR LIVING, LEARNING, AND ACHIEVING  
SUCCESS AS A CITIZEN OF OUR CHANGING WORLD.



# 4 CRITICAL QUESTIONS OF PROFESSIONAL LEARNING COMMUNITIES

**1** WHAT IS IT WE WANT  
OUR STUDENTS TO  
KNOW AND BE ABLE  
TO DO?

**2** HOW WILL WE  
KNOW IF EACH  
STUDENT HAS  
LEARNED IT?



**4** HOW WILL WE  
EXTEND THE  
LEARNING FOR  
STUDENTS WHO HAVE  
DEMONSTRATED  
PROFICIENCY?

**3** HOW WILL WE  
RESPOND WHEN  
SOME STUDENTS  
DO NOT LEARN IT?

**THANK YOU**  
FOR PREPARING EVERY STUDENT  
FOR LIVING, LEARNING, AND ACHIEVING  
SUCCESS AS A CITIZEN OF OUR CHANGING WORLD.

## **Audience Participation in Board Meetings**

### **Policy 1430**

The Kelso School Board is committed to gaining a full understanding of the issues that come before it. In order to attain a level of understanding that provides making the best decisions, the Board will hear in public Board meetings comments from those attending its meetings. The Board will entertain comments at the beginning of regular meetings and periodically during its meetings. The Board agenda shall provide for the following communications and audience participation:

1. Written communications shall include letters or published materials received by the Superintendent or members of his/her staff, and which he/she deems informative or in need of Board action.
2. Scheduled communications shall include visitors who have previously arranged with the Superintendent to appear before the Board. General comments, either oral or written, will come at the beginning of the regular meeting under the agenda item designated Public Comments. Members of the audience who are Kelso School District residents wishing to address the Board must provide their name, address and affiliation, if any, prior to addressing the board. Speakers may not discuss school district personnel. Not more than three (3) minutes may be allotted to each speaker and no more than ten (10) minutes to the subject under discussion except with the unanimous consent of the Board. Public comments under this agenda item will be limited to thirty (30) minutes.
3. During Unfinished Business and New Business members of the audience may comment on "Action" items listed on the agenda and/or board policies presented for the first or second reading. Questions or comments are to be directed to the Board of Directors as a whole and may not be put to any individual member of the Board or the administrative staff. "Action" items mean the Board expects that a motion would be made and the Board would discuss the merits of the issue before it. After presentations by school staff, district staff or scheduled presenters, and before a motion is heard, the President may call for any oral or written comments from the audience. Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item scheduled for action may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.
4. It shall not be permissible to orally present or discuss complaints against individual employees of Kelso School District at any Board of Directors meeting. Such charges or complaints shall be presented to the Board of Directors, in writing, and shall be signed by the person or persons making the charge or complaint. Executive session may be granted for a hearing of charges against individuals, whether students or employees.
5. No person less than eighteen (18) years of age may address the Board of Directors in meeting unless accompanied by his/her parent(s)/ guardian(s) or teacher, except with unanimous consent of the Board of Directors.
6. Boisterous conduct shall not be permitted at any meeting of the Board of Directors, nor will any defamatory or abusive remarks be tolerated. The President of the Board may terminate the address of any speaker who violates this policy.
7. Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office no later than three days before a regular meeting and as

soon as possible in advance of a special meeting so that arrangements for the modification can be made.

8. Board work sessions are intended to give board members an opportunity to review topics requiring extended discussion. At the conclusion of board discussion of an item, the board chair may call on audience members for comments (time permitting). Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific work session agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.

Legal References:	RCW 42.30.030	Meetings declared open and public
	RCW 42.30.050	Interruptions – Procedures
	42 U.S.C. §§ 12101-12213	Americans with Disabilities Act

Adopted: 01.23.06

Revised:

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COMMUNICATIONS,  
CORRESPONDENCE,  
& INTRODUCTIONS

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# COWEEMAN MIDDLE SCHOOL STUDENT RECOGNITION

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Alexander Jacob

Jackson Turner

Jassimson Pius

Rowan Keith

Gabriel Hernandez

Namya Sarad

Zachary Badgley

Owen McCauley

Sharilee Droke

Sabine Cruz

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ESD 112  
ACCREDITATION  
RECOGNITION

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Kelso High School  
Loowit High School  
Kelso Virtual Academy

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ESD 112  
CLASSIFIED  
EMPLOYEE OF THE YEAR  
RECOGNITION

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Zach Claypool

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# **C O N S E N T   A G E N D A**

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- A. Minutes from Nov. 4, 2024 Board Meeting and Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Request for Sunday Activity

**BOARD MEETING MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**11/04/24**

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The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 6:00 p.m. at the Roy Parsons Board Room as well as on a Zoom online/phone platform.

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**BOARD OF DIRECTORS**

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<b>Position 1</b>	Leah Moore (absent - excused)
<b>Position 2</b>	Karen Grafton
<b>Position 3</b>	Jeane Conrad - President
<b>Position 4</b>	Mike Haas - Vice President
<b>Position 5</b>	Rich Fletcher

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**CABINET DIRECTORS**

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<b>Superintendent</b>	Mary Beth Tack (Secretary to the Board)
<b>Chief Financial Officer</b>	Scott Westlund
<b>Director of Human Resources</b>	Holly Budge
<b>Director of Teaching &amp; Learning</b>	Kim Yore
<b>Director of Special Programs</b>	Heather Ogden
<b>Director of Student Services</b>	Gunnar Guttormsen
<b>Assistant Secretary:</b>	Molly Guler

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**OTHERS PRESENT**

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This meeting was held remotely as well as in person. Not all names of people in attendance were available online, or partial names were listed. The names of people in attendance are listed as shown/provided: Kaleigh Willie, Melody Bell, Marilyn Melville-Irvine, Jan Rauth, Bryan Jomson, Harper Neer, Ana Marquez, and Aiden Kispert

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**COMMUNICATIONS, CORRESPONDENCE, & INTRODUCTIONS**

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Wallace Student Recognition

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**COMMENTS & QUESTIONS**

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No comments or questions were submitted before the meeting.

No comments or questions were made on Zoom or in person at the board meeting.

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**APPROVAL OF AGENDA**

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**APPROVAL OF REVISED AGENDA - Motion Passed**

**Motion to Approve By: Director Grafton**

**Seconded By: Director Haas**

**Action: Motion passes unanimously**

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**CONSENT AGENDA**

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**APPROVAL OF CONSENT AGENDA - Motion Passed**

Minutes of October 14, 2024, Board Meeting  
Certificated Employment Recommendations  
Classified Employment Recommendations  
Contracts  
Warrants

Revision added - Fundraising Request

**Motion to Approve By: Director Fletcher**

**Seconded By: Director Haas**

**Action: Motion passes unanimously**

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**UNFINISHED BUSINESS**

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**APPROVED POLICY 3432 EMERGENCIES - GUNNAR GUTTORMSEN**

**Motion to Approve By: Director Fletcher**

**Seconded By: Director Grafton**

**Action: Motion passes unanimously**

**APPROVED POLICY 3205 SEX DISCRIMINATION AND SEX-BASED HARASSMENT OF STUDENTS PROHIBITED  
- GUNNAR GUTTORMSEN**

**Motion to Approve By: Director Grafton**

**Seconded By: Director Haas**

**Action: Motion passes unanimously**

**APPROVED POLICY 5011/5011P SEX DISCRIMINATION AND SEX-BASED HARASSMENT OF DISTRICT STAFF  
PROHIBITED - HOLLY BUDGE**

**Motion to Approve By: Director Fletcher**

**Seconded By: Director Grafton**

**Action: Motion passes unanimously**

**APPROVED POLICY 3206 PREGNANT AND PARENTING STUDENTS - GUNNAR GUTTORMSEN**

**Motion to Approve By: Director Fletcher**

**Seconded By: Director Haas**

**Action: Motion passes unanimously**

**APPROVED POLICY 5012/5012P PARENTAL, FAMILY OR MARITAL STATUS, AND PREGNANCY OR RELATED  
CONDITIONS OF STAFF - HOLLY BUDGE**

**Motion to Approve By: Director Fletcher**

**Seconded By: Director Grafton**

**Action: Motion passes unanimously**

**APPROVED POLICY 3246/3246P RESTRAINT, ISOLATION, AND OTHER USES OF REASONABLE FORCE -  
HEATHER OGDEN**

**Motion to Approve By: Director Haas**

**Seconded By: Director Grafton**

**Action: Motion passes unanimously**

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**NEW BUSINESS**

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**HEARD WALLACE SCHOOL ACHIEVEMENT PRESENTATION - RAY CATTIN & STEPHANIE EVANS**



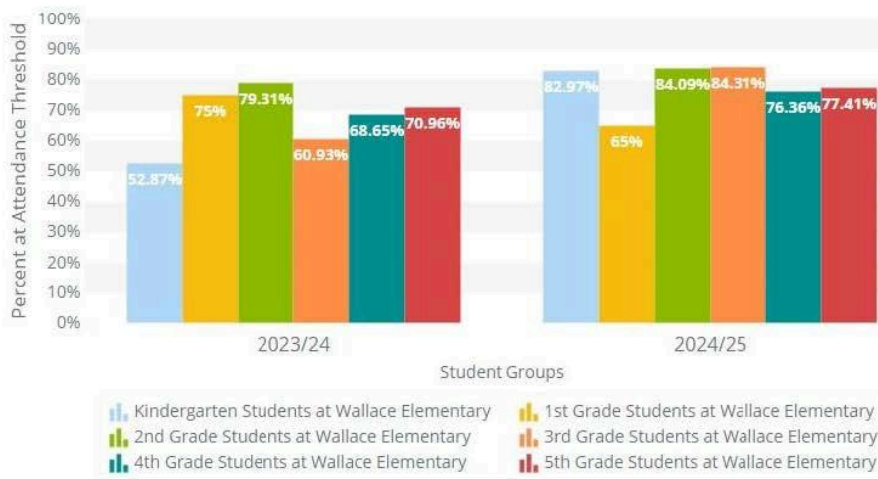
THE MISSION OF WALLACE ELEMENTARY IS TO PREPARE EVERY STUDENT FOR SUCCESS IN MIDDLE SCHOOL AND BEYOND, BOTH SOCIALLY AND ACADEMICALLY.

**RESPECT**  
the PACK

Wallace Elementary



Monthly Percent of Students at or Above 90% Attendance





# Wallace Elementary School Improvement Goals



## Goal 1

### Early Learning and Quality Instruction ELA

Ensure that 100% of Wallace students will achieve a full year of academic growth so that they will be academically prepared for the next grade level. Additionally, 100% of our students who are below grade level will achieve their stretch goal in ELA

#### Actions:

- Grade Level PLC Collaboration & Use of CFA Data
- MTSS - A and Progress Monitoring of Interventions
- Essential Standards Collaboration
- Intersession Programming
- Building Guiding Coalition

## Goal 2

### Early Learning and Quality Instruction Math

Ensure that 100% of Wallace students will achieve a full year of academic growth so that they will each be academically prepared for the next grade level. Additionally, 100% of our students who are below grade level will achieve their stretch goal in math.

#### Actions:

- Grade Level PLC Collaboration & Use of CFA Data
- MTSS - A and Progress Monitoring of Interventions
- Essential Standards Collaboration
- Intersession Programming
- Building Guiding Coalition

## Goal 3

### Quality Instruction and Professional Collaboration

Dedicate intentional planning and PLC time in order for teachers to co-design effective instruction and appropriate scaffolding, so that the number of students meeting grade-level standard increases.

#### Actions:

- Grade Level PLC Collaboration
- Building Guiding Coalition
- Essential Standards Collaboration
- Common Formative Assessments and Progress Monitoring

## Goal 4

### Climate and Culture/Leadership and Attendance

Provide intentional lessons teaching self and social awareness, accountability and responsibility within the school community, so that students will be prepared to navigate the social, emotional, and academic rigors of middle school and beyond by the end of their 5th grade school year.

#### Actions:

- SEL Benchmarking
- Wallace Leadership Program
- Leadership & Attendance Lessons
- Student Leadership opportunities
- Wallace Attendance Team
- Attendance Recognition

*The Mission of Wallace Elementary is to prepare every student for success in middle school and beyond, both academically and socially.*

## i-Ready Fall 2024 Benchmark Scores

(Reading on the left, math on the right)

Overall Placement



Placement By Domain



Overall Placement



Placement By Domain



Grade	Overall Grade-Level Placement	Students
Grade K	16% 94%	44/44
Grade 1	3% 81% 16%	58/58
Grade 2	17% 35% 48%	42/42
Grade 3	4% 39% 57%	46/46
Grade 4	18% 40% 42%	55/55
Grade 5	32% 20% 48%	60/60

Grade	Overall Grade-Level Placement	Students
Grade K	11% 89%	44/44
Grade 1	2% 78% 21%	58/58
Grade 2	10% 52% 38%	42/42
Grade 3	2% 51% 47%	47/48
Grade 4	11% 45% 44%	55/55
Grade 5	12% 50% 38%	60/60



# So how do we meet those academic goals of 100%?

In addition to existing core instruction and Title 1 interventions....

Use our unique schedule & intersession to our advantage!

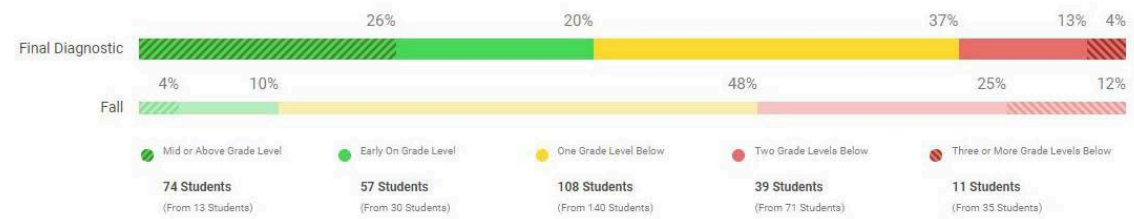
- 10 students per grade with 1 teacher and 1 para
- Three hours of intensive, focused intervention time per day for 4 days
- Feed them breakfast and lunch
- Partner with LINK for the afternoons

Use PLC grade level team time to remain data focused, responsive, and collaborative on instructional needs.

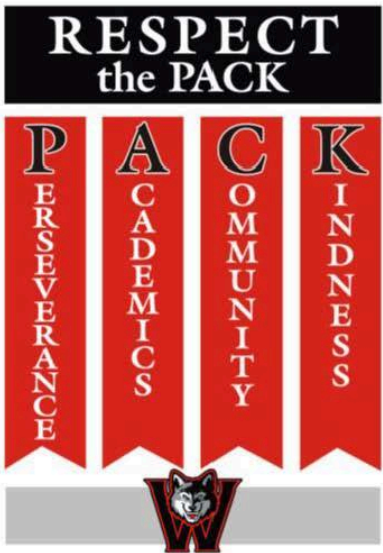


## Last Year...

### Reading



### Math



## HEARD BUDGET UPDATE SEPTEMBER - SCOTT WESTLUND

Overall, average annual District enrollment (including Running Start) for the 2024/25 school year was budgeted at 4865 FTE, grades K-12. October 1<sup>st</sup> total annual average enrollment was 4876 FTE and 11 FTE above budget. Transitional Kindergarten (TK) enrollment stands at 154.25 FTE and is not included in the enrollment above. Running Start numbers sit at 89.52 FTE, with 6 FTE assigned to Kelso Gold. Normal enrollment loss throughout 2024/25 should keep us close to maintaining budgeted enrollment at this time.

As we finish closing the financial books for 2023/24, our ending fund balance as of August 31, 2024, is approximately \$6.2 million. At this point, estimated ending fund balance for the 2024/25 fiscal year is at 7.2% of anticipated expenditures and transfers.

As mentioned in the August 2024 Budget Status Report to the Board, the last two fiscal years we have seen a downward trend in our fund balance from 8.6% to 7.2%, even while making targeted reductions during our budget development processes. This trend is seen statewide, and presents challenges as we head into the 2025/26 budget development processes.

It is crucial that we ensure program budgets align with projected resources as we move forward. It is equally important that we strive to find a sustainable budget that falls more in line with the Board's 8% ending fund balance goal.

This will call for difficult conversations within our school district, advocacy at the State Legislative levels for increased funding, and challenging programmatic and staffing decisions from within. We will continue to look at finding ways to tighten our fiscal belts during 2024/25, and plan to reengage our community and staff as we develop the 2025/26 budget.

## HEARD UPDATES TO PROCEDURES - GUNNAR GUTTORMSEN

- PROCEDURE 3205P.1/3205P.2 SEX DISCRIMINATION AND SEX-BASED HARASSMENT OF STUDENTS PROHIBITED
  - 3205P.1 moved to 2nd reading on 11/18/24
- PROCEDURE 3206P PREGNANT AND PARENTING STUDENTS
- PROCEDURE 3211P GENDER-INCLUSIVE SCHOOLS

## HEARD SUPERINTENDENT'S REPORT - MARY BETH TACK

- Shout out to all of our schools and their dedication to student learning
  - Kudos to all schools for Veterans Day assemblies and celebrations
  - District celebrations
    - School Board Director Rich Fletcher named Kelso Police Chief
    - Kelso School Board recognized for the 3rd year in a row as a WSSDA School Board of Distinction
    - Michele Nerland - Public Information Officer received 6 state awards including one perfect score
- Awards Won:**
- **4 Awards of Excellence:**
    - **Perfect Score & Best in Category:** Annual Report
    - **Best in Category:** PR Campaign (2024 Levy), Branding Campaign (100 Years of Blue and Gold), Print Newsletter (Hilander Highlights)
  - **2 Awards of Merit:**
    - Special Purpose Publication (Early Learning and Educational Equity)

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## FOR THE GOOD OF THE ORDER

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- Cabinet Visits for fall have been incredible. All schools showing success in PLC work
  - New employee onboarding has been reported as successful and meaningful
  - Fall athletics wrapping up
  - Vote in the 2024 elections
- 

## ADJOURN

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BOARD MEETING ADJOURNED @ 6:54 pm

X

President

X

Secretary

**WORK SESSION MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**11/04/24**

The work session of the Board of Directors of Kelso School District No. 458 was called to order at 5:00 p.m. at the Kelso High School Library as well as on a Zoom online/phone platform.

**BOARD OF DIRECTORS**

<b>Position 1</b>	Leah Moore (absent - excused)
<b>Position 2</b>	Karen Grafton
<b>Position 3</b>	Jeane Conrad - President
<b>Position 4</b>	Mike Haas - Vice President
<b>Position 5</b>	Rich Fletcher

**CABINET DIRECTORS**

<b>Superintendent</b>	Mary Beth Tack (Secretary to the Board)
<b>Chief Financial Officer</b>	Scott Westlund
<b>Director of Human Resources</b>	Holly Budge
<b>Director of Teaching &amp; Learning</b>	Kim Yore
<b>Director of Special Programs</b>	Heather Ogden
<b>Director of Student Services</b>	Gunnar Guttormsen
<b>Assistant Secretary:</b>	Molly Guler

**OTHERS PRESENT**

This meeting was held remotely as well as in person. Not all names of people in attendance were available online, or partial names were listed. The names of people in attendance are listed as shown/provided:

**WORK SESSION**

**Topic: ELA**



ELA School Board Work Session  
November 4, 2024

## Overview

- ✓ Where are we now with Professional Learning Communities at Work?

### What drives our work?

- ✓ A Focus on Learning
- ✓ A Collaborative Culture and Collective Responsibility
- ✓ A Results Orientation

### The 4 PLC Questions

1. What is it we want our students to know and be able to do? ([Essential Standards](#))
2. How will we know if each student has learned it? ([Common Formative Assessments - CFAs](#))
3. How will we respond when students do not learn it? ([Interventions](#))
4. How will we extend the learning for students who have demonstrated proficiency? ([Extensions](#))

### Organizational & Cognitive Planning

#### Organizational Planning

Focuses on:

- ✓ gathering and organizing
- ✓ instructional materials
- ✓ scheduling



#### Cognitive Planning

Focuses on:

- ✓ purposeful instruction
- ✓ supporting a deep understanding of the lesson's objectives
- ✓ needs of the students in the classroom

## Alignment: Horizontal and Vertical

- ✓ District Content Teams
- ✓ Building Content Teams
- ✓ District Grade Level Teams
  - Barnes and Wallace
  - Lexington
  - Butler Acres, Carrolls, and Rose Valley
- ✓ Building Grade Level Teams

## Making an Impact

- ✓ Conversations are changing
- ✓ It's about the learning
- ✓ First, best instruction

## Spotlight

# Elementary

## ELA

## Lexington Grade 5

- ✓ Rachel Andrechak
- ✓ Sarah Schill
- ✓ Jeannie Reveal
- ✓ Bayne Marrs
- ✓ Sam Wahl

# PLC Template and Roles

PLC Team Meeting Notes											
Meeting Date:	10/23/24 (Bayne)	Next Meeting Planned For: 10/29/24 (Sarah)									
Team Norms:	<ul style="list-style-type: none"> <li>• Coming prepared</li> <li>• Listening deeply and mindfully</li> <li>• Seek to understand</li> <li>• Being assertive not bossy</li> <li>• Assume positive intent</li> <li>• Respect the agenda</li> </ul>										
Team Collective Commitments:	<ul style="list-style-type: none"> <li>• Having roles                             <ul style="list-style-type: none"> <li>a. Time keeper, meeting leader, note taker, kindness coach</li> </ul> </li> <li>• Bring relevant materials to the meeting</li> <li>• Only</li> <li>• Let everyone have the opportunity to give input</li> <li>• Value contributions without judgment</li> </ul>										
<b>Focused on:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cognitive Planning                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Q1: What do we want students to know and be able to do?</li> <li><input type="checkbox"/> Q2: How will we know if each student has learned it?</li> <li><input type="checkbox"/> Q3: How will we respond when some students do not learn it?</li> <li><input type="checkbox"/> Q4: How will we extend the learning for students who demonstrate proficiency/mastery?</li> </ul> </li> <li><input type="checkbox"/> Organizational Planning</li> <li><input type="checkbox"/> Unpacking Standards</li> <li><input type="checkbox"/> Building Common Formative Assessments</li> <li><input type="checkbox"/> Analyzing CFA Data</li> </ul>											
<table border="1"> <thead> <tr> <th>Meeting Leader</th> <th>Note Taker</th> <th>Time Keeper</th> <th>Kindness Coach</th> </tr> </thead> <tbody> <tr> <td>Bayne</td> <td>Jeannie</td> <td>Sam</td> <td>Sarah</td> </tr> </tbody> </table>				Meeting Leader	Note Taker	Time Keeper	Kindness Coach	Bayne	Jeannie	Sam	Sarah
Meeting Leader	Note Taker	Time Keeper	Kindness Coach								
Bayne	Jeannie	Sam	Sarah								
<b>Agenda and items to be discussed:</b>											



## Standard and Common Learning Target

CCSS.ELA-Literacy.L.5.4.b

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

I can: **identify** and define **common** Greek and Latin **root** words.

This means: I will be **able** to use my **knowledge** of **Greek** and **Latin** roots to **determine** the **meaning** of **unfamiliar** words in **context**.

## Spotlight

## Huntington ELA Grade 8

Secondary  
ELA



✓ Mel Bell

✓ Kaleigh Willie



# Huntington ELA Grade 8

Student Output (Formative Assessment) Guides the Instruction:

✓ First, best instruction

Pre-Assessment Data Initial Results: 151 took the Assessment		
Observable Trends for Proficient Students	Observable Trends for Non-Proficient	Ideas to influence Tier 1 Teaching
<ul style="list-style-type: none"> <li>*Students specifically addressed the words within the evidence they selected</li> <li>*Successful discredit of other options</li> </ul>	<ul style="list-style-type: none"> <li>*Students summarized the evidence they chose rather than explaining why it was the best piece of evidence</li> <li>*Students mis-understanding the evidence they selected</li> <li>*Skimming only and not reading for context</li> <li>*Lack of effort</li> </ul>	<ul style="list-style-type: none"> <li>Discuss &amp; practice what it means to analyze <b>explicit</b> meaning in the text. examples &amp; non-examples</li> <li>Decoding—use of keywords (explicit meaning)</li> </ul>
Students Demonstrating Proficiency	Students Not-Yet Proficient	Specific Student Notes
71 Proficient = 47%	80 Non-Proficient = 53%	



# Huntington ELA Grade 8

The Language of the Standards: Teaching Academic Vocabulary

Handwritten student work showing the word "explicitly" circled in yellow.

Handwritten student work showing the word "explicit" circled in yellow.



# Huntington ELA Grade 8

Establishing a Framework: Teachable Tools and Strategies

## Metacognitive Steps for Selecting Text Evidence

Step 1: Understand what the answer statement says explicitly and identify the main ideas within it.

**Answer/Analysis Statement:**  
Grandpa made the right decision to travel and visit his family at this time and not to wait until it was more convenient for everyone.

\*define unfamiliar terms

\*Circle or underline the key ideas in the claim

## Metacognitive Steps for Selecting Text Evidence

Step 2: Sort Evidence—does it apply or not?

**Evidence Options:**  
A. "Mom said all Grandpa had left. So even after she married my dad, who's not an Indian, and after Cheryl and I were born, Mom made sure that every summer we spent a week with Grandpa" (16).  
B. "That night Mom and Dad took Grandpa to the hospital. Two weeks later I [...] put the sacred sage in my medicine bag" (21).  
C. "Also, Grandpa went on, looking at me. 'I have come because it is soon time for Martin to have the medicine bag' " (17).  
D. "Grandpa did most of the talking. I was proud of him and amazed at how respectfully quiet my friends were" (18).

\*Define unfamiliar terms

\*Determine what the evidence says explicitly and/or what it infers

\*Eliminate evidence options that do not apply

## Metacognitive Steps for Selecting Text Evidence

Step 3: Evaluate Evidence—which is the strongest?

B. "That night Mom and Dad took Grandpa to the hospital. Two weeks later I [...] put the sacred sage in my medicine bag" (21).

C. "Also, Grandpa went on, looking at me. 'I have come because it is soon time for Martin to have the medicine bag' " (17).

\*Consider the information & understanding provided by the evidence

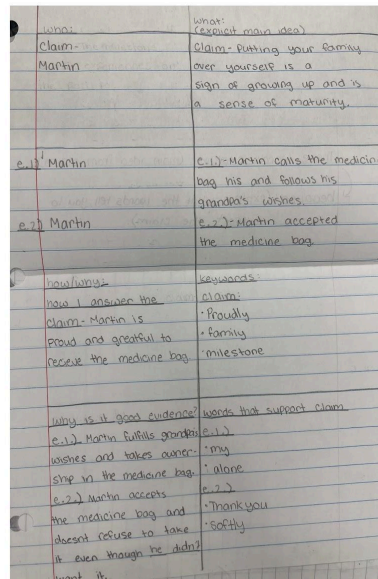
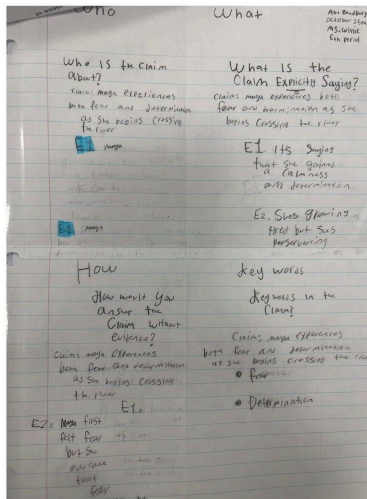
\*Provide reasoning to justify WHY your selected evidence is stronger than other choices considered

↳ Must connect back to the answer statement!



# Huntington ELA Grade 8

## Establishing a Framework: Teachable Tools and Strategies



# Huntington ELA Grade 8

## Staying Student Centered and Data Driven



Teacher D: Kaleigh Willie	Pre-Assessment 9/16 Red Roses choose the BEST piece of evidence and explain.  MidPoint: 10/17 Medicine Bag Evidence Log. Evaluate a claim that answers the essential unit question and choose the best piece of evidence from the text to support the claim.	125	55	70 (22 scored a 1, 48 scored a 0)	
		98	36	79 (40 scored a 1, 22 scored a 0)	-19 in proficient, 18 or up from Opt to 1pt
Teacher E: Mel Bell	9/17 Pre-Assessment "Red Roses" Text Analysis: students are given a point of analysis and must select the BEST evidence to support it from given options.  10/16 CFA1: "Med. Bag" & "Red Roses" Evidence Log #1	26	16	10	4
		27	20	7	



# Huntington ELA Grade 8

Allowing for  
Student  
Ownership,  
Choice,  
and Voice



2. What is the feedback helping you to understand about your success with this skill/learning target?

\*Identify specific skills, concepts, or strategies that you learned through the feedback you received.

Lesson Learned: Need to discuss the evidence more clearly, identify the best info in the answer statements, sentences the strongest piece of evidence.

3. How will you apply this feedback to improve your next assignment that addresses this skill set/learning target?

\*Think about how you can use the feedback to make improvements. What changes or strategies will you try next time?


Improvement Plan: Selecting the strongest evidence, focus on what it does say, identify the best info.

# Huntington ELA Grade 8

Allowing for  
Student  
Ownership,  
Choice,  
and Voice



4. Which support option below would be most helpful to advance your learning?

 Exemplar Example (see how someone else did it)

**Circle One** Challenge Activity (makes me think in a new/different way)

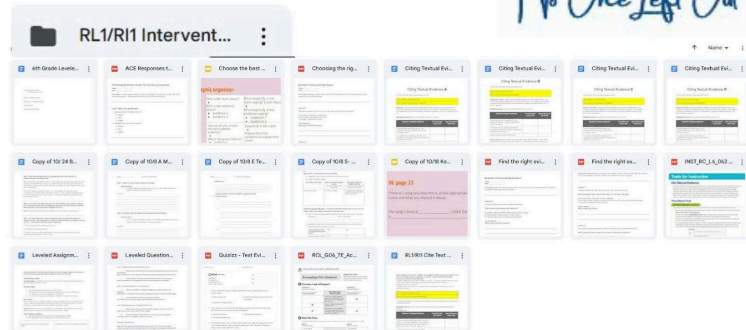
Modeled Practice (someone showing me how)

C.  
My goal for the next time we choose the best piece of evidence is to elaborate on my keywords better.

# Huntington ELA Grade 8

## Targeted Interventions and Extensions

### W.I.N. Lessons



## Continuing the Work

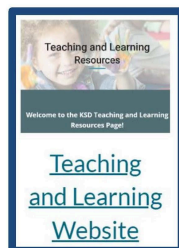
### ✓ What is next with PLCs?

#### Professional Development Next Steps

- ✓ Finishing up Fall Team PD Sessions: TK-12
- ✓ Winter PD Sessions (January - March)
- ✓ PLC Facilitator PD
- ✓ Principal Guiding Coalitions
- ✓ WASA Workshops

#### Teaching and Learning Website

- ✓ PLC team work templates
- ✓ PLC data analysis resources
- ✓ Digging deeper into PLC resources
- ✓ Essential Standards documents



# K-5 ELA Pilot Update



## Title I & Learning Assistance Program

- ✓ Title I, Part A
  - Barnes, Lexington, Wallace
- ✓ Learning Assistance Program (LAP)
  - All elementaries, middle schools, and KHS
- ✓ Reading and Math

## Title I & Learning Assistance Program

- ✓ Close Educational Achievement Gaps and Enhance Educational Opportunities
- ✓ Multi-tiered System of Supports
  - Academic standards
  - Data-driven
  - Evidence-based interventions
  - Menus of Best Practice

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**ADJOURN**

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**WORK SESSION ADJOURNED at 5:53 p.m.**

**X**

\_\_\_\_\_  
President

**X**

\_\_\_\_\_  
Secretary

**KELSO SCHOOL DISTRICT  
SUPPLEMENTAL CONTRACTS ISSUED:  
11/04/2024 to 11/13/2024**

[illegible]

**CLASSIFIED PERSONNEL**

**November 18, 2024**

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**New Hires:**

Crane, Kayla - Paraeducator - Paraeducator - SpEd/Resource, Lexington Elementary School

6.5 hrs/day, 190 days/year

Effective November 21, 2024

Brooks, Candace - Nutrition Services Helper/Cashier, Kelso High School

4.0 hrs/day, 192 days/year

Effective November 21, 2024

**Re-Hires:**

Sorensen-Sullivan, Tiffany - Paraeducator - SpEd/Resource, Lexington Elementary School

6.75 hrs/day, 190 days/year

Effective November 5, 2024

**Classification Change from Represented to Non-Represented:**

Broschat, Claudia - Administrative Assistant - Special Programs, Administration

8.0 hrs/day, 260 days/year

Effective November 25, 2024

\* = Temporary Position

TSP = Timesheet Position

TBD = To Be Determined

**Distribution List:** Human Resources, Payroll, PSE 1/Field Office, PSE 1 President, Cody Reid, Student Records Mgr, PSE 2/Field Office, Special Programs

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT			
Company/Provider	Sponsor	Description of Services	Amount
TIG	Scott Westlund	Agreement renewal for voice application servers, software and phones	Cost of \$10,500.00

2024/2025 ESD CONTRACTS			
Commercial Driver Drug and Alcohol Testing Consortium	Holly Budge	Provide drug and alcohol testing for drivers who are required to have a commercial driver's license to perform their employment responsibilities. 25019-010	Cost of: \$215 annual admin fee \$86 DOT per test \$86 Non-DOT per test \$60 BAT per test \$90 onsite testing fee \$50 per participant supervisor training \$30 per hour in "wait time" and other misc. charges
Support for Literacy Data Analysis for Grade Level Benchmark Meetings	Seth Peck	Providing consultation support for Tier I instruction and application to instructional materials and standards alignment. 25156-010	Cost of \$6,800.00

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

As of November 4, 2024, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,318.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 269069 through 269069, totaling \$1,318.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
269069	HCA-SEBB BENEFITS	11/06/2024	1,318.00

1	Computer	Check(s) For a Total of	1,318.00
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# SUNDAY REQUESTS

<i>SCHOOL</i>	<i>SPORT/ CLUB/ CLASS/ ACTIVITY</i>	<i>EVENT</i>	<i>START DATE</i>	<i>DETAILS OF EXTENUATING CIRCUMSTANCES</i>
KHS	Football	Football Banquet	12/15/24	To avoid conflicts with winter sports schedules



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# UNFINISHED BUSINESS

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# NEW BUSINESS

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- A. Coweeman School Achievement Presentation
- B. Family & Community Resource Center (FCRC) Report
- C. School Improvement Plan (SIP) Approval (Action)
- D. Procedure 3205P.1 Sex Discrimination and Sex-Based Harassment of Students  
Prohibited - Grievance Procedure (Information - 2nd Reading)
- E. Superintendent's Report

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C O W E E M A N  
M I D D L E S C H O O L  
A C H I E V E M E N T  
P R E S E N T A T I O N

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FAMILY & COMMUNITY  
RESOURCE CENTER  
REPORT

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SCHOOL  
IMPROVEMENT  
PLANS

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# KELSO SCHOOL DISTRICT

*2024 - 2025*



SCHOOL IMPROVEMENT  
PLANS (SIP)





## Enrollment

Enrollment  
2023-24 School Year

4,974

Low-Income  
2023-24 School Year

67.9%

English Language Learners  
2023-24 School Year

7.6%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$16,680

## Attendance



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

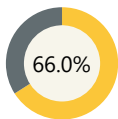
66.6%

## Assessment

### Foundational Grade-level Knowledge (and above)

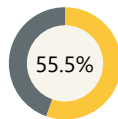
ELA

2023-24 School Year



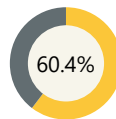
Math

2023-24 School Year



Science

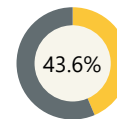
2023-24 School Year



### Consistent Grade-level Knowledge (and above)

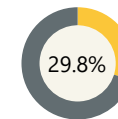
ELA

2023-24 School Year



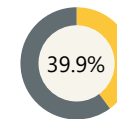
Math

2023-24 School Year



Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



18.8

Teacher Count  
2022-23 School Year



320

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



70.0%

Teacher Experience  
2022-23 School Year



12.5

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

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

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





# KELSO SCHOOL DISTRICT NO. 458

## DEMOGRAPHIC DATA

2023-24

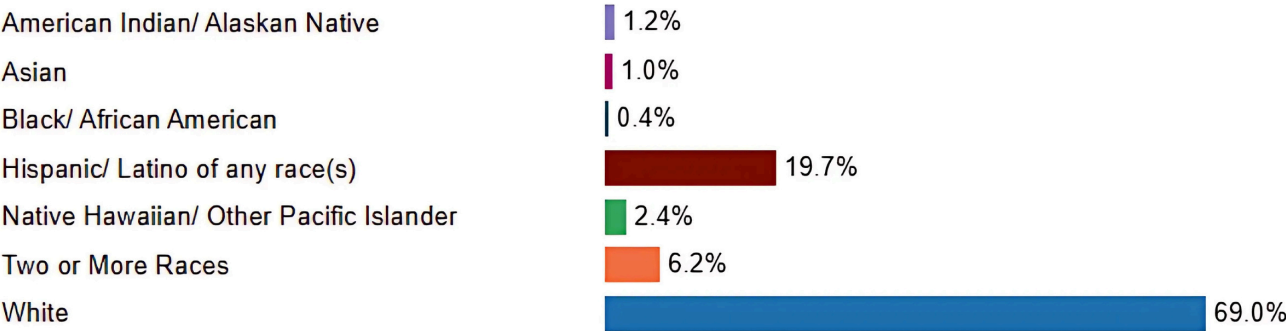
### Total Student Enrollment

4,974

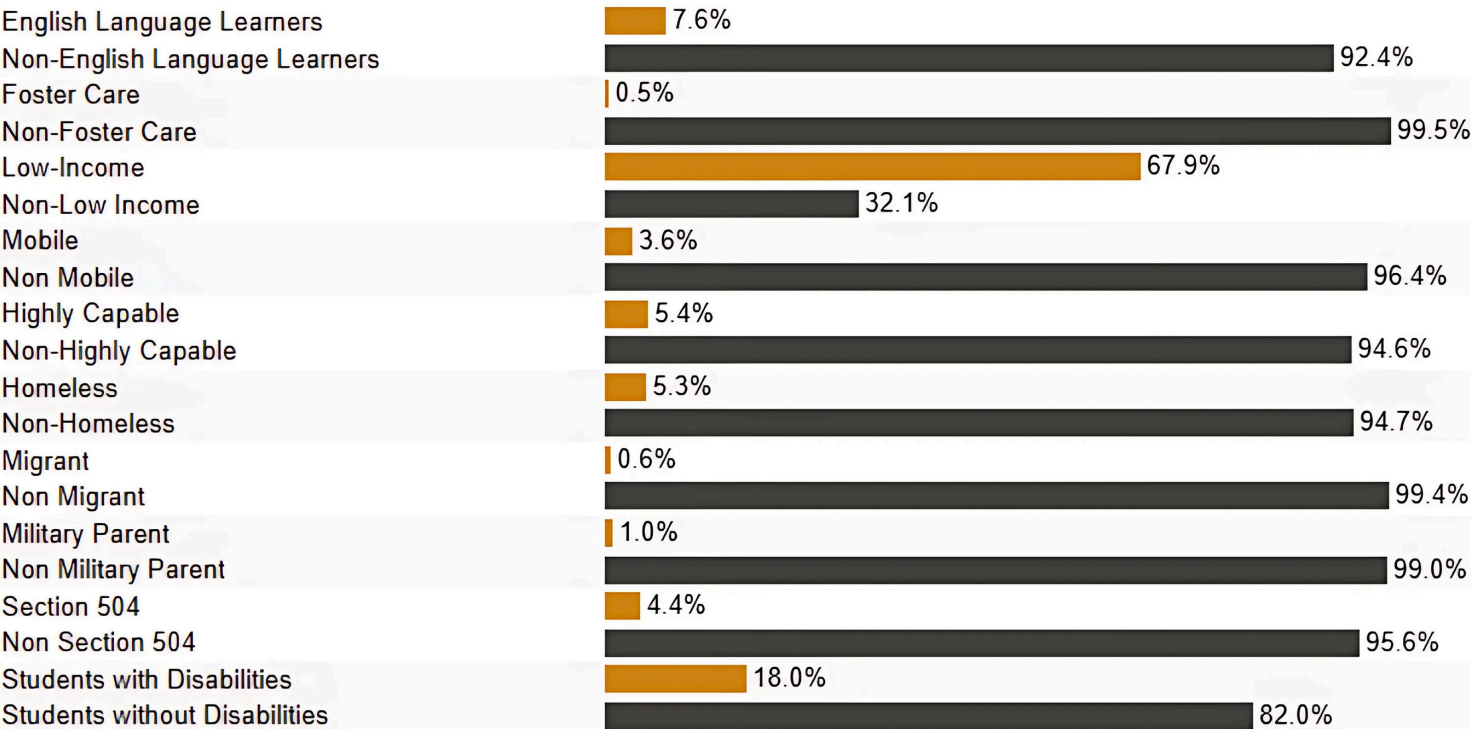
### Gender



### Race/Ethnicity



### Program and Characteristic

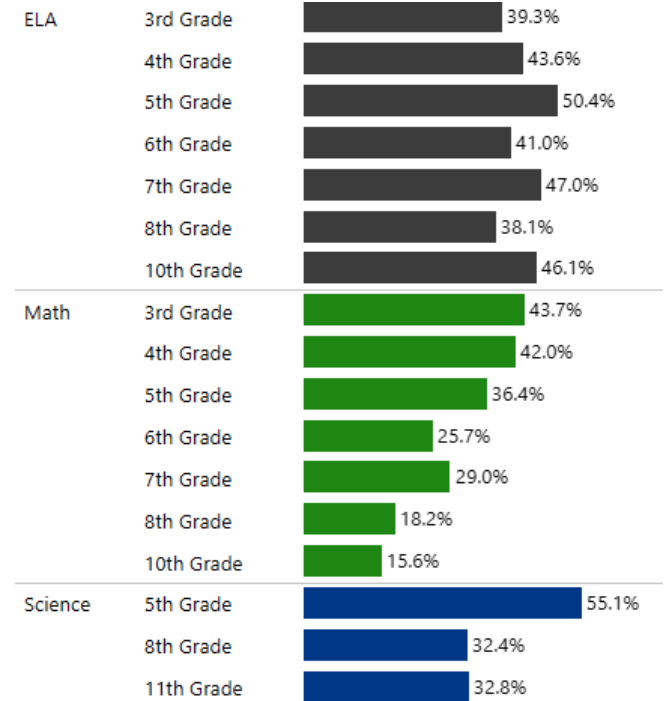




# KELSO SCHOOL DISTRICT NO. 458

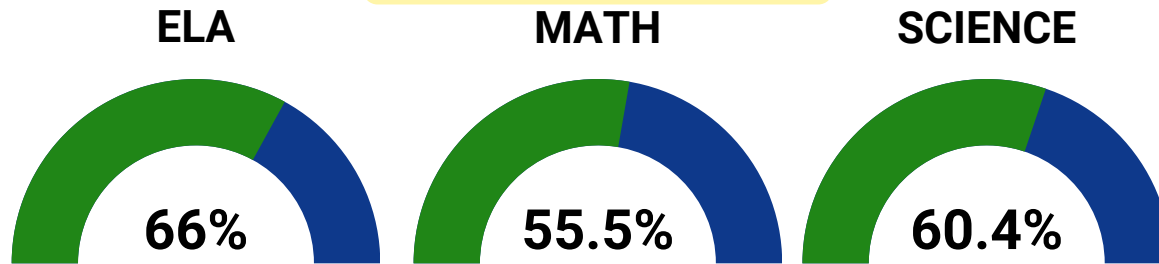
## ASSESSMENT DATA

### GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



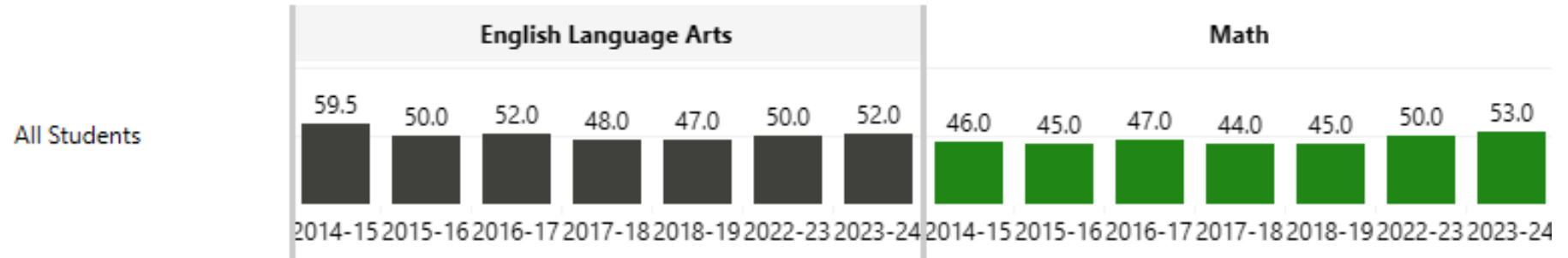
### FOUNDATIONAL GRADE-LEVEL KNOWLEDGE (AND ABOVE)

2023-2024 SCHOOL YEAR



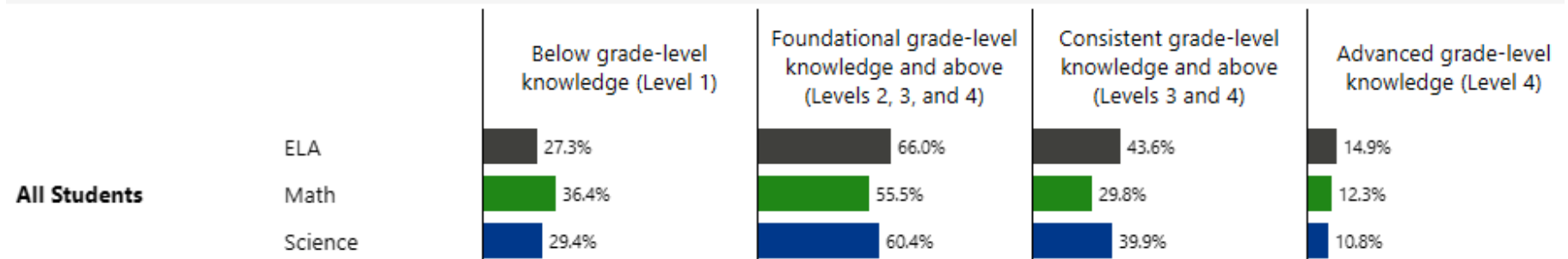
### All Students

### STUDENT LEARNING GROWTH OVER TIME



### Achievement Levels

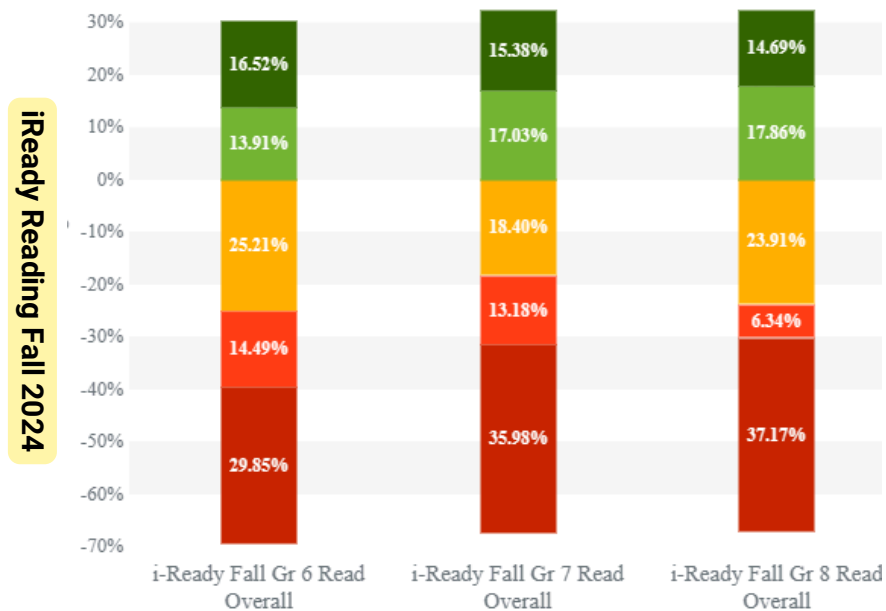
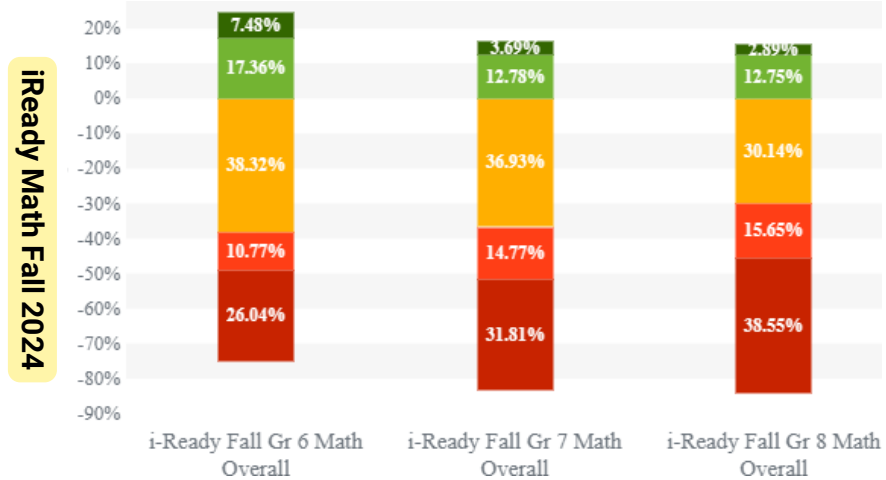
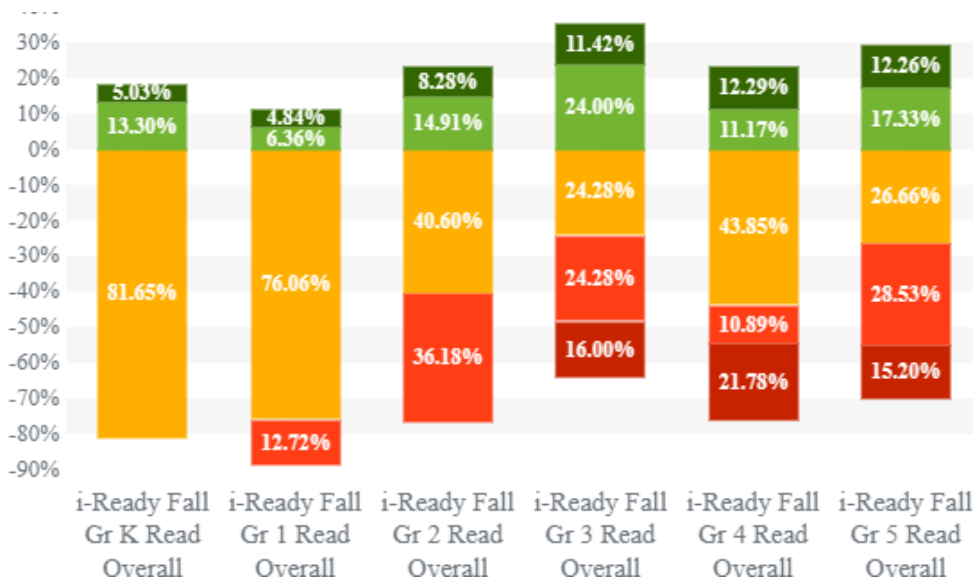
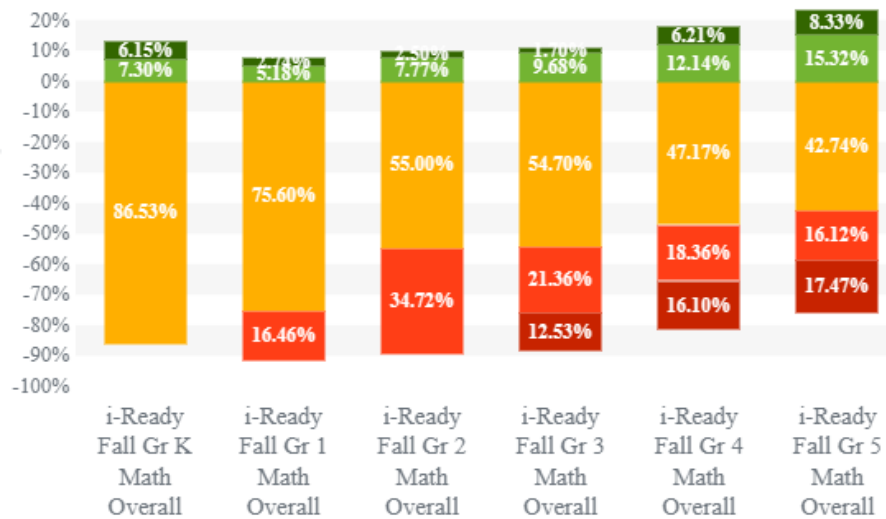
### STUDENT GRADE-LEVEL KNOWLEDGE 2023-24





# KELSO SCHOOL DISTRICT NO. 458

## ASSESSMENT DATA



### Performance Levels

One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below Early On Grade Level Mid or Above Grade Level

# BARNES

*2024 - 2025*

## ELEMENTARY



SCHOOL IMPROVEMENT  
PLAN (SIP)





## Enrollment

Enrollment  
2023-24 School Year

322

Low-Income  
2023-24 School Year

80.4%

English Language Learners  
2023-24 School Year

16.1%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$19,249

## Attendance



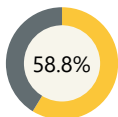
Students Attending 90% or  
More of School Days in the  
2022-2023 School Year

62.6%

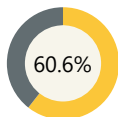
## Assessment

### Foundational Grade-level Knowledge (and above)

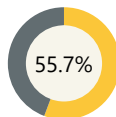
ELA  
2023-24 School Year



Math  
2023-24 School Year

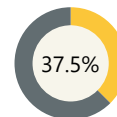


Science  
2023-24 School Year

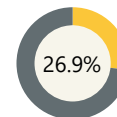


### Consistent Grade-level Knowledge (and above)

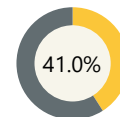
ELA  
2023-24 School Year



Math  
2023-24 School Year



Science  
2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



15.1

Teacher Count  
2022-23 School Year



29

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



75.9%

Teacher Experience  
2022-23 School Year



14.3

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

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

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





# BARNES ELEMENTARY SCHOOL

## DEMOGRAPHIC DATA

2023-24

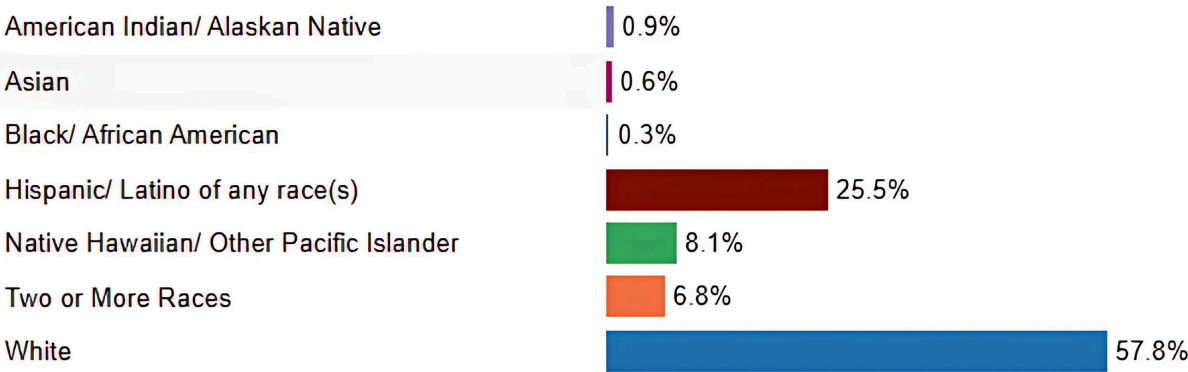
### Total Student Enrollment

322

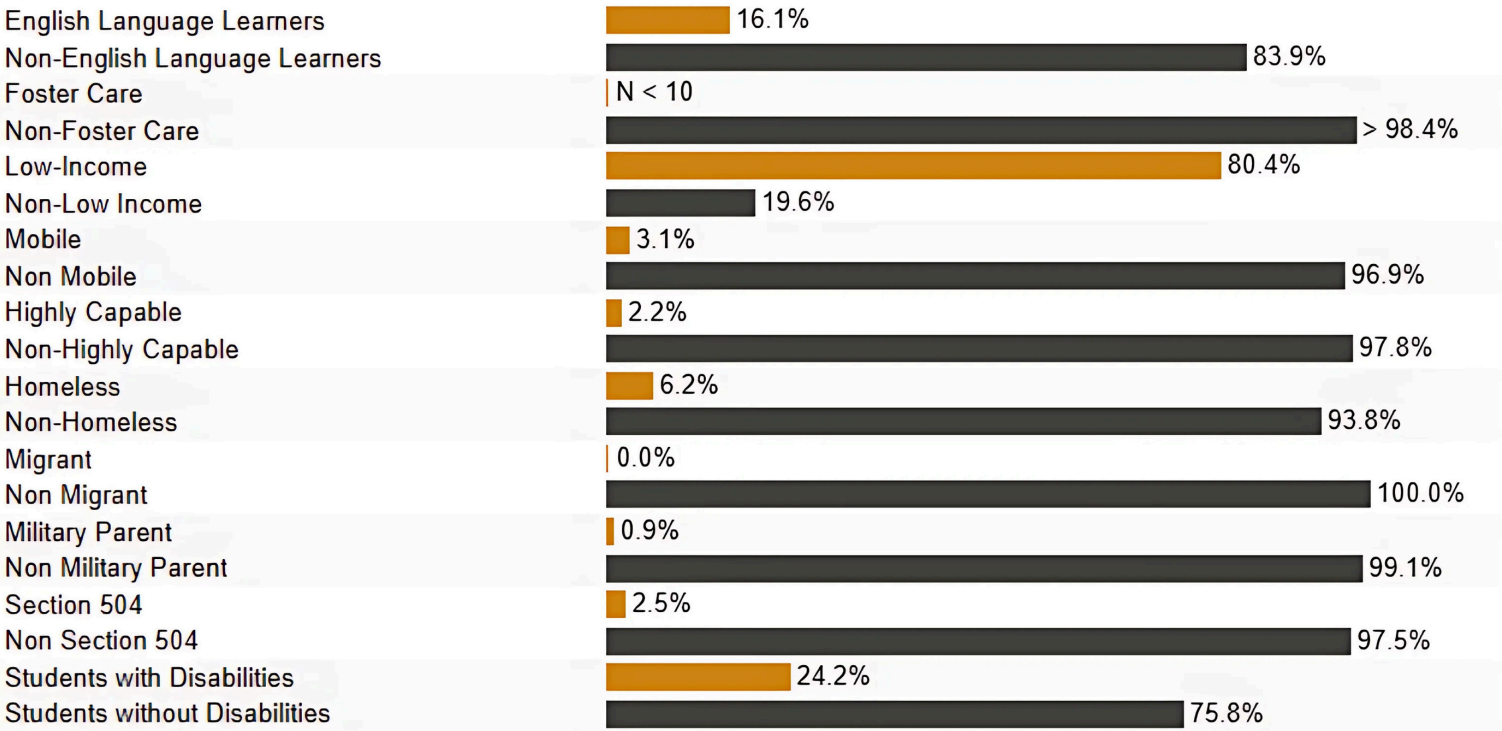
### Gender



### Race/Ethnicity



### Program and Characteristic







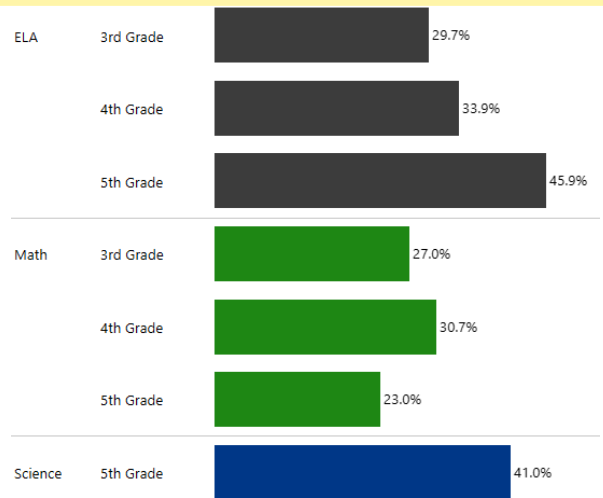
# BARNES ELEMENTARY SCHOOL

## ASSESSMENT DATA

### STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

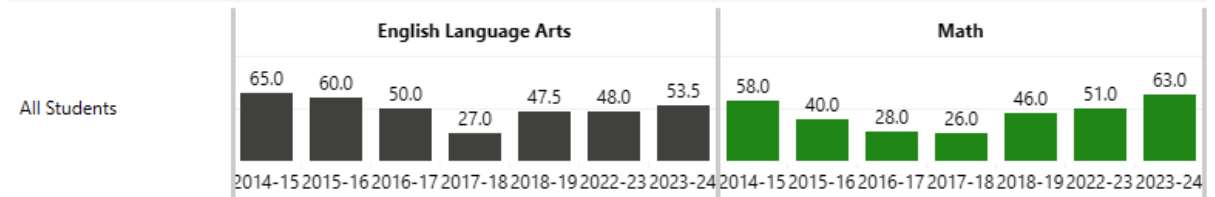


### GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



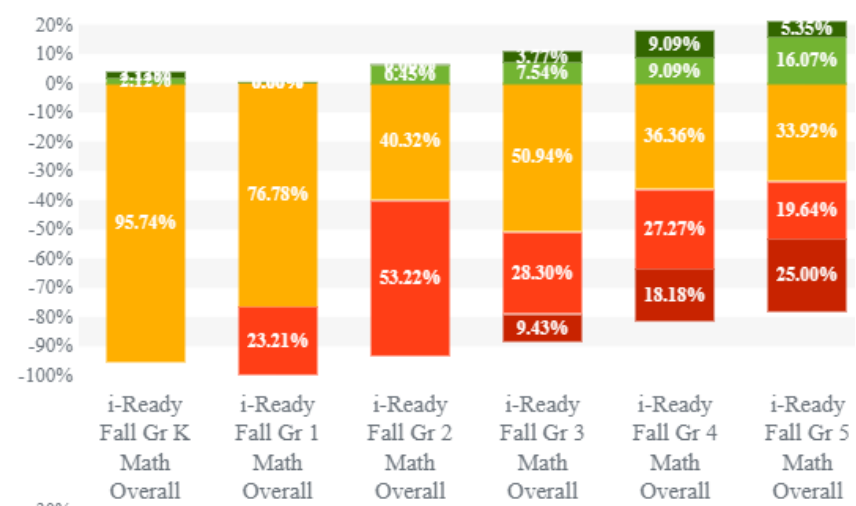
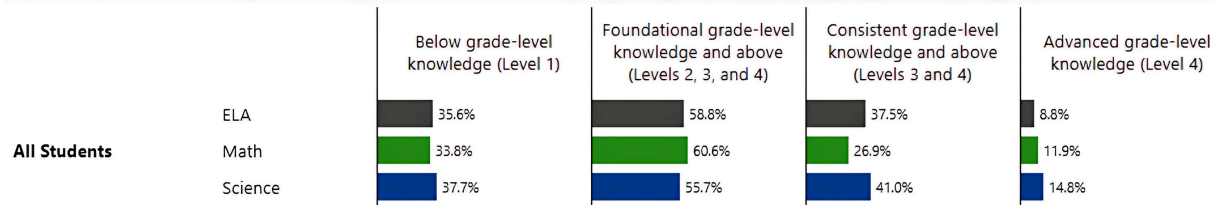
### All Students

### STUDENT LEARNING GROWTH OVER TIME

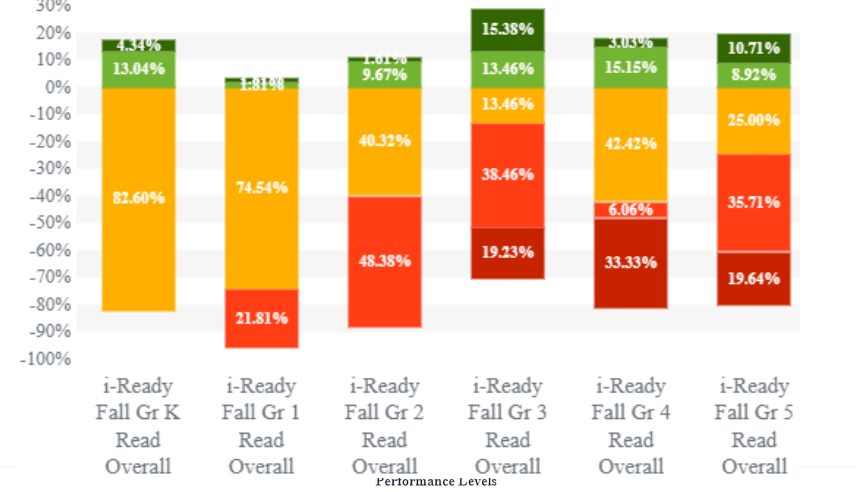


### Achievement Levels

### STUDENT GRADE-LEVEL KNOWLEDGE 2023-24



iReady Math Fall 2024



iReady Reading Fall 2024

One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below Early On Grade Level Mid or Above Grade Level

# Consolidated School Improvement Plan 2024-25

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

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

<b>Section 1: Building Data</b>	
<b>Building Name:</b> Barnes Elementary School	<b>Does your school share a building with another school?</b> Yes <input type="checkbox"/> No X  <b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.
<b>School Code:</b> 3323	<b>Grade Span:</b> Transitional Kindergarten-5 <sup>th</sup> grade; District Students with Significant Disabilities (K-5) Program  <b>School Type:</b> Elementary
<b>Principal:</b> Seth Peck	<b>Building Enrollment:</b> 325 students (not considering TK)
<b>School District:</b> Kelso	<b>F/R Percentage:</b> 80.0%
<b>Board Approval Date:</b> October 2024	<b>Special Education Percentage:</b> 24.2%
<b>Plan Date:</b> June 2024-June 2025	<b>English Learner Percentage:</b> 16.0%
<b>Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</b>  WSIF Cycle 3- Tier 3	



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

Please list by (Name, Title/Role)

### **Guiding Coalition:**

Principal Peck, Assistant Principal Lundberg, Bethany Shockley (1<sup>st</sup> grade), Julie Morse (2<sup>nd</sup> grade), Rhonda Hennessey (3<sup>rd</sup> grade), Pam Bauman (PE- former District Assessment Coordinator), Tanja Chaffin (5<sup>th</sup> grade), Angela Dyer (Title I/LAP Coordinator), Kelli Stewart (RR Teacher)

### **Attendance Team:**

Danielle Thomas (1<sup>st</sup> grade), Rebecca Abercrombie (counselor), Kristin McCormick (Music), Jaime Mejia (3<sup>rd</sup> grade), Camry Rader (ML Paraeducator), Mercedes DeBruler (Title Paraeducator), Laci Bolster (4<sup>th</sup> grade teacher), Assistant Principal Lundberg, Principal Peck

### **Tier 1 PBIS:**

Principal Peck, Assistant Principal Lundberg, Deanna Beard (Kindergarten), Monica Ramey (1<sup>st</sup> grade), Amy Coy (2<sup>nd</sup> grade), Tanja Chaffin\* (5<sup>th</sup> grade), Angela Dyer (Title I/LAP Coordinator), Sean Scattergood (STEAM), Rebecca Abercrombie (counselor), Julie Earls (Title I Paraeducator), Jake Alabiso (SEL D.O)

### **BBB:**

Rochelle Thomas – PTO President

## Section 3: Vision and Mission Statement

### Mission

WE ARE empowering positive relationships through a nurturing and collaborative environment by meeting the needs of all students through rigorous educational opportunities.

***WE ARE BARNES BEARS!***

### Vision

WE ARE here to help students move forward from wherever they are, and become agents of change to make a better community.

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

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

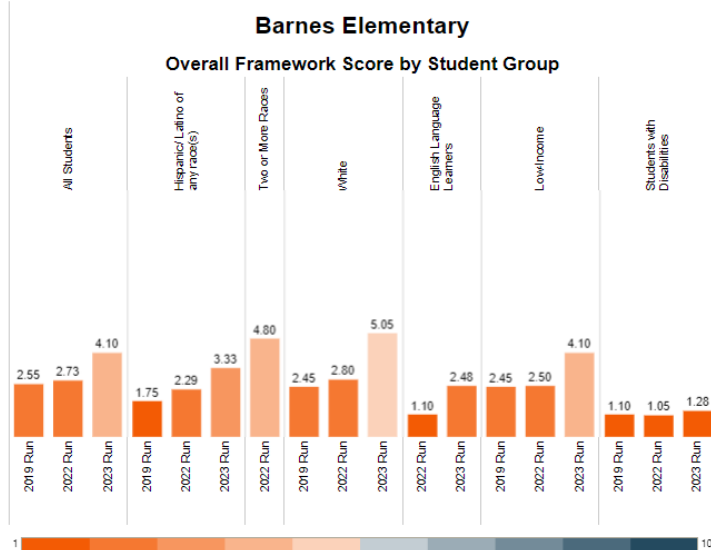
**Note:** If you are a school identified as Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data that used for your identification: (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student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

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

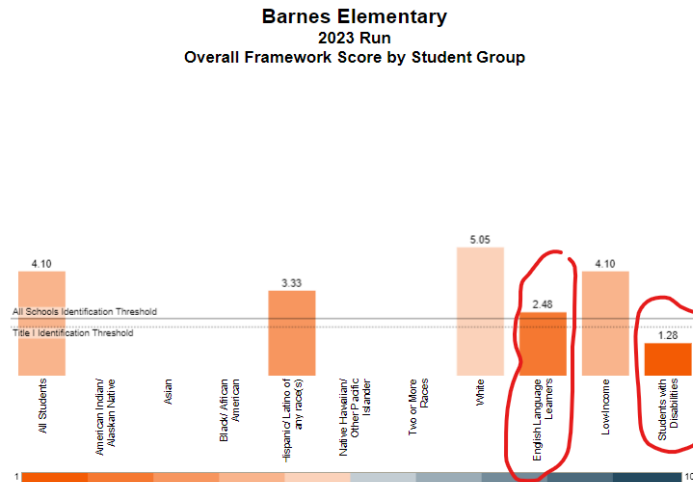
**Note:** If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#)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

### Student Populations

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



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



Our Students with disabilities are performing below the threshold cut score.

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

Our White students performed the highest at 5.05. Our low income and all students performed identically at 4.10.

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

- Our MTSS Academic collective practices (Tier 1 and Tier 2 taught by classroom teachers)
- No systematic, intentional instructional schedule that allows -What I need time (WIN time)- allows for PLC at Work differentiated instruction in ELA and Math every day- provided by ML, Title I, RR, and classroom teachers- T1, T2, or T3
- Lack of Professional Development opportunities for Special Education and ML staff members
- Lack of systematized Benchmarks for teachers to set SMARTIE goals, plan instruction using multiple data points, align materials to lead to higher learning outcomes for ALL students

- Chronic absenteeism
- Isolated, negative feelings about school- students not feeling like they are connected, safe, listened to, cared for, or treated as important at their school

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

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

[See our 2023-2024 Title I Plan \(hyperlinked\)](#)

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

See Title 1 Plan above

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

- We will use student data to guide instruction (T2, T3, WIN)
- Intervals- FA daily; CFA- every 4-6 days (TBD) – 15 day intervals; i-Ready Fall to Winter & Winter to Spring Benchmarks; Fall to Spring Benchmarks
- Students will be exited per the Title I Plan above (ML and SPED Tier 3 will have other ready to exit service responses)

## **Educators**

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

- Triangulating multiple pieces of data to guide instruction
  - Substantively PLC at working as a school community
  - Trauma Informed practices
  - Chronic absenteeism best practices
2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
- Essential Standards PD: i-Ready growth and reports, report cards, SBA
  - Jan Rauth Foundational Reading PD: i-Ready growth and reports IEP for ML students, report cards, SBA
  - PLC at Work PD- 5 staff members
  - Language Acquisition PD: i-Ready growth and reports for ML students, report cards, SBA
  - Tier 1 PBIS Core Principles PD: SWIS
3. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 - Professional Development**
- a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?**
- Future PD provided by Gahlya Auel on inclusionary practices. Gahlya will also be working alongside Kelli Stewart, our RR teacher, to inform support/learning opportunities for Kelli and our RR staff members.
  - Future PD provided by Effie Triol, Teresa Vance, and/or Weslee Vann after Fall Academic Benchmark Data Analysis meetings. She will participate in the PD with each grade level. At that point, we will identify PD opportunities for each grade level and/or teacher.
- b. How will the professional development activities benefit the students receiving targeted assistance services?**
- Tier 1 Academic instructional best practices – benefit all kids
  - Tier 2 instruction- provided by classroom teachers
  - Tier 3 instruction- systematically support differentiation of instruction for all students. Paraeducators will be invited to participate in School WER PD provided by Gahyla and Kelli Stewart.

### **Systems of Support**

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs

Assessment that will be addressed in this plan.

- Professional development to develop Resource Room staff members SDI skills
  - Master Schedule becoming an obstacle to all students receiving Core instruction EACH and EVERY day.
  - Foundational Reading instructional skills provided by Intermediate teachers. Not having research based materials to support phonemic awareness, phonics, and fluency reading skills for these 3<sup>rd</sup>-5<sup>th</sup> grade students.
2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
    - Behavioral/SEL: Classroom meetings every day (with 5 day schedule) grounded in 6 Core PBIS practices and Scope & Sequence "Bear Beliefs Matrix"; Recognition systems- PAWS, PAWS Fridays, McDonalds, Vernie's Pizzas, SuperBear Assemblies
    - Academic: SuperBear Assemblies; PAWS, PAWS Fridays, Principal Phone calls after Benchmarks
  3. How did your school identify these areas of strengths and improvement?
    - School WER staff meetings
    - Level 3 Compound process with Needs Assessment
  4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
    - Behavioral/SEL: Fairly well- multiple outside agencies work closely with our school (See Title 1 Plan)
  5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
    - Strengths: Parent participation in evening events (493 guests- Big Bear BBQ May 31<sup>st</sup>; Spelling Bee- April; Barnesgiving event)
    - Hope to strengthen:
    - "Nuestro Escuela" - Principal meeting (supported with a Spanish translator, Sonja Cardenas) with **Spanish speaking families beginning next year**
    - **Chuukese families events with the Principal** - 2 times scheduled next year with Chuukese translator, Anter Sasuo
  6. **Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 - Coordination and Transitions**
    - a. **How does your targeted assistance program coordinate with core and additional programs in the school?**  
Title I/LAP Coordinator, Angela Dyer, meets with every grade level and her team of 6 paraeducators. Targeted assistance done on a monthly



basis. Mrs. Dyer also participates in Academic Benchmarks – this year she will participate in all three (Fall, Winter, and Spring)

Again, check Title I plan from last year

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

This feels like grounds hog day. Our ML paraeducator joined our data analysis meetings in the spring. See attached PD plan. ML and SPED teachers will intentionally use this data and collaboration opportunity to guide their instruction.

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

PLC at Work – CFA data combined with Tier 3 data (SPED, ML, and Title I/LAP groups)

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

Yes

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

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

Families will be shown this plan on September 19 during our Slide Into Recess (Title I Intro) Evening event.

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

Goal #2 will increase the percentage and # of students achieving greater than 100% typical growth. During the 2023-2024 school year, 198 of 305 students assessed with i-Ready Spring Diagnostic made > 100% typical growth (63.93% of the student body).

	A	B	C	D	E	F	G	H
1	3 SIP Team Monthly Meeting Dates	1st work Tues, 7:15-8:15	2nd work Tues, 7:15-8:15	3rd work Tues, 7:15-8:15		School WER SIP PD opportunities (short bands of time)	District WER or State Inservice Day	
2		Tier 1 SEL PBIS	Guiding Coalition	Attendance		9/4: Tier 1 SEL (CLAWS, Paper Bears)		
3	September	9/3	9/10	9/17		9/18: Guiding Coalition, Attendance, Inclusionary Practices		
4	October	10/1	10/8	10/15		10/2: Tier 1 SEL, Attendance	10/4 (SID): 1/2 ELA, 1/2 Math	
5	November	11/5	11/12	11/19		10/16: Guiding Coalition, Attendance, Inclusionary Practice	10/30(D):	
6	December	12/3	12/10	12/17		11/6: Tier 1 SEL, Attendance		
7	January	1/7	1/14	1/21		11/13: Guiding Coalition, Inclusionary Practice	11/27: Conferences	
8	February	2/4	2/11	2/18		12/4: Tier 1 SEL, Attendance		
9	March	3/4	3/11	3/18		1/8: Tier 1 SEL		
10	April	4/1	4/15	4/22		1/22: Attendance, Guiding Coalition, Inclusionary Practice	2/5 (D)	
11	May	5/6	5/13	5/20		2/26: Attendance, Guiding Coalition, Tier 1 SEL	3/14 (SID): PM 1/2 SEL	
12	June	6/3	6/10	TBD		3/26: Attendance, Guiding Coalition, Tier 1 SEL, Inclusionary Practice	3/19 (D):	
13						4/1: Tier 1 SEL, Guiding Coalition		
14	OSSI Professional Learning					4/23: Guiding Coalition, Attendance, Inclusionary Practice	5/7 (D):	
15	Co-Teaching Inclusionary Practices (Gahyla A)	9/18				5/21: Attendance, Tier 1 SEL, Guiding Coalition, Inclusionary Practice		
16	ML PD (Effie Triol)	8/22						
17								
18	PD for SpED Staff (Teacher WER)	9/25						
19								
20	PLC Facilitators		A & B Days					
21	Kinder	Cherie	Oct 17					
22	1st grade	Monica	Jan 28					
23	2nd grade	Julie M	Mar 11					
24	3rd grade	Jaime M	Apr 29					

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

### 5a.SY 2024–2025 SMARTIE Goal #1: Increase Attendance (1-pager: Goal #3) Barnes Elementary

School will increase current baseline attendance from 91.57% to 95% by teaching, recognizing, and communicating attendance learning to our students, their families, and our staff (Scope and Sequence of Big Bear Beliefs) to all students, and to the subgroup of students (less than 6%-8%) who are chronically absent, by finding ways to teach students, engage families, and using family input data barriers to meet the 95% goal by June of 2025.

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

What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? > 93.5% for first 4 months of the school year (Sept-Jan).

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

When/how often will they monitor progress toward this overarching **goal**? Monthly- 3<sup>rd</sup> Tuesday of every month- Tier 1 team

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

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

Evidence-based practice (intervention,	Data Measures	Timeframe	Lead	Resources
--	---------------	-----------	------	-----------

<b><u>activity, or strategy</u></b> to support SMARTIE Goal				
<p><b><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></b></p> <p><i>What student groups will benefit and why?</i></p>	<p><i>What short-and long-term <b>data</b> will be collected to measure the impact of implementing this <b>evidence-based practice (intervention, activity, or strategy)?</b></i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><i>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur? What was/is the projected length of time?</i></p> <p><b><i>When or how often</i></b> (please be as specific as possible) <b><i>will progress be monitored or data reviewed?</i></b></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting <b>the evidence-based practice (intervention, activity, or strategy)?</b></i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p><b>Teach, celebrate, and communicate attendance instruction into core SEL Classroom instruction (Big Bear Belief Scope &amp; Sequence)</b></p> <p><b><u>Recognize</u> students who achieve excellence AND make improvements- including ML and SPED- will benefit because S, their families, and staff</b></p>	<p><u>Short Term:</u> change in S &amp; S of Tier 1 SEL PBIS instruction (including attendance into Classroom meeting weekly instruction).</p> <p><u>Long Term:</u> Attendance</p> <ul style="list-style-type: none"> <li>• Monthly</li> <li>• Trimester</li> <li>• Annual</li> </ul> <p>Correlation of ML and SPED students i-Ready benchmark, CFA, and</p>	<p>Weekly – this topic will spiral back throughout the school year. Students, families, and staff members will be presented with these learnings/research all year long.</p> <p>Data will be monitored every month and trimester.</p>	<p>Tier 1 SEL PBIS team</p> <p>School Counselor</p>	<p>PD provided by Tier 1 SEL PBIS team:</p> <ul style="list-style-type: none"> <li>• August 20-ish back to school all staff day</li> <li>• School WERs- materials too.</li> </ul> <p>Summer SEL work day(s) July 2024</p> <p>\$5K per trimester to recognize and celebrate student attendance (private</p>

<b>members will learn about the short and long term impacts of absenteeism vs. regular school attendance</b>	report card data combined with attendance data			donor)
<b>Teach and <u>communicate</u> attendance information to parents- short and long term benefits and implications of chronic absenteeism (all students and subgroups)</b>	Follow Lyle School District recommendations & Claire Walker-Pearson guidance- communication plan (Thrillshare, Newsletters, emails)	Throughout the school year Monthly	Attendance Team	OSSI \$ - pay for Claire Walker-Pearson support  Attendance Team member monthly participation- outside of contract day

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>	
1.	Attendance team member participation – Monthly meetings- 3 <sup>rd</sup> Tuesday before school 7:15-8:15 outside of the school day (OSSI Grant \$)
2.	Claire Walker-Pearson Attendance Coaching – ESD 112 – participate with Attendance team meetings and supporting Attendance leadership team system creation

## 5b. SY 2024–2025 SMARTIE Goal #2 (1-pager: Goal #1): Increase Sense of Belonging & Connectedness

Barnes Elementary School will increase schoolwide sense of belonging measures (fall assessment to spring assessment) by 10% from the fall baseline using student survey data by June 2025.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? Sense of Belonging survey data- fall and spring ('24-'25 school year) and spring ('23-'24 school year) data.

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

- 2 scheduled Student Panel sessions- every classroom have one representative meet with Barnes Administration
- 5<sup>th</sup> grade Leadership students will join/support every TK-4<sup>th</sup> grade classroom at some point to gather student voice and them meet with Barnes Administration post- Panel session discussions. Purpose will be to problem solve together on implementation of responses to student questions.

Who will monitor the progress of this overarching **goal**? School counselor, Administration, 5<sup>th</sup> grade Leadership teacher (Mrs. Chaffin) and Tier 1 SEL PBIS team

When/how often will they monitor progress toward this overarching **goal**? October Student Panel and January Student Panel

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

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

<u>Evidence-based practice (intervention,</u>	Data Measures	Timeframe	Lead	Resources
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<b><u>activity, or strategy</u>) to support SMARTIE Goal</b>				
<p><b><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></b></p> <p><i>What student groups will benefit and why?</i></p>	<p><b><i>What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)?</i></b></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><b><i>When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time?</i></b></p> <p><b><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></b></p>	<p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i></b></p> <p><i>Who else will be involved?</i></p>	<p><b><i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i></b></p>
<p><b>Create Student Voice Council organizational structure, introduce to classroom teachers, and meet with students to gather formative feedback 2 times (on top of Listening Tours)</b></p> <p><b>All Students because I will make sure we have equitable representation sharing their input/voice</b></p>	<p>Data:</p> <p>'23-24 Sense of Belonging data</p> <p>'24-'25 Sense of Belonging data</p> <p>Impact will be measured by identifying inequitable measures that exist in the Spring '24 and Fall of '24.</p>	<p>October 2024</p> <p>January 2025</p> <p>We will meet during grade level band lunches (K-1, 2-3, 4-5) in October and January.</p> <p>Frequency of progress monitoring will be Monthly with Principal Peck (use infinity loop from</p>	<p>School Counselor</p> <p>Administrators</p>	<p>Resources/Materials/Food</p> <p>Poster Maker of Each group of Student Panel kids-posted in hallways and cafeteria</p>

<b>during our Student Panel problem solving sessions.</b>		AWSP leadership-plan, implement, assess, etc.)		
<b>Continue to monitor the fidelity of our implementation of Core Tier 1 SEL PBIS practices</b>	SWIS data The Den data	2 <sup>nd</sup> Tuesday morning of every month Monthly	Tier 1 SEL PBIS team	Team Planning and PD for entire staff - SEL District Office and Title I Funding
<b>Provide Trauma Informed PD for new counselor, Rebecca Abercrombie</b>	PD plan with LaVern Dollarhyde, Wallace counselor: <ul style="list-style-type: none"> <li>• Co-Teach Wallace/Barnes staff PD</li> <li>• T-SEC paraeducator PD</li> <li>• Special Education (specifically sexual trauma responses) PD</li> </ul>	Rebecca is participating in the trauma informed PD in Indianapolis in late June 2024.  PD will occur during School and Teacher WER times (2:15 pm - 3:45 pm)	Rebecca Abercrombie LaVern Dollarhyde Administrators	Flight, conference registration, and materials

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement

Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Student Council materials, resources, and lunch for students – 2 times - \$500 OSSI funding
2. Trauma Informed PD – OSSI funding
3. “Nuestra Escuela” and Chuukese two evening events- High Poverty funding or OSSI grant funding
4. Tier 1 PBIS team member participation – Monthly meetings- 1st Tuesday before school 7:15-8:15 outside of the school day (OSSI Grant \$)

<p><b>5c. SY 2024–2025 SMARTIE Goal #3 (1-pager: Goal 2): Ensure all students learn at high levels:</b> Barnes Elementary will increase evidence of student learning from 63.93% (198 of 305) of student body &gt; 100% typical growth on i-Ready Spring Diagnostic to 80% of student body by improving Core 1 instructional practices for all students by June of 2025.</p>
<p>What data will be used to determine the extent to which the school is on track to meet this overarching <b>goal</b>? I-Ready Benchmark data</p> <p>What does the school expect to see mid-year to know if they are on track to meet the overarching <b>goal</b>? 80% of students at 60% typical growth by i-Ready Benchmark</p>
<p>Who will monitor the progress of this overarching <b>goal</b>? Guiding Coalition, Grade level teams</p>
<p>When/how often will they monitor progress toward this overarching <b>goal</b>? Academic Benchmarks, Guiding Coalition Monthly meetings</p>

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

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

<b><u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u></b>	<b>Data Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<p><b><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></b></p> <p><i>What student groups will benefit and why?</i></p>	<p><b><i>What short-and long-term <b>data</b> will be collected to measure the impact of implementing this <b>evidence-based practice (intervention, activity, or strategy)?</b></i></b></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p>	<p><b><i>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur? What was/is the projected length of time?</i></b></p> <p><b><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></b></p>	<p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the <b>evidence-based practice (intervention, activity, or strategy)?</b></i></b></p> <p><i>Who else will be involved?</i></p>	<p><b><i>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</i></b></p>
Effie Triol, Teresa Vance, Weslee Vann participate in	Short term: Effie's participation in 3 late September	Early October-Winter  Tier 3 Academic	Guiding Coalition  Effie Triol	\$7500- OSSI to begin guiding our more intentional practices (Effie Triol)- foundational reading practices

Fall Academic Data Analysis meetings (K-5)	meetings  Long term: grade level and individual teacher based learning goals- Common Formative assessments, i-Ready Winter Assessments	data-  Title I: PSI – 95%  ML: National Geographic materials  SPED: IEP goals progress  Monthly	ML- Camry Rader  Title I- Angela Dyer  SPED- Kelli Stewart	PD- School WER - TBD
<b>Gahyla Auel work alongside Kelli Stewart and provide PD for RR staff and co-teach for all staff School WER</b>	Short Term: Collaboration meeting notes and PD Plans generated from Gahyla Auel and Kelli Stewart  Long term: i-Ready Winter and Spring Diagnostic data (other data points from grade levels and IEP goals)	Entire school year-  September-June  Co-taught PD by Kelli and Gahyla	Kelli Stewart and Gahyla Auel  Administrators  Guiding Coalition	Kelli and Gahyla – planning and weekly check-in meetings  SEL materials- Autism  All Staff Inclusive practices PD  SPED para PD  Reading Mastery Curriculum/Materials

<b>Schedule, Organize, and Facilitate K-5 Academic Benchmark Analysis meetings</b>	<p>Short term: schedule 3 benchmarks for the 1<sup>st</sup> time under new leadership</p> <p>Long term: increase i-Ready Benchmark data results (63.93 to 80)</p>	<p>Late Sept/Early Oct</p> <p>After Winter and Spring Benchmark windows close- Feb and June</p>	<p>Guiding Coalition Effie Triol</p> <p>Grade Level teams</p>	<p>Dates:</p> <p>Monday, September 30, 2024 8:15 – 3:45</p> <p>Thursday, October 3, 2024 8:15 – 3:45</p> <p>Monday, October 7, 2024 8:15 – 3:45</p> <p>Contact: Seth Peck, Principal <a href="mailto:seth.peck@kelsosd.org">seth.peck@kelsosd.org</a> 401 Barnes Street Kelso, WA 98626</p> <p>Location: Barnes Elementary</p> <p>Rate: 850.00 (includes travel) per day Total: 850 x 3 = \$2,550</p> <p>ESD 112 to provide: Four Box Sorting Handouts and Sorting Criteria</p>
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<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<ol style="list-style-type: none"> <li>1. ESD 112 team- Effie Triol, Teresa Vance, and Weslee Vann will join all grade level Academic Benchmark meetings in the fall- Team will plan from that point- after doing a needs assessment- \$2500 per session = \$7500</li> <li>2. Gahyla Auel will provide support (via collaboration) for Special Education RR staff and Co-Teach with Kelli Stewart = OSSI grant \$</li> </ol>

- |   |
|---|
| 3. Increase Guiding Coalition team member participation monthly meetings- 2nd Tuesday before school 7:15-8:15 outside of the school day (OSSI Grant \$) |
| 4. Academic Benchmark Sub costs- 2 days for Fall, Winter, and Spring (3 per a day on 9 days per school year) – OSSI Grant \$                            |



## **Fall to Winter Tier 1 Benchmark Grade Level Goals:**

### **Kinder: Winter Goal**

80% of students will go up one level based on their district sounds assessment.  
26 out of 33 to strategic  
7 out of 9 to benchmark  
4 students will remain in benchmark

**1<sup>st</sup> grade Winter Goal:** By (January/Winter Benchmark), with a focus on (Phonological Awareness), students in (first grade) will show benchmark level achievement as measured by (Heggerty Assessment- Blending, Segmenting, Initial, Ending Phoneme) increasing from 75%, 67%, 73% and 55% respectively (current baseline percentage for grade level) to 100% of students in strategic and intensive growing one level and 100% of students in Benchmark will remain in Benchmark.

End of Year goal (May): include medial phoneme isolation from 42% to 100% of students in strategic and intensive growing one level and 100% of students in Benchmark will remain in Benchmark.

**2<sup>nd</sup> grade Winter Goal:** 18 students will move from strategic to benchmark based on the phonics domain of i-Ready

Phonics -By the winter diagnostic benchmark, 18 students who previously performed in the phonics strategic domain based of i-Ready data will move to benchmark.

**3<sup>rd</sup> grade Winter Goal:** By Winter benchmark (date), with a focus on phonics (5 components of reading), in the third grade: the 18 students currently at Benchmark will remain in Benchmark; the 3 students in the Strategic range will move to Benchmark, and the 15/31 students in the Intensive range will move from Intensive to Strategic, as measured by the Winter iReady assessment phonics domain (assessment used to measure progress).

**4<sup>th</sup> grade Winter Goal:** By the January benchmark, data will show that 80% of strategic students in the vocabulary strand will move to benchmark (10 students). 5 (38%) of intensive students in the vocabulary strand will move to strategic.

### **5<sup>th</sup> grade Winter Goal:**

By benchmark meeting in the winter, we want to focus on informational text, students in 5th grade will show improvement in comprehension and fluency in informational text. Keep all 16 students in benchmark range of comprehension, move 4 students from strategic to benchmark, and 28 intensive to at least strategic.

**Year End goal:** 80% bench mark by the end of our last assessment

# Barnes Elementary SIP Goals

## Goal 1

### Create a culture where kids feel like they belong:

A positive school climate promotes belonging, which is the foundation for social and emotional well-being. Having a sense of belonging is critical to well-being, motivation, and achievement.

Who: Tier 1 SEL PBIS Team

Goal: BES will increase our Student Sense of Belonging and respect they are data by 10% using 3rd-5th grade Student Survey data

Secondary data: SWIS Data - physical aggression and Skyward - Exclusionary Data (OSS, ISS)

### Action Steps:

- Tier 1 SEL Team- meet 1st Tuesday of every month
- Continue to improve the implementation of our Tier 1 SEL PBIS 6 Core Principles: teach, recognize, use data, use continuum of supports, and supports for students with chronic behavior problems.
- Create Student Voice Council by expanding 5th grade Student Leadership scope in influence
  - Listening Tour (October) and 2 or 3 more Council meetings- use student voice to increase systems aimed at listening to student voice
  - Incorporate Student Leadership into Classroom SEL Meetings/Culture
- Planned 7 Evening Events- Slide into Recess, Barnesgiving, Polar Express, MCT, Spelling Bee, Big Bear BBQ, Variety Shows
- Introducing "Nuestro Escuela" supports w/ MLL parents\*
- Introducing 2 events for Chuukese families w/ interpreter

## Goal 2

### Ensure all students learn at high levels:

Increase academic learning outcomes for all students

Who: Guiding Coalition

Goal: BES will increase evidence of student learning from 63.93% (198 of 305) of student body > 100% typical growth on i-Ready Spring Diagnostic to 80% of student body.

Secondary data: Common Formative Assessments- Reading; Academic Winter and Spring Benchmark i-Ready data

### Actions Steps:

- Guiding Coalition- meet 2nd Tuesday of every month (perhaps 4th Tuesday too- TBD)
- Identifying "Data Picture of our School" data points (5 domains)
- Implementing Fall\* 1st time w/ Principal Peck, Winter, & Spring Academic benchmarks for every grade level - focus on Core Tier 1
- Professional Development Plan (see HUB):
  - Inclusionary Practices PD Certificated (Gahlya Auel)
  - Resource Room PD (Gahlya Auel)
  - Academic Benchmark Capacity Building (Fall- modified template) ESD 112 support- Effie Triol, Teresa Vance, and Weslee Vann)
  - "Science of Reading" PD (ESD 112 support- Effie Triol)
  - School WER PD Calendar Planning
  - Collaboration Schedule

**Belong + Learn --> Participate**

## Goal 3

### No place Bears would rather be:

For all students, we will create classroom environments where students and families SEEK high attendance. By creating respectful, inclusive classroom and schoolwide cultures AND barrier removing obstacles, Bears will attend school at exemplary rates. We will teach, celebrate, & communicate our attendance values.

Who: Attendance Team

Goal: BES will increase school wide attendance from 91.57% to 95%.

Secondary data: GAP data- Special Education and MLL students

### Action Steps:

- Create Tier 1 Attendance Team- meet 3rd Tuesday every month (ESD 112 support- Claire Pearson-Walker)
- Counselor- teaching importance of regular attendance during class meetings
- Teaching Parents- communication plan and parent involvement nights & recognizing kids
- High Interest experiences (Field trips, At school experiences, Missoula Childrens' Theater, Robotic Legos- 3rd-5th grade classrooms)
- "Dare to be Bears: NO Place Bears would rather be: Together we can do hard things" Shirts for all kids & staff
- VIDA Career Wear Dress Up days

Last updated:  
Sept 25, 2024

Belong



Learn



Participate

A place where all students  
belong to our school community



Ensure all students  
learn at high levels



Students and families  
seek high attendance



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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned	Additional School WER time to support reading and math

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	to grade level specific state standards, including differentiation and enrichment services as needed.	instruction, PLC training,
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Title I reading groups- see Title I Plan
<b>School Improvement</b>	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i>
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of	Click or tap here to enter text.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	instructional technology.	
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i>
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	
<b>Other Funding Sources, including School Improvement Grant Funding</b>	Click or tap here to enter text.	

2023-2024 School Year
<p>The staff at Barnes Elementary is an experienced staff. The average teaching experience is 14.3 years.</p> <p>27.4 Certificated Staff:</p> <ul style="list-style-type: none"> <li>18 Classroom Teachers <ul style="list-style-type: none"> <li>1 Transitional Kindergarten</li> <li>17: 3 at each grade level, K-5 except for 3rd grade (2 classroom teachers)</li> </ul> </li> <li>3 Special Education Teachers <ul style="list-style-type: none"> <li>1 Resource Room</li> <li>2 Significant Program</li> </ul> </li> <li>3 Specialist Teachers (Music, PE, STEAM)</li> <li>1 Title I /LAP Coordinator</li> <li>.4 FTE School Psychologist (virtual psych residing in West Virginia)</li> <li>1 FTE School Counselor</li> <li>1 Speech and Language Pathologist</li> <li>Services are provided from district Occupational and Physical Therapists</li> </ul>
Office Staff
<ul style="list-style-type: none"> <li>1 Administrative Assistant</li> <li>.5 Office Clerk</li> <li>1 Health Care Specialist</li> </ul>
Classified Staff
<p>Paraeducators</p> <ul style="list-style-type: none"> <li>14 Special Education <ul style="list-style-type: none"> <li>Resource Room - 4</li> <li>Students with Significant Disabilities - 14</li> </ul> </li> <li>1.0 English Language Development</li> <li>6 Title I/LAP</li> <li>2 The Social/Emotional Center (T-SEC)</li> <li>.8 Attendance/Library Clerk</li> </ul>
Administrative Staff
<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> </ul>



Briefly describe the process you and your staff utilize to review progress towards achieving schoolwide goals:

- Barnes Elementary School has multiple teams: Guiding Coalition, Tier 1 SEL, AVID site team, Tier 3 academic team, recess PLT, Tier 2 and 3 SEL, SPED SEL, Tier 2 and 3 attendance team, specialist PLC grade level PLTs, safety team, office team, GQP/Resource, GQP Significant. At least one representative was chosen from each grade level to be included on a team. The two instructional teams use student learning data to assess strengths and weaknesses of the instructional strategies and curriculum. Our GQP, SIT, Leadership, SEL, and Grade Level Teams meet to review data, plan interventions, and assess effectiveness. Teams determine which students will benefit from additional support in the classroom and which would benefit from support provided in a separate pull-out location.

We use the following data to inform instruction and identify appropriate interventions for academics, behavior, and attendance:

- **Formative Assessments-** We have frequent and regular progress monitoring using i-Ready assessments, ReadyGEN reading assessments, i-Ready reading assessments, and use multiple report forms to review i-Ready data. These data points
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inform inclusion in and movement between intervention groups based on individual student needs and skill deficits. We also use phonemic awareness and phonics screeners to help identify specific areas of need for students in order to place them in targeted intervention groups.

- **Benchmark Assessments-** Fall/Winter/Spring district benchmark assessments are used to monitor student growth over time.
- **Other Assessments-**These include the quizzes/tests from the ReadyGEN curriculum. These are used (K-5) as formative and summative assessment pieces throughout the year, measuring student achievement on Washington State ELA Learning Standards. We also use Smarter Balanced Interim Assessments for grades 3-5.
- **Math Unit Assessments-** Teachers use unit assessments to drive instruction inside of their classrooms.
- **Early Literacy Assessment-**The Kelso Kindergarten Assessment is used to monitor progress toward state standards. ESGI is also part of progress monitoring for kindergarten and first grade..

The progress made with the SIP plan will be reviewed every trimester/benchmark (three times), and will be discussed at subsequent WER school days to review progress toward achieving school wide goals, and make adjustments as needed. Frequent and regular progress monitoring occurs for students being served by Title I/LAP.

The Schoolwide Tiered Models of Instruction within Math, ELA, and Social and Emotional Learning include three tiers:

- Tier 1 (all students) includes ELA Core Instruction a minimum of 105 minutes, Math Core Instruction 60-75 minutes, and Social Emotional Core Instruction 30 minutes.
- Tier 2 includes additional interventions (small group) implemented in response to formative classroom data.
- Tier 3 includes additional intervention for our most intensive students. These students are identified by multiple data.



Data Management:	<ul style="list-style-type: none"> <li>• Schoolwide Information System (SWIS)</li> <li>• Check-in/Check-out daily behavioral data</li> <li>• Skyward (Discipline- Summative)</li> <li>• Homeroom</li> <li>• Class meeting notes and observations</li> <li>• Second Step Lesson Assessment/Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready Reading Assessment</li> <li>• ReadyGEN Assessments</li> <li>• Math i-Ready</li> <li>• Classroom work and teacher observations</li> <li>• PSI/PASI Screeners</li> <li>• Attendance</li> <li>• Monthly Title I/LAP reports</li> </ul>
<u>Strategies:</u>	<p>Our data indicate we need to collect and analyze more current student data. This will be done by:</p> <ul style="list-style-type: none"> <li>• All K-5 grade level teachers implement and follow the district-wide Social and Emotional Scope and Sequence for daily classroom meetings.</li> <li>• K-5 teachers will complete the The Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) universal screener and data will be reviewed once each trimester.</li> <li>• Tiered behavioral support team will meet weekly to discuss Tier 2 and Tier 3 behavioral support plans to assess impact on student progress. Team will continue to collaborate with certificated and classified staff to identify and modify plans based on their observations.</li> <li>• Counselor groups are identified and created to meet/address student needs. These groups run weekly for 6-8 weeks/3 times a year and are determined by the SRSS-IE, teacher and parent input, and counselor schedule.</li> </ul>	<p>Title/LAP Services provided:</p> <ul style="list-style-type: none"> <li>• Kindergarten receives 45 minutes of Title/LAP support a day.</li> <li>• Grades 1st, 2nd, 4th, and 5th receive five thirty-minute blocks of literacy intervention instruction per week.</li> <li>• Grade 3 receives five- thirty minute literacy blocks per week and five thirty-minute math blocks per week.</li> </ul>

**How will the school leverage combined funds to improve the schoolwide plan?**

Title I/LAP funds are used to provide additional staffing and materials to support instruction and student learning. We utilize a 1.0 Title I/LAP Coordinator and paraprofessionals to provide intervention in reading and math.

Our school strives to create a welcoming environment that strongly encourages parent and community participation in school activities. Through these partnerships, we hope to create family and community connections which will support student achievement and decrease student behavior.

**2023-2024 School Year**

Our Title/LAP Parent and Family Engagement activities plus integrated materials and services include:

- Barnes Bears Boosters (Parent Advisory)
- AVID
- Youth and Family Link Afterschool program
- Literacy Night
- Math Night
- Title I Informational Meeting
- Barnes Bears Boosters (Parent Advisory)
- Parent-Teacher Conferences
- Open House
- Veteran's Day Assembly
- Martin Luther King Day Assembly
- Annual Book Fair
- Read Across America
- School Music Concerts
- Missoula Children's Theater
- Talent/Variety Show
- Barnes Giving
- Trimester Superbear Assemblies (Celebrate Attendance, Academics, and Behavior)

ALL Purchases that are not eligible for Title I/LAP monies are funded by Barnes Bears Boosters and Donor Funds.

**2023-24 School Year**

Students at Barnes Elementary School have access to a variety of services. These include:

- Fresh Start/Check in & Check out daily goal setting
- Access to the T-SEC room
- Reading remedial groups
- Backpack Buddies
- Garden Club
- Free Breakfast and Lunch
- Individual and Group Counseling
- Special Education
- Occupational Therapy
- Physical Therapy
- Speech and Language Pathologist (SLP)
- STEAM, Music, and PE classes
- Library access to families

2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: Burns Elementary

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: <u>Seth Pede</u>	<u>[Signature]</u>
Rebecca Abercrombie: <u>counselor</u> <u>Tier 1</u> <u>SEL</u>	<u>[Signature]</u>
Danielle Thomas <u>Attendance</u>	<u>Danielle Burns</u>
Julie Brigman <u>Tier 1</u> <u>SEL</u>	<u>Julie Brigman</u>
Kristin McEnrick <u>Attendance</u>	<u>Kristin McEnrick</u>
Pam Bauman <u>Guiding Coalition</u>	<u>Pam Bauman</u>
Bethany Shackley <u>Guiding Coalition</u>	<u>Bethany Shackley</u>
Manica Rannay <u>Tier 1</u> <u>SEL</u>	<u>Manica Rannay</u>
Sean Scottengood <u>Tier 1</u> <u>SEL</u>	<u>[Signature]</u>
Laci Bolster <u>Attendance team</u>	<u>Laci Bolster</u>
Rhonda Hennessey <u>Guiding Coalition</u>	<u>Rhonda Hennessey</u>
Tanya Osoffin <u>Guiding Coalition</u>	<u>Tanya Osoffin</u>
Amy Coy <u>Tier 1</u> <u>SEL</u>	<u>Amy Coy</u>



2024-2025

School Improvement Plan (SIP) Team Signature Page

School: Barnes Elementary School

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal:	
Julie Morse Guiding Coalition	Julie Morse
Camry Rader <sup>mt</sup> Attendance team	Camry Rader
Deanna Beard Tier 1 team	Deanna Beard
Julie Farts Tier 1 team	Julie Farts
Angela Dyer Guiding Coalition Tier 1 team	Angela Dyer
Andy Lundberg Assistant Principal	Andy Lundberg
Mercedes DeBakey Attendance team	Mercedes DeBakey
Kelli Stewart Guiding Coalition	Kelli Stewart



BUTLER  
ACRES  
*2024 - 2025*  
ELEMENTARY



SCHOOL IMPROVEMENT  
PLAN (SIP)







Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Butler Acres Elementary

## Address and Phone

1609 BURCHAM ST  
KELSO, WASHINGTON 98626  
3605011600

## Enrollment

Enrollment  
2023-24 School Year

407

Low-Income  
2023-24 School Year

67.6%

English Language Learners  
2023-24 School Year

8.4%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$16,757

## Attendance



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

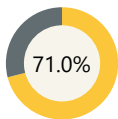
70.0%

## Assessment

### Foundational Grade-level Knowledge (and above)

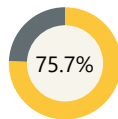
ELA

2023-24 School Year



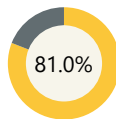
Math

2023-24 School Year



Science

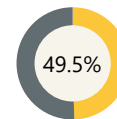
2023-24 School Year



### Consistent Grade-level Knowledge (and above)

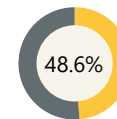
ELA

2023-24 School Year



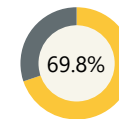
Math

2023-24 School Year



Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



23.3

Teacher Count  
2022-23 School Year



29

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



72.4%

Teacher Experience  
2022-23 School Year



16.0

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

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

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



# BUTLER ACRES ELEMENTARY SCHOOL

## DEMOGRAPHIC DATA

2023-24

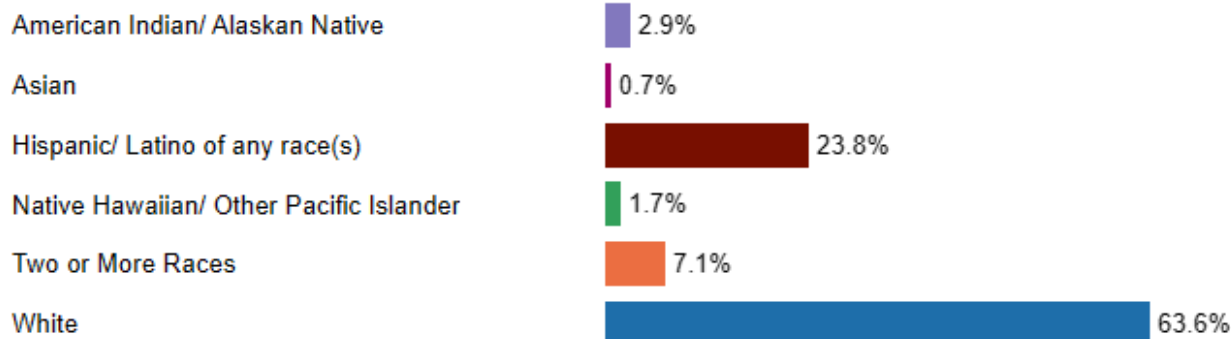
### Total Student Enrollment

407

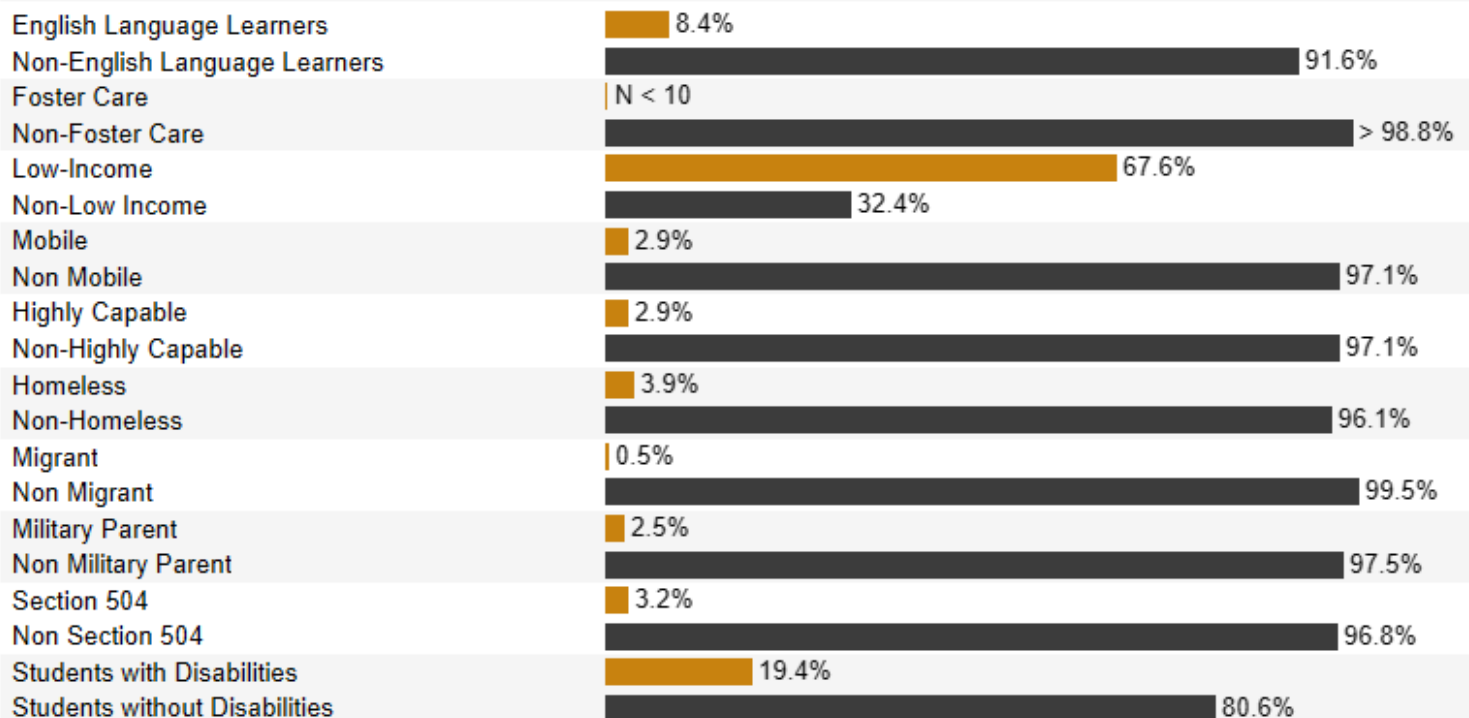
### Gender



### Race/Ethnicity



### Program and Characteristic





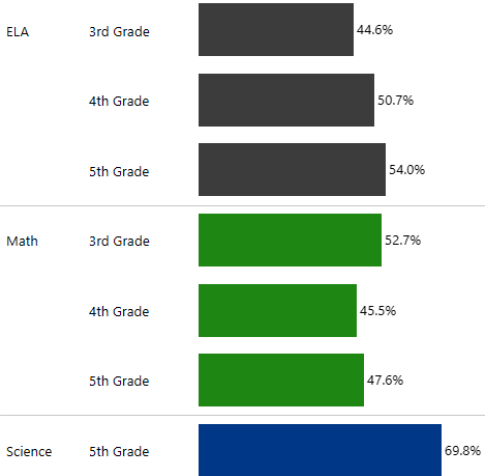
# BUTLER ACRES ELEMENTARY SCHOOL

## ASSESSMENT DATA

STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

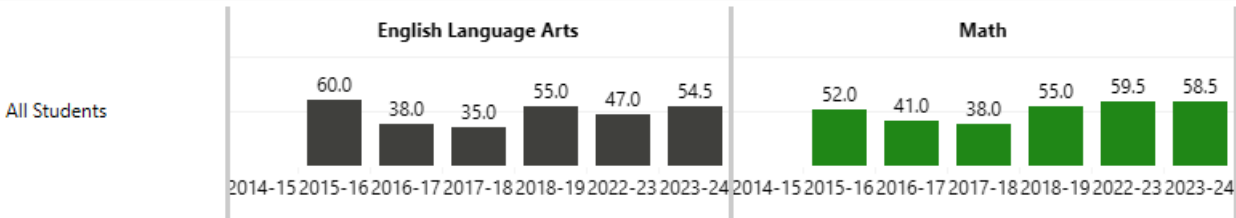


GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



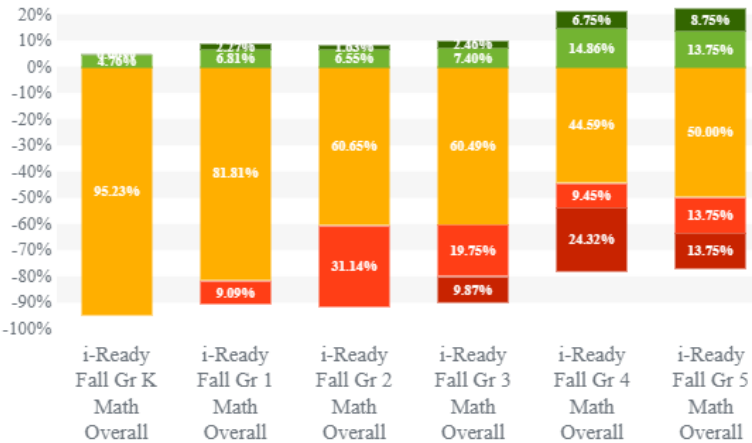
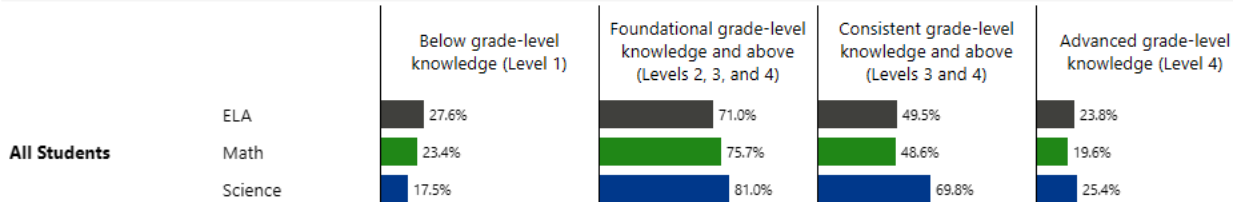
### All Students

STUDENT LEARNING GROWTH OVER TIME

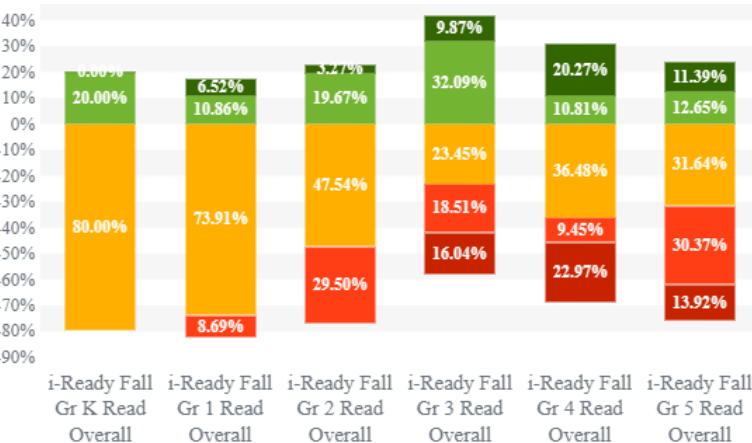


### Achievement Levels

STUDENT GRADE-LEVEL KNOWLEDGE 2023-24



iReady Math Fall 2024



iReady Reading Fall 2024

Performance Levels  
One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below Early On Grade Level Mid or Above Grade Level

## 2024 - 2025 SCHOOL IMPROVEMENT PLAN

**School Name: Butler Acres Elementary**

**Principal: Mark Connolly**

**School Improvement Plan Completion Date:**

Principal Signature

*Mark Connolly*

Date

*10/14/24*

# Goal 1

<div>Plan – Goal 1: <input checked="" type="checkbox"/> New      <input type="checkbox"/> Refined      <input type="checkbox"/> Sustaining</div> <div>This goal supports the following student outcomes:</div> <div><div><input checked="" type="checkbox"/> Increase student achievement in core subjects</div><div><input checked="" type="checkbox"/> Reduce achievement gaps</div><div><input type="checkbox"/> Enhance graduation rates</div><div><input type="checkbox"/> Improve attendance rates</div><div><input type="checkbox"/> Strengthen social and emotional learning</div><div><input type="checkbox"/> Enhance college and career readiness</div><div><input type="checkbox"/> Foster a positive school climate and culture</div><div><input type="checkbox"/> Increase parent and community engagement</div><div><input checked="" type="checkbox"/> Utilize data-informed instruction</div></div>	
<div>Plan – Goal 1</div> <div>What is the identified goal? What is the intended student outcome?</div>	<div>What AWSP Criterion and Indicators align with this goal?</div>
<div><b>Because</b> our Spring 2024 student data shows that students are not at grade level in ELA (34%) and Math (35%).</div> <div><b>We must</b> engage in PLT's with a focus on essential standards and CFA's.</div> <div><b>So that</b> students are provided grade level learning and interventions that will meet grade level goals.</div> <div><b>Our goals</b> have been set by each grade level to increase PLT efforts and improve student data in ELA in math within each grade level TK - 5.</div>	<div>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning</div> <div>1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning</div> <div>3.1 Recognizes and seeks out multiple data sources</div> <div>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</div> <div>3.3 Creates data-driven plans for improved teaching and learning</div> <div>3.4 Implements data-informed improvement plans</div> <div>3.5 Provides evidence of student growth that results from the school</div> <div>4.1 Assists staff in aligning curriculum to state and local district learning goals improvement planning process</div>

	<p>4.2 Assists staff in aligning instructional practices to state standards and district learning goals</p> <p>4.3 Assists staff in aligning assessment practices to state standards and district learning goals</p> <p>5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practices</p> <p>5.2 Uses adopted instructional framework to evaluate instruction and assessment</p> <p>5.3 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness</p> <p>5.4 Provides evidence of student growth of selected teachers</p> <p>8.1 Assesses data and identifies barriers</p> <p>8.2 Creates plans to dismantle barriers and increase achievement</p> <p>8.3 Implements and monitors plans to shrink achievement gaps</p> <p>8.4 Provides evidence of growth in student learning</p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p><b>Transitional Kindergarten:</b></p> <p><b>ELA: N/A</b></p> <p><b>Math: N/A</b></p> <p><b>Kindergarten:</b></p> <p><b>ELA: Kindergarten Assessment</b></p> <p><b>Math: Kindergarten Assessment</b></p>	

**First Grade: Spring 2024**

**ELA:** 13%(6 students) are at K level based on i-Ready

**Math:** 17% (8 students) are at K level based on i-Ready

**Second Grade: Spring 2024**

**ELA:** 38% (23/60 students) are at K level in Literature Comprehension

**Math:** 35% (21/60 students) are at K level in Numbers and Operations

**Third Grade: Spring 2024**

**ELA:** 30% (21 students) are at 2nd grade level or below on i-Ready

**Math:** 37% (26 students) are at 2nd grade level or on i-Ready

**Fourth Grade: Spring 2024**

**ELA:** 39% (27 students) are at 3rd grade level or below on i-Ready

**Math:** 45% (32 students) are at 3rd grade level or below on i-Ready

**Fifth Grade: Spring 2024**

**ELA:** 41% (41 students) are at 4th grade level or below on i-Ready

**Math:** 32% (24 students) are at 4th grade level or below on i-Ready

**Alignment**

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

**Quality Instruction:** Every Kelso student will experience high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement.

Plan and Do: Goal 1		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>



Kelso School District School Improvement Plan, 2024-2025

Who will be involved and what will they do?		
<p>Administrators will participate in weekly PLTs.</p> <p>Include LAP and SPED teachers to review and support student data.</p>	<p>May '24- May'25</p>	<p>LAP staff SPED staff i-Ready reports District Instructional Coach- Tony Whipps Essential Standards PLC's Cycle of Inquiry</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>		
Evidence of Student Outcomes	Evidence of Educator Actions	
<p>i-Ready diagnostics (3 times a year) in Reading and Math.</p> <p>LAP progress monitoring.</p> <p>Every grade level will develop CFA's within their PLT and PLC teams and use their data to inform their practice for all students.</p> <p><b>Each grade level has committed to:</b></p> <p>TK</p> <p>ELA: 80% of our students will be able to identify all letters (capital and lowercase).</p> <p>Math: 90% of our students will be able to identify numbers 0-10.</p> <p>Kindergarten</p> <p>ELA: Focus on letter sounds so that students can begin decoding.</p> <p>Math: Focus on addition within 10 so that student have a strong foundation for 1st grade.</p> <p>First Grade</p> <p>ELA: Additional small group intervention directed toward phonemic awareness and phonics</p>	<p>Adjustment of goals as warranted by the data.</p> <p>Cycle of Inquiry</p> <p>Adjustments of fluid "walk to learn" intervention times will be used by each PLT with SPD and LAP collaboration.</p>	

<p>Math: Additional small group focused instruction in Numbers and Operations.</p> <p>Second Grade:</p> <p>ELA: Sped and LAP supports with leveled groups to increase comprehension.</p> <p>Math: Sped and LAP supports with leveled groups to add and subtract within 1,000 using different place value strategies. .</p> <p>Third Grade:</p> <p>ELA: Focus will be on comprehension strategies.</p> <p>Math: Create a math intervention schedule to address essential standard knowledge and growth.</p> <p>Fourth Grade:</p> <p>ELA: Form intervention groups with the focus on vocabulary (prefix, suffix, roots, etc...).</p> <p>Math: Focus on number sense and application of the 4 basic operations.</p> <p>Fifth Grade:</p> <p>ELA: Focus on vocabulary strategies</p> <p>Math: Focus on Geometry and Measurement and Data through evidence of growth in MyPath.</p>	
<p><b>Act: Next Steps, to be completed before the end of the school year.</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>	

Goal 2

<p><b>Plan – Goal 2:</b> <input checked="" type="checkbox"/> New      <input type="checkbox"/> Refined      <input type="checkbox"/> Sustaining</p> <p>This goal supports the following student outcomes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase student achievement in core subjects</li> <li><input type="checkbox"/> Reduce achievement gaps</li> <li><input type="checkbox"/> Enhance graduation rates</li> <li><input type="checkbox"/> Improve attendance rates</li> <li><input type="checkbox"/> Strengthen social and emotional learning</li> <li><input type="checkbox"/> Enhance college and career readiness</li> <li><input checked="" type="checkbox"/> Foster a positive school climate and culture</li> <li><input type="checkbox"/> Increase parent and community engagement</li> <li><input type="checkbox"/> Utilize data-informed instruction</li> </ul>	
<p><b>Plan – Goal 2</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p><b>What AWSP Criterion and Indicators align with this goal?</b></p>
<p><b>Because</b> we want every student to be connected to our school and our school climate survey data reflects that 73% of our 3-5 graders feel that they “completely belong” or they “belong quite a bit”, we see the opportunity to increase the sense of belonging for the remaining 27% of our students.</p> <p><b>We must</b> provide intentional celebrations, recognition, instruction, and opportunities for ALL students that will connect them to our learning community.</p> <p><b>So that</b> every child feels valued as a member of our learning community.</p> <p><b>Our Goal</b> is to increase student sense of belonging at our school from 73% to 100% as measured by our school climate survey data. We will also improve student attendance from last year’s 73% to 90% for the 2024-2025 school year.</p>	<p><b>1.2 Engages in essential conversations for ongoing improvement of the school</b></p> <p><b>2.1 Provides for physical safety</b></p> <p><b>2.2 Provides for social, emotional and intellectual safety</b></p> <p><b>2.3 Creates and protects identity safety</b></p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	

<p>Our two data points that will be used to measure a sense of belonging to our learning community are student attendance and student survey data.</p>
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>
<p>1. Increasing a sense of belonging and improving student attendance aligns with the KSD strategic roadmap in developing <b>career, college, and community ready graduates</b>.</p> <p>a. Having regular attendance and a connection to school will help students gain <u>“the knowledge, skills, and attitude to excel in post high school opportunities”</u>.</p> <p>2. Growing a culture that makes 100% of our students feel a strong sense of belonging aligns with the KSD strategic roadmap of improved <b>climate and culture</b>.</p> <p>a. When students are valued and respected, we anticipate that they will treat others with a sense of value and respect which will increase the <u>“respect for other students and faculty”</u>.</p>

Plan And Do: Goal 2		
Action Steps	Timeline	Resources
<p><i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i></p> <p><b>Who will be involved and what will they do?</b></p>	<p><i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i></p>	<p><i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i></p>
<p>1. Our counselor Sarah Fiecke) will create a</p>	<p>1. September - June</p>	

Kelso School District School Improvement Plan, 2024-2025

<p>“student of the week” for our school. She will select 2 students/grade level each week and feature them on a prominent display in the hallway.</p> <p>2. Our administrative team (Mark Connolly and Sarah Dahl) will have lunch with every new student to our school in order to build a connection and relationship with each child.</p> <p>3. Our teachers and counselor will teach lessons on inclusion, diversity, and accepting differences.</p> <p>4. Our attendance team will collaborate address attendance concerns. This team will make contact through calls, emails, letters, and home visits to support student attendance.</p>	<p>2. Several lunches in September due to many new students and then monthly as students move into our attendance area. (Sept. - June)</p> <p>3. Daily announcements, weekly class meetings with teachers, and bi-monthly class lessons with counselor. (Sept. - June)</p> <p>4. a) Our team will meet at 10:30 every Friday to establish needs and address them in the area of attendance. b) We will post class attendance data each week so that students can see their progress and set goals. c) We will celebrate improvement and excellent attendance through random events each trimester</p>	<p>The resources needed are time, consistent fidelity to the 2nd step curriculum materials, and consistent use of daily class meetings. We also need flexibility and support from staff members to provide celebrations for excellent and improved attendance.</p>
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**Study: Evidence**

*What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?*

Evidence of Student Outcomes	Evidence of Educator Actions
<p>1. Student data in the area of attendance will reflect an increase in student attendance from 73% to 90%.</p> <p>2. Our school climate survey data reflects that 73% of our 3-5 graders feel that</p>	<p>1. Grade level goals will be set to increase student attendance. Monthly progress will be shared and posted. The attendance committee will heavily pursue the highest violators of the attendance policy.</p>

<p>they “completely belong” or they “belong quite a bit”, we see the opportunity to increase the sense of belonging for the remaining 27% of our students. Our counselor will do random checks on this data within her class lessons and will conduct another formal survey in the spring. Our goal is that 100% of our students feel a sense of belonging as measured on that survey.</p>	<p>2. Teachers and counselor will conduct periodic checks prior to the spring survey.</p>
<p><b>Act: Next Steps, to be completed at the end of the year</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>	

## Goal 3

<p><b>Plan – Goal 3:</b> <input checked="" type="checkbox"/> New      <input type="checkbox"/> Refined      <input type="checkbox"/> Sustaining</p> <p>This goal supports the following student outcomes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase student achievement in core subjects</li> <li><input type="checkbox"/> Reduce achievement gaps</li> <li><input type="checkbox"/> Enhance graduation rates</li> <li><input type="checkbox"/> Improve attendance rates</li> <li><input checked="" type="checkbox"/> Strengthen social and emotional learning</li> <li><input type="checkbox"/> Enhance college and career readiness</li> <li><input checked="" type="checkbox"/> Foster a positive school climate and culture</li> <li><input type="checkbox"/> Increase parent and community engagement</li> <li><input type="checkbox"/> Utilize data-informed instruction</li> </ul>	
<p><b>Plan: Goal 3</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p><b>What AWSP Criterion and Indicators align with this goal?</b></p>



<p><b>Because</b> our 2023-2024 student discipline rate shows 602 significant referrals, we see an opportunity to improve our climate by reducing this percentage rate.</p> <p><b>We must</b> provide intentional instruction for ALL students as well as PD for staff in an effort to increase positive behavioral and academic choices in students. We also must celebrate grade level success or improvement each month as well as every child with no discipline referrals.</p> <p><b>So that</b> our school is a safe and respectful environment.</p> <p><b>Our goal</b> is to decrease discipline referrals from the previous school year by 20% from 602 to 482 referrals at the end of the year.</p>	<p><b>1.2 Engages in essential conversations for ongoing improvement of the school</b></p> <p><b>2.1 Provides for physical safety</b></p> <p><b>2.2 Provides for social, emotional and intellectual safety</b></p> <p><b>2.3 Creates and protects identity safety</b></p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p>The baseline data from the 2023-2024 school year shows a student discipline rate of 602 significant referrals. This includes all “Flight Plans”, in-school suspensions, and out of school suspensions.</p> <p>This data establishes the need for improving for the current school year by a decrease in this data by 20%.</p> <p>Our top 3 discipline categories from the previous school year were: physical contact, defiance, and inappropriate language. We will specifically target these areas in our 2024-25 efforts.</p>	
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>	
<p>We are working to create a culture of safety and respect which is aligned with the the KSD strategic roadmap goal of improved <b>climate and culture</b>.</p>	



Within that roadmap area, we believe that when students are taught the school expectations, rewarded for meeting them, and held accountable for falling short of meeting them, we will increase the "respect for other students and faculty".

Plan and Do: Goal 3		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<ol style="list-style-type: none"> <li>1. The school counselor will train peer mediators to work with other students during every recess to teach game rules, help resolve conflict, and promote respect among students.</li> <li>2. The school counselor will train playground supervisors on "Playworks". This will support safety and respect within games on the playground.</li> <li>3. Classroom teachers will provide class meetings and SEL lessons including lessons on the "Choice Wheel" that will promote student problem-solving and autonomy.</li> <li>4. Administrators will be visiting classrooms to celebrate low misbehavior data.</li> </ol>	<ol style="list-style-type: none"> <li>1. August - September during lunch recesses.</li> <li>2. Sep 11, 2024 .</li> <li>3. a) Choice Wheel lessons August 28, 2024 - September 6, 2024. b) SEL Lessons in daily class meetings September - June.</li> <li>4. 1st week of every month October - May</li> <li>5. 1st week of every month October - May</li> </ol>	<p>Para staff will be trained on a Wednesday afternoon with Playworks games provided by Sarah Fiecke.</p> <p>Tier 1 leaders providing updated information to their teams.</p>

5. Administrators will be visiting classrooms to help set goals to improve behaviors.		
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>		<b>Evidence of Educator Actions</b>
SWIS Data will be reviewed each month to document student discipline. As appropriate, administrators will visit classrooms or grade levels to celebrate or set improvement goals.		Our Tier 1 team will review the SWIS discipline data and modify Tier one plans that will be responsive to reducing that data.  Staff members will celebrate student successes and improvements at awards assemblies.  Administrators will make positive phone calls to parents to celebrate the positive actions or improvements made by students.
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

Goal 4

**Plan – Goal 4:** ☐ New ☐ Refined ☐ Sustaining

This goal supports the following student outcomes:

- ☐ Increase student achievement in core subjects:
- ☐ Reduce achievement gaps
- ☐ Enhance graduation rates
- ☐ Improve attendance rates
- ☐ Strengthen social and emotional learning
- ☐ Enhance college and career readiness
- ☐ Foster a positive school climate and culture
- ☒ Increase parent and community engagement
- ☐ Utilize data-informed instruction

**Plan: Goal 4**

*What is the identified goal? What is the intended student outcome?*

**What AWSP Criterion and Indicators align with this goal?**

**Because** we have had Covid, construction, limited PTO events, and a long-standing practice of “in-house awards assemblies” we have offered limited parent involvement in our school.

**We must** invite and involve parents in our learning community by offering more events and opportunities to participate in at our school.

**So that** our school is a welcoming and positive environment for ALL families.

**Our goal** is to increase the number of family events from 8 to 20 this year. This includes but is not limited to invitations to parents for awards assemblies, new PTO events, a new playground event, and other family learning events at our school.

**7.1 Partners with families to promote student learning**

**7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved**

**7.3 Engages with communities to promote learning**

**Baseline Data**

*What data do we have to validate this goal? Using that data, what is our established baseline?*

## Kelso School District School Improvement Plan, 2024-2025

Our recent data reflects an average of 8 family invitations over the course of the school year. This includes such events as math night, literacy night, sock hop, turkey trot, and walkathon to name a few. Our data also reflects that 0 parents have been invited to celebrate their children at our monthly awards assemblies.

In order to increase family engagement and celebrate our students and our learning community, we will offer 20 invitations for involvement in our school this school year.

### Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

This goal aligns with the KSD strategic roadmap goal of improved **communication**.

Within that roadmap area, we believe that when families are invited to participate in events, activities, and celebrations we will "maximize awareness and support of the district's mission, vision, goals, and programs". We believe that our school will benefit from this outreach communication of inviting parents to be involved with us.

### Plan and Do: Goal 4

<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
1. Our PTO will expand their activities and invite parents to attend, lead, and	1. August - June 2. October 10 "fly into recess". Math and literacy dates tbd. 3. 9/18, 9/25, 10/23, 10/30, 12/4, 12/11, 1/22, 1/29, 2/19, 2/26, 3/19, 3/26, 4/23, 4/30, 5/21, 5/28	PTO board members will plan and use resources of time, money and people to accomplish this goal.  Some LAP funds may be used in the events

<p>engage more families in our learning community.</p> <p>2. Our LAP coordinator (Jamaica Hadaller) will lead several parent/family events this year. This will include math and literacy nights as well as a playground night.</p> <p>3. Our staff will invite parents to awards assemblies each month so that they can celebrate the accomplishments of their child with us.</p>		<p>that are led by our LAP Coordinator. Staff and PTO members volunteer for these events.</p> <p>Our staff and a PTO Board Member take this on and 2 paras make all the invitation calls to parents.</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>		
<p><b>Evidence of Student Outcomes</b></p>	<p><b>Evidence of Educator Actions</b></p>	
<p>1. A LAP/Title survey will solicit parent input on their level of comfort, involvement, and engagement in the</p>	<p>Survey evidence will inform our next goals in this area. We will analyze the 3 data points (evidence of student</p>	

Kelso School District School Improvement Plan, 2024-2025

<p>school. This survey will go out in the spring of 2025.</p> <p>2. A survey will be conducted at the end of the year for students in grades 3-5. This survey will reflect the percentage of students who have a strong sense of belonging at their school. This will be associated data that will reflect the success of increasing parent engagement in our school.</p> <p>3. Parent participation data will be collected at our events so that we can monitor our turnouts.</p>	<p>outcomes) and triangulate that data to set meaningful goals for our next school year.</p>
<p><b>Act: Next Steps, to be completed at the end of the year</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>	



2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: Butter Acres

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: <u>Mark Connolly</u>	
(Teacher) 3rd <u>Kayla McCrady</u>	<u>Kayla McCrady</u>
(Teacher) 3rd <u>Carly Sims</u>	<u>Carly Sims</u>
(Teacher) 1st <u>Carnie Boucher</u>	<u>Carnie Boucher</u>
(Teacher) 1st <u>Kelcey Parsons</u>	<u>Kelcey Parsons</u>
(Teacher) 1st <u>Kaylie Dyas</u>	<u>Kaylie Dyas</u>
Teacher - K - <u>Shelley Milligan</u>	<u>Shelley Milligan</u>
Teacher - K - <u>Lisa Jones</u>	<u>Lisa Jones</u>
Teacher - TK - <u>Kristal Paul</u>	<u>Kristal Paul</u>
Teacher - TK <u>Mari McCoy</u>	<u>Mari McCoy</u>
Teacher - K - <u>Mckenzee Williams</u>	<u>Mckenzee Williams</u>
Teacher - 2 <u>Christine Ott</u>	<u>Christine Ott</u>
Teacher 2 <u>Jesse Atkins</u>	<u>Jesse Atkins</u>

2nd Lise 3-5 S. Megan LeBaron Megan LeBaron



2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: \_\_\_\_\_

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal:	
Teacher (5) Jenee Erickson	Jenee Erickson
Teacher (5) Trish Watson	Trish Watson
Teacher (5) Parker Dean	Parker Dean
Resource Teacher Brenda Angelica	Brenda Angelica
Music Teacher Olivia Barella	Olivia Barella
LAP Jamaica Badaller	Jamaica Badaller
PE Jon Webb	Jon Webb
STEAM teacher Bethany Webb	Bethany Webb
Counselor Sarah Fiecke	Sarah Fiecke
Teacher (4) Amy Meeker	Amy Meeker
Teacher (4) Koko Musgrove	Koko Musgrove
Teacher (3) Shawna Hadlock	Shawna Hadlock

# CARROLLS

*2024 - 2025*

## ELEMENTARY



SCHOOL IMPROVEMENT  
PLAN (SIP)





## Enrollment

Enrollment  
2023-24 School Year

101

Low-Income  
2023-24 School Year

52.5%

English Language Learners  
2023-24 School Year

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$18,617

## Attendance



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

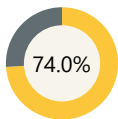
71.3%

## Assessment

### Foundational Grade-level Knowledge (and above)

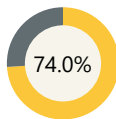
ELA

2023-24 School Year



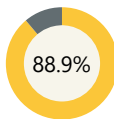
Math

2023-24 School Year



Science

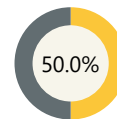
2023-24 School Year



### Consistent Grade-level Knowledge (and above)

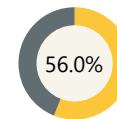
ELA

2023-24 School Year



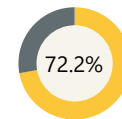
Math

2023-24 School Year



Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



17.3

Teacher Count  
2022-23 School Year



8

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



62.5%

Teacher Experience  
2022-23 School Year



12.0

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

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

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



# CARROLLS ELEMENTARY SCHOOL

## DEMOGRAPHIC DATA

2023-24

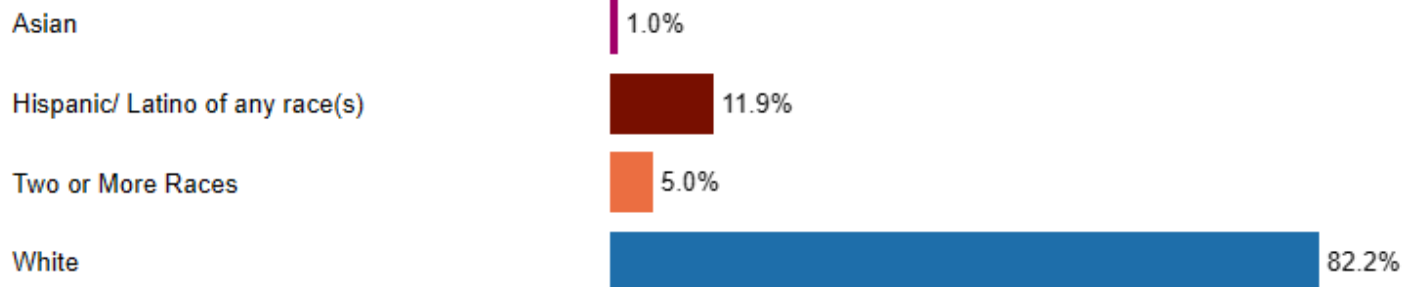
### Total Student Enrollment

101

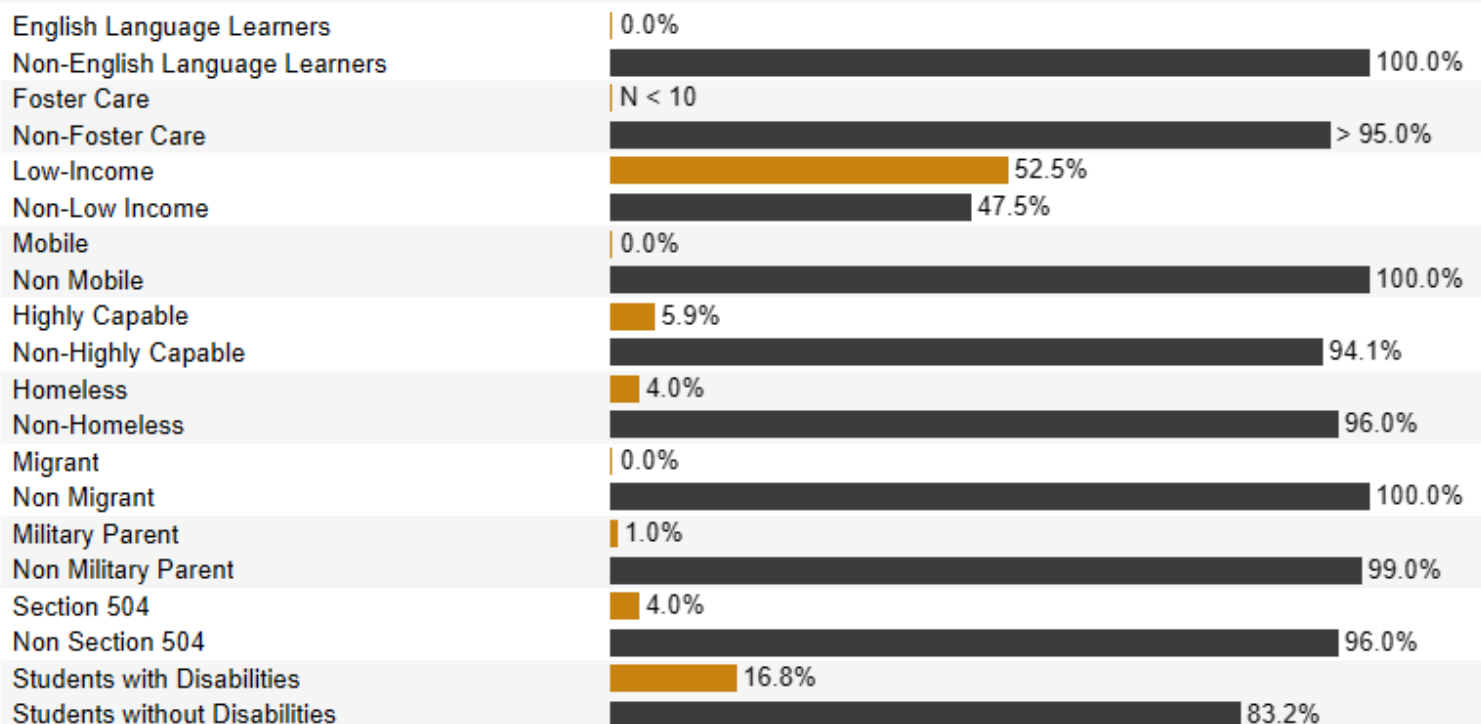
### Gender



### Race/Ethnicity



### Program and Characteristic

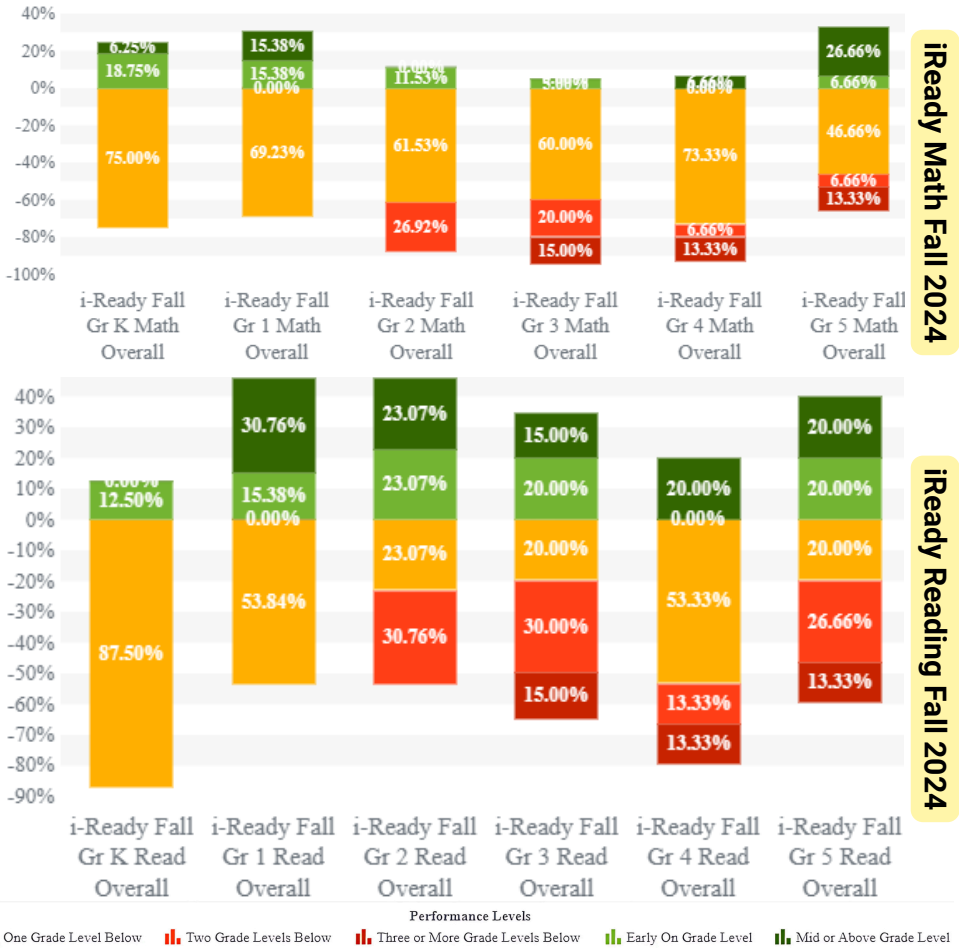
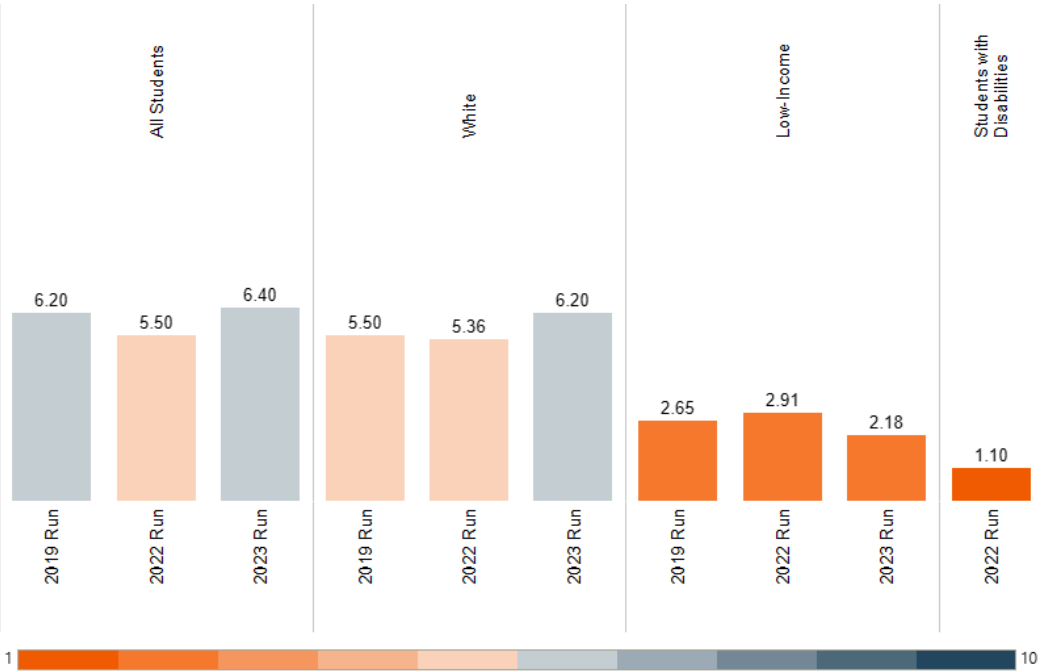




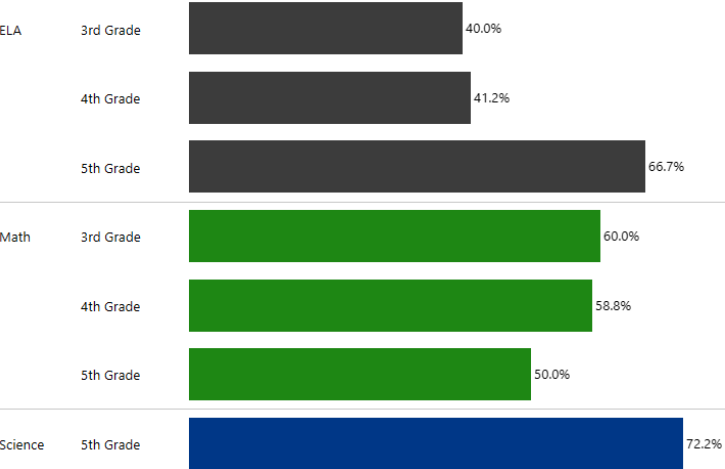
# CARROLLS ELEMENTARY SCHOOL

## ASSESSMENT DATA

STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

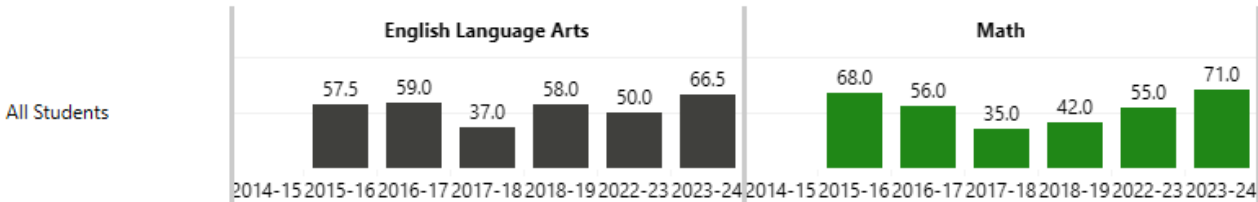


GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



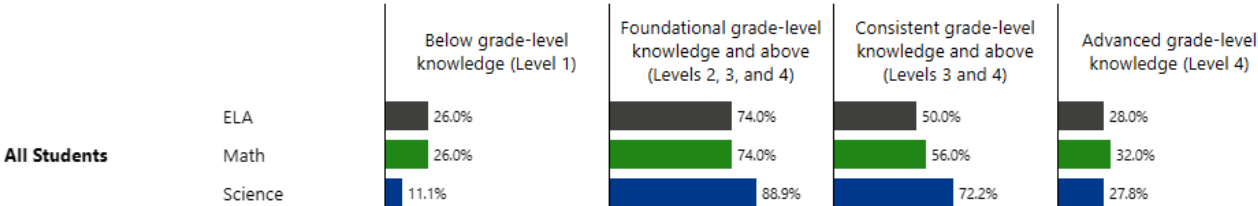
### All Students

STUDENT LEARNING GROWTH OVER TIME



### Achievement Levels

STUDENT GRADE-LEVEL KNOWLEDGE 2023-24



## 2024 - 2025 SCHOOL IMPROVEMENT PLAN

**School Name: Carrolls Elementary**

**Principal: Julie Owens**

**School Improvement Plan Completion Date:**

Principal Signature



Date

10/21/2024



# Goal 1

Plan – Goal 1: ☐ New ☒ Refined ☐ Sustaining

This goal supports the following student outcomes:

☒ Increase student achievement in core subjects

☐ Reduce achievement gaps

☐ Enhance graduation rates

☐ Improve attendance rates

☐ Strengthen social and emotional learning

☐ Enhance college and career readiness

☐ Foster a positive school climate and culture

☐ Increase parent and community engagement

☐ Utilize data-informed instruction

<div>Plan – Goal 1</div> <div>What is the identified goal? What is the intended student outcome?</div>	What AWSP Criterion and Indicators align with this goal?													
Because of the identified achievement gap in math among students from low-income backgrounds and girls on the SBA, and the fact that not all students met their typical growth targets last year, we will utilize Professional Learning Communities (PLCs) to prioritize math as a core subject. Through PLCs, we will focus on data analysis, differentiation for students performing above and below standards, and adjust instructional practices to ensure mastery of essential standards. Additionally, targeted LAP support will be provided at every grade level needed, so that all students will achieve 100% of their typical growth, with the aim of reaching 100% stretch growth, and close the achievement gap by June 12, 2025.	<div>AWSP Criterion/Indicators</div> <div>1.1, 1.2, 1.3, 1.4, 1.5</div> <div>3.1, 3.2, 3.3, 3.4, 3.5</div> <div>4.1, 4.2</div> <div>5.2, 5.3, 5.4</div> <div>6.3</div> <div>7.1, 7.2, 7.3</div> <div>8.1, 8.2, 8.3, 8.4</div>													
<div>Baseline Data</div> <div>What data do we have to validate this goal? Using that data, what is our established baseline?</div>														
<table><tr><td></td><td>Spring 2024 Typical/Stretch/Proficiency</td><td>Fall 2024 Typical/Stretch/Proficiency</td><td>Winter 2025 Typical/Stretch/ Proficiency</td><td>Spring 2025 Typical/Stretch/ Proficiency</td></tr><tr><td>K</td><td>T - 100% S - 91% P - 100%</td><td>T - S - P -</td><td>T - S - P -</td><td>T - S - P -</td></tr></table>						Spring 2024 Typical/Stretch/Proficiency	Fall 2024 Typical/Stretch/Proficiency	Winter 2025 Typical/Stretch/ Proficiency	Spring 2025 Typical/Stretch/ Proficiency	K	T - 100% S - 91% P - 100%	T - S - P -	T - S - P -	T - S - P -
	Spring 2024 Typical/Stretch/Proficiency	Fall 2024 Typical/Stretch/Proficiency	Winter 2025 Typical/Stretch/ Proficiency	Spring 2025 Typical/Stretch/ Proficiency										
K	T - 100% S - 91% P - 100%	T - S - P -	T - S - P -	T - S - P -										

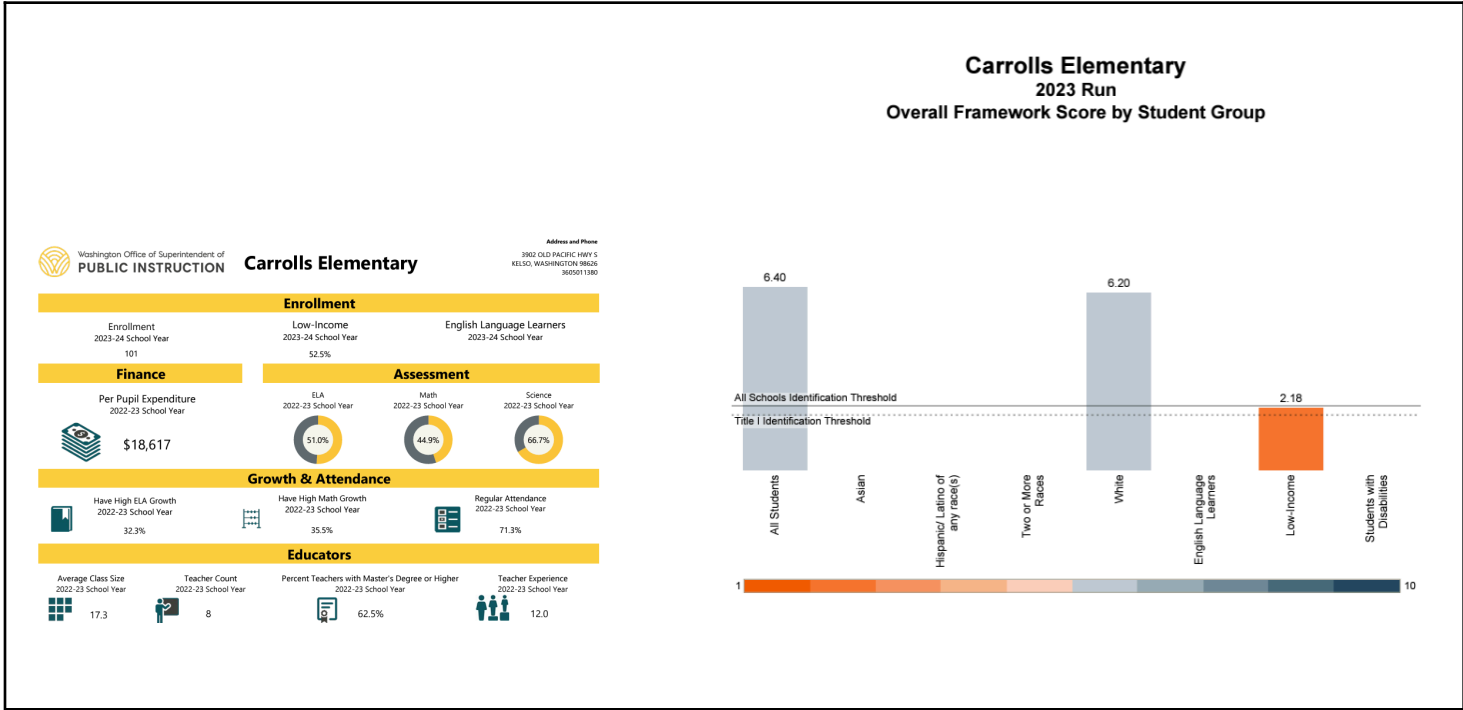
Kelso School District School Improvement Plan, 2024-2025

1	T - 71% S - 50% P - 79.16%	T - S - P -	T - S - P -	T - S - P -
2	T - 76% S - 62% P - 80%	T - S - P -	T - S - P -	T - S - P -
3	T - 67% S - 40% P - 46.67%	T - S - P -	T - S - P -	T - S - P -
4	T - 63% S - 19% P - 62.50%	T - S - P -	T - S - P -	T - S - P -
5	T - 82% S - 41% P - 64.71%	T - S - P -	T - S - P -	T - S - P -

MATH SBA	3rd Grade 23/24	4th Grade 23/24	5th Grade 23/24	3rd Grade 24/25	4th Grade 24/25	5th Grade 24/25
Level 1	13%	29%	33%			
Level 2	27%	12%	17%			
Level 3	40%	24%	11%			
Level 4	20%	35%	39%			

Due to not having time to show typical/stretch growth at the beginning of the year, the following data will be based on the percentage of students at/above grade level.

Kelso School District School Improvement Plan, 2024-2025



## Carrolls Elementary

2022-23

Smarter Balanced Assessments (SBA): English Language Arts (ELA) and math for grades 3–8 and 10

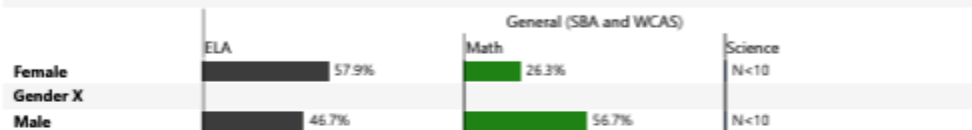
Washington Comprehensive Assessment of Science (WCAS): grades 5, 8, and 11

Washington - Access to Instruction and Measurement (WA-AIM): for students in grades 3–11 with significant cognitive disabilities

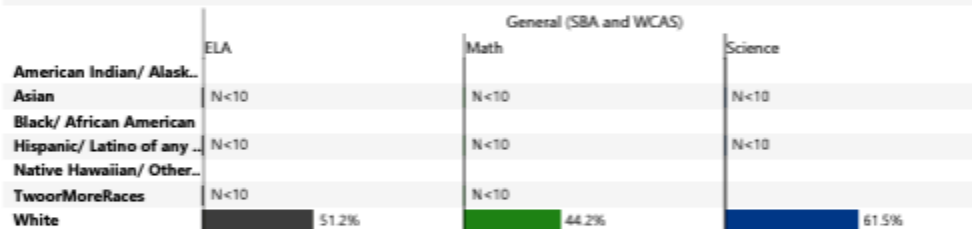
### All Students



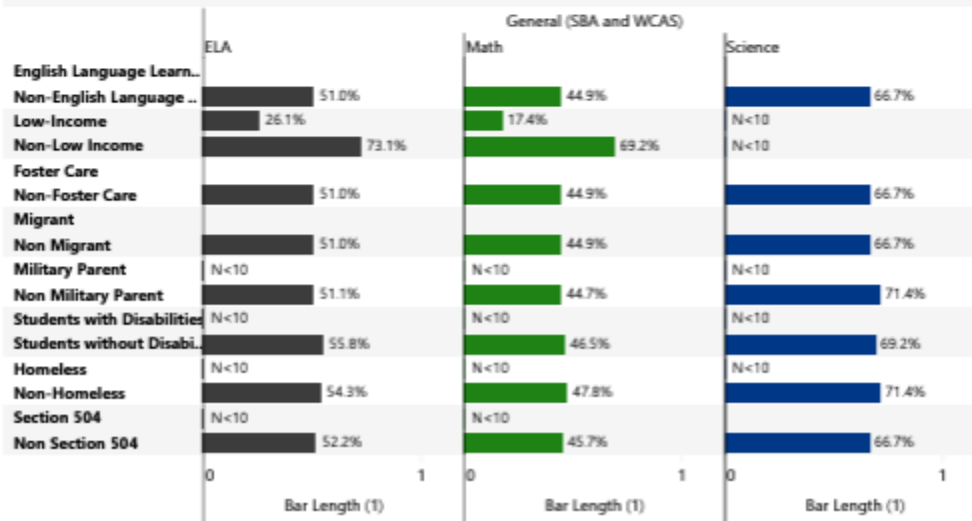
### Gender



### Ethnicity



### Programs and Characteristics



## Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

**This goal aligns with the Early Learning goal of meeting or exceeding standard by the end of third grade. This goal aligns with the Quality Instruction goal of every student experiencing high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement. This goal aligns with the Career, College, & Community Ready goal where every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills, and attitude to excel in post-high school opportunities.**

Plan and Do: Goal 1		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<b>Admin:</b> <ul style="list-style-type: none"> <li>• Pull data and analyze it to find areas of need and celebration</li> <li>• Identify gaps and create plans to close those gaps</li> <li>• Share data with teachers/specialists and work to create plans in classes to meet needs of identified students through the team's PLC</li> <li>• Attend PLC trainings by district and disseminate information</li> <li>• Attend admin guiding coalition meetings and disseminate information to James and our guiding coalition</li> <li>• Support teams in their PLC times by providing as many</li> </ul>	Ongoing from September-June	Time  Admin coverage for the building

Kelso School District School Improvement Plan, 2024-2025

<p>School WERs as possible</p> <ul style="list-style-type: none"> <li>• Attend PLC meetings with team when time permits</li> </ul>		
<p><b>Kinder:</b></p> <ul style="list-style-type: none"> <li>• Attend and collaborate with our team.</li> <li>• Show up prepared with student data.</li> </ul>	<p>Weekly one PLC meetings with our teams.</p>	<p>Student data IReady Zoom meeting with Rose Valley</p>
<p><b>1st:</b></p> <ul style="list-style-type: none"> <li>• Guide PLC meetings as a facilitator with grade-alike colleague at Rose Valley</li> <li>• Attend PLC facilitator Professional Development meetings</li> </ul>	<ul style="list-style-type: none"> <li>• One hour weekly</li> <li>• As they are offered</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom, Rose Valley teammate, 1 hour of open time a week, student data</li> <li>• Substitute to cover class</li> </ul>
<p><b>2nd:</b></p> <ul style="list-style-type: none"> <li>• Attend and collaborate our meetings with grade-alike colleagues at Rose Valley</li> </ul>	<ul style="list-style-type: none"> <li>• One hour weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom, Rose Valley teammate</li> <li>• Student data -CFA, IReady data</li> <li>• PLC notes</li> <li>• Teaching and Learning coaches</li> </ul>
<p><b>3rd:</b></p> <ul style="list-style-type: none"> <li>• Guide PLC meetings as a facilitator with grade-alike colleague at Rose Valley</li> <li>• Attend PLC facilitator workshops to strengthen capacity to facilitate PLC meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• One hour weekly</li> </ul>	<p>Zoom, PLC notes, RV teammate, data</p>

Kelso School District School Improvement Plan, 2024-2025

<b>4th/5th:</b> <ul style="list-style-type: none"> <li>• Guide PLC meetings as a facilitator with grade-alike colleague at Rose Valley</li> <li>• Attend PLC facilitator workshops to strengthen capacity to facilitate PLC meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• (weekly)</li> <li>• (throughout the year)</li> </ul>	<ul style="list-style-type: none"> <li>• PLC tracking form</li> <li>• PLC binder</li> <li>• Student data</li> <li>• Weekly dedicated time</li> </ul>
<b>Specialist Math Support:</b> <ul style="list-style-type: none"> <li>• Support small group/s 2nd grade classroom.</li> <li>• Reading Group Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• 5 days per week, 30 minutes per day, September to June</li> <li>• 3 days a week, 30 minutes per day</li> </ul>	<ul style="list-style-type: none"> <li>• Daily dedicated time, collaboration with classroom teacher, possible strategy support from LAP or resource teachers</li> <li>• Direction from lap teacher on student needs and methods for meeting those needs.</li> </ul>
<b>LAP:</b> <ul style="list-style-type: none"> <li>• PLC meetings weekly together with Classroom teachers and or para's and L.A.P. coordinator.</li> <li>• Inservice training and monthly L.A.P. meetings</li> </ul>	<ul style="list-style-type: none"> <li>• PLC meetings weekly together with Classroom teachers and or para's and L.A.P. coordinator.</li> <li>• Inservice training and monthly L.A.P. meetings</li> </ul>	<p>Weekly dedicated time, meetings with math specialist - Tony Whipps</p>
<b>Resource:</b> <ul style="list-style-type: none"> <li>• Attend grade level PLC meetings (5th Grade)</li> </ul>		
<b>Extra:</b> <ul style="list-style-type: none"> <li>• Briem and Blum will coach a math club to encourage girls to take a greater interest in math, and provide math support in a supportive setting.</li> </ul>	<p>(weekly)</p>	<ul style="list-style-type: none"> <li>• Collaboration/communication with teachers to determine what concepts they are working on.</li> <li>• Math manipulatives</li> <li>• Math curriculum</li> <li>• Math games</li> </ul>



Kelso School District School Improvement Plan, 2024-2025

<ul style="list-style-type: none"><li>Homework club offered as a club</li></ul>	Friday during lunch recess starting in October		
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>			
<b>Evidence of Student Outcomes</b>		<b>Evidence of Educator Actions</b>	
<ul style="list-style-type: none"><li>Growth in iReady</li><li>Report card data</li><li>Exit tickets</li><li>Student work</li><li>Comprehension checks</li><li>CFAs</li></ul>		<ul style="list-style-type: none"><li>Using iReady curriculum</li><li>PLC Notes</li><li>Small group intervention</li><li>TPEP conversations</li><li>COI</li><li>Data analysis</li></ul>	
<b>Act: Next Steps, to be completed before the end of the school year.</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>			

Goal 2

Plan – Goal 2: ☒ New ☐ Refined ☐ Sustaining

This goal supports the following student outcomes:

☐ Increase student achievement in core subjects

☐ Reduce achievement gaps

☐ Enhance graduation rates

☒ Improve attendance rates

☐ Strengthen social and emotional learning

☐ Enhance college and career readiness

☐ Foster a positive school climate and culture

☐ Increase parent and community engagement

☐ Utilize data-informed instruction

<div>Plan – Goal 2</div> <div>What is the identified goal? What is the intended student outcome?</div>	<div>What AWSP Criterion and Indicators align with this goal?</div>
Because some students experience chronic absenteeism, 29.66% of students at Carrolls attend less than 90% of the time, we must provide supports to ensure 100% of our students attend school at least 95% of the time, so that students have consistent access to core curriculum instruction as well as Tier I & II social-emotional and academic supports to help close achievement gaps by June 12, 2025.	<div>AWSP Criterion/Indicators</div> <div>1.1, 1.2, 1.4</div> <div>2.3</div> <div>3.1, 3.2, 3.3</div> <div>4.3</div> <div>5.2</div> <div>7.1, 7.2</div> <div>8.1, 8.2</div>

Baseline Data

What data do we have to validate this goal? Using that data, what is our established baseline?

	End of 2023-2024	End of Tri-1	End of Tri-2	End of 2024-2025
SCHOOLWIDE	Overall - 92.46%			
TK-K	Overall - 92.18% Below 90% - 33.33% Below 95% - 58.33%	Overall Below 90% Below 95%	Overall Below 90% Below 95%	Overall Below 90% Below 95%
K-1	Overall - 93.16% Below 90% - 18% Below 95% - 45%	Overall Below 90% Below 95%	Overall Below 90% Below 95%	Overall Below 90% Below 95%

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<b>1-2</b>	Overall - 92.65% Below 90% - 33.33% Below 95% - 70.83%	Overall Below 90% Below 95%	Overall Below 90% Below 95%	Overall Below 90% Below 95%
<b>2-3</b>	Overall - 92.5% Below 90% - 28.57% Below 95% - 57.14%	Overall Below 90% Below 95%	Overall Below 90% Below 95%	Overall Below 90% Below 95%
<b>3-4</b>	Overall - 93.48% Below 90% - 13.33% Below 95% - 60%	Overall Below 90% Below 95%	Overall Below 90% Below 95%	Overall Below 90% Below 95%
<b>4-5</b>	Overall - 91.9% Below 90% - 35.29% Below 95% - 58.82%	Overall Below 90% Below 95%	Overall Below 90% Below 95%	Overall Below 90% Below 95%
<b>5-6 (see CMS)</b>	Overall - 91.59% Below 90% - 33.33% Below 95% - 50%	Overall Below 90% Below 95%	Overall Below 90% Below 95%	Overall Below 90% Below 95%

### Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

**This goal aligns with the Early Learning goal of meeting or exceeding standard by the end of third grade. This goal aligns with the Quality Instruction goal of every student experiencing high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement. This goal aligns with the Career, College, & Community Ready goal where every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills, and attitude to excel in post-high school opportunities.**

Plan And Do: Goal 2		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<b>Admin:</b> <ul style="list-style-type: none"> <li>Weekly attendance shout out on morning announcement</li> <li>Weekly update to attendance bulletin board</li> <li>Weekly meeting with secretary to review attendance</li> <li>Phone calls and emails to families with absences falling in the categories for review</li> </ul>	<ul style="list-style-type: none"> <li>Weekly August-June</li> <li>Weekly August-June</li> <li>Weekly August-June</li> <li>As needed August-June</li> </ul>	<ul style="list-style-type: none"> <li>Attendance sheets with percentages from Secretary pulled from Skyward</li> <li>Possible incentives (froyo) or items to remove barriers (alarm clock)</li> </ul>
<b>Kindergarten:</b> <ul style="list-style-type: none"> <li>Weekly attendance celebration in class</li> <li>Check in with families on class dojo</li> <li>Missed work folder for students so there is accountability</li> <li>Identify chronically absent students</li> </ul>	<p>Weekly announcements</p> <p>Daily if student absent</p> <p>Daily attendance tracking</p>	<p>Class Dojo</p> <p>Tracking sheet</p> <p>Folder</p>
<b>1st:</b> <ul style="list-style-type: none"> <li>Have a missed work system to hold absent students and families accountable.</li> <li>Check in with absent students' families if it was not excused.</li> </ul>	<ul style="list-style-type: none"> <li>Daily (only when students are absent)</li> <li>Daily (only when students are absent)</li> </ul>	<ul style="list-style-type: none"> <li>Absent work folder, extra copies of materials from the day</li> <li>Phone, email, or Class Dojo</li> </ul>

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<ul style="list-style-type: none"> <li>• Attendance tracking in class, monthly celebration if 100% attendance for the month.</li> <li>• Identify needs of students who are chronically absent and refer them to admin</li> </ul>	<ul style="list-style-type: none"> <li>• Daily for tracking, monthly for celebration</li> <li>• As our daily tracking identifies chronically absent students</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking sheet, celebration ideas and supplies</li> <li>• Attendance data, close relationship with student to allow them to be vulnerable about their needs</li> </ul>
<p><b>2nd:</b></p> <ul style="list-style-type: none"> <li>• Have a missed work folder on desk to hold absent students and families accountable.</li> <li>• Check in with absent students' families if it was not excused.</li> <li>• Attendance tracking in class,</li> <li>• Celebration if 100% attendance for the month.</li> <li>• Identify needs of students who are chronically absent and refer them to admin</li> </ul>	<ul style="list-style-type: none"> <li>• When needed</li> <li>• Track attendance monthly</li> <li>• When goal is reached</li> <li>• List of possible interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Missing work folder</li> <li>• Chart to track attendance</li> <li>• Class Dojo, email, phone to contact parents</li> </ul>
<p><b>3rd:</b></p> <ul style="list-style-type: none"> <li>• Contact home when a student misses two or more consecutive days.</li> <li>• Monthly classroom incentive for 100% or above attendance.</li> <li>• Conference with students who chronically miss schools to brainstorm supports.</li> <li>• Visually track class attendance.</li> </ul>	<p>When needed</p> <p>Monthly</p> <p>When needed</p> <p>Daily</p>	<ul style="list-style-type: none"> <li>• Chart to track attendance</li> <li>• Class Dojo</li> </ul>

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<p><b>4th/5th:</b></p> <ul style="list-style-type: none"> <li>• Contact home when a student misses two or more consecutive days.</li> <li>• Monthly classroom incentive for 95% or above attendance.</li> <li>• Conference with students who chronically miss schools to brainstorm supports.</li> <li>• Visually track class attendance.</li> <li>• Collaborate with district math coaches to strengthen my practice as a teacher, and to strategize differentiating for students in need of additional math support.</li> </ul>	<p>(as needed)</p> <p>(monthly)</p> <p>(as needed)</p> <p>(daily)</p>	<ul style="list-style-type: none"> <li>• Chart to track attendance</li> <li>• List of potential strategies to support students who are chronically absent.</li> <li>• Collaboration with math coaches</li> </ul>
<p><b>Specialist:</b></p> <p>Check in with individual students that are having attendance challenges as needed.</p> <p>Intentionally raising a students status within specialist classes.</p> <p>School Choir—providing belonging or a place to belong and work together</p> <p><b>Counselor:</b></p> <p>Start working with students with low attendance in a small group to identify barriers to attendance</p>	<p>As needed September, 2024 - June, 2025</p> <p>All year long.</p> <p>Sept-May, 2024</p> <p>Call families of students who are having attendance issues to aid them in getting the resources they need to get their students to school.</p>	<p>Time</p> <p>Time and intentionality.</p> <p>Time/Staff support/some transportation</p> <p>Track attendance in the first trimester. Create a small group in the second trimester for students who have struggled the most with attendance. Then track their attendance post intervention.</p>

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<b>LAP:</b> Calling students and families that are absent to show connection. Rewarding groups that have been present all week.		Calling during prep times and or after school.
<b>Resource:</b>		
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>		<b>Evidence of Educator Actions</b>
<ul style="list-style-type: none"> <li>• Increased scores (individual/whole school)</li> <li>• Increased sense of belonging</li> <li>• Increase culture of building</li> <li>• Improved attendance</li> </ul>		<ul style="list-style-type: none"> <li>• Communication with families regarding absences/tardies</li> <li>• Bulletin board in hallway</li> <li>• Weekly announcements/Golden clock</li> <li>• End of year incentive</li> <li>• Monthly classroom newsletters</li> <li>• Monthly celebrations at assemblies</li> <li>• Trimester celebrations</li> </ul>
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		



## Goal 3

**Plan – Goal 3:** ☒ New ☐ Refined ☐ Sustaining

This goal supports the following student outcomes:

- ☒ Increase student achievement in core subjects
- ☒ Reduce achievement gaps
- ☐ Enhance graduation rates
- ☐ Improve attendance rates
- ☐ Strengthen social and emotional learning
- ☐ Enhance college and career readiness
- ☐ Foster a positive school climate and culture
- ☐ Increase parent and community engagement
- ☐ Utilize data-informed instruction

### Plan: Goal 3

*What is the identified goal? What is the intended student outcome?*

Because we want to enhance instructional practices to increase student achievement, we must engage in the PLC process using the 4 questions, with our grade level teams at RV at least one hour per week so that we identify essential learning gaps, analyze data, and implement specific strategies teachers learned from one another to close achievement gaps by June 12, 2025.

### What AWSP Criterion and Indicators align with this goal?

#### AWSP Criterion/Indicators

1.1, 1.3, 1.4, 1.5  
3.1, 3.2, 3.3, 3.4, 3.5  
4.1, 4.2  
5.1, 5.3  
8.1, 8.2, 8.3, 8.4

### Baseline Data

*What data do we have to validate this goal? Using that data, what is our established baseline?*

**PLC times 23-24SY:** Grade alike PLC teams met during School WERs shared with RV. Vertical teams met at Carrolls on various schedules.

**Vertical alignment - 2x/month (k-2) (3-5) - PLC notes**

**PLC Facilitators (K/4) - Attended meetings and shared information at School WERs with staff**

**Google slides from facilitators from 23-24 SY**

### Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

**This goal aligns with the Early Learning goal of meeting or exceeding standard by the end of third grade. This goal aligns with the Quality Instruction goal of every student experiencing high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement. This goal aligns with the Career, College, & Community Ready goal where every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills, and attitude to excel in post-high school opportunities.**

Plan and Do: Goal 3		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<b>Admin:</b> <ul style="list-style-type: none"> <li>• Provide Professional Development</li> <li>• Help teams establish regularly scheduled PLC meetings</li> <li>• Track student data</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the 24-25 SY after PLC trainings</li> <li>• 24-25 SY</li> <li>• Monthly through iReady and after benchmarking windows</li> </ul>	<ul style="list-style-type: none"> <li>• Materials from PLC trainings</li> <li>• Time</li> </ul>
<b>Kinder:</b> <ul style="list-style-type: none"> <li>• Meet with RV Grade-alike colleague for 1 hour a week to engage in the PLC process using the 4 PLC questions to guide our work.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom, Rose Valley colleague contact information, PLC guiding questions</li> </ul>
<b>1st:</b> <ul style="list-style-type: none"> <li>• Meet with RV Grade-alike colleague for 1 hour</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom, Rose Valley colleague contact</li> </ul>

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a week to engage in the PLC process using the 4 PLC questions to guide our work.		information, PLC guiding questions
<b>2nd:</b> <ul style="list-style-type: none"> <li>Meet with RV Grade alike colleagues for 1 hour a week to engage in the PLC process using the 4 PLC questions to guide our work</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>	<ul style="list-style-type: none"> <li>Zoom, Rose Valley colleague contact information, PLC guiding questions</li> </ul>
<b>3rd:</b> <ul style="list-style-type: none"> <li>Meet with RV Grade-alike colleague for 1 hour a week to engage in the PLC process using the 4 PLC questions to guide our work.</li> </ul>	Weekly	<ul style="list-style-type: none"> <li>Zoom, Rose Valley colleague contact information, PLC guiding questions</li> </ul>
<b>4th/5th:</b> <ul style="list-style-type: none"> <li>Meet with RV Grade-alike colleague for 1 hour a week to engage in the PLC process using the 4 PLC questions to guide our work.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>	<ul style="list-style-type: none"> <li>Zoom, Rose Valley colleague contact information, PLC guiding questions</li> </ul>
<b>LAP: meet with RV LAP coordinator and or my P.E. (other role) partner here at Carrolls. We use the 4 PLC questions to guide us.</b>	weekly	Meet on Teacher Wed's and school Wed's.
<b>Specialist:</b> Meet with specialist teams (music, phys.ed., steam) 1 hour a week to engage in the PLC process using the 4 PLC questions to guide	September, 2024 to June, 2025.	Time, zoom access, schedule, PLC questions

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our work. (PLC facilitator for music)		
Resource:		
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>	<b>Evidence of Educator Actions</b>	
<ul style="list-style-type: none"><li>Increased scores-SBA &amp; iReady</li><li>OSPI Report Card scores</li><li>Typical and Stretch goals at 100%</li><li>Closing gaps - Math</li><li>Report cards proficiency in Math</li></ul>	<ul style="list-style-type: none"><li>Conversations with students</li><li>PLC notes</li><li>COI</li><li>Conversations with families</li><li>Increased collaboration among teachers</li><li>Alignment of instructional practices</li><li>Creation of CFAs</li></ul>	
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

# Goal 4

<b>Plan – Goal 4:</b> <input type="checkbox"/> New <input type="checkbox"/> Refined <input type="checkbox"/> Sustaining	
This goal supports the following student outcomes:	
<div><input type="checkbox"/> Increase student achievement in core subjects:</div> <div><input type="checkbox"/> Reduce achievement gaps</div> <div><input type="checkbox"/> Enhance graduation rates</div> <div><input type="checkbox"/> Improve attendance rates</div> <div><input type="checkbox"/> Strengthen social and emotional learning</div> <div><input type="checkbox"/> Enhance college and career readiness</div> <div><input type="checkbox"/> Foster a positive school climate and culture</div> <div><input checked="" type="checkbox"/> Increase parent and community engagement</div> <div><input type="checkbox"/> Utilize data-informed instruction</div>	
<b>Plan: Goal 4</b>	<b>What AWSP Criterion and Indicators align with this goal?</b>
<i>What is the identified goal? What is the intended student outcome?</i>	
Because research shows strong family-school partnership ensures students show up to school and have stronger connections themselves, We must provide multiple opportunities for families and students to feel connected to Carrolls so that students feel a stronger sense of belonging at Carrolls by June 12, 2025.	<b>AWSP Criterion/Indicators</b>  1.1, 1.2, 1.3, 1.4, 1.5  2.2  3.1, 3.2, 3.4  6.3  7.1, 7.2, 7.3
<b>Baseline Data</b>	
<i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	

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Activity - Attendance	2023-2024	2024-2025
Conferences	94.8% (109/115)	
PTO - Average	4 board members +2 staff	
ELA Night	9.5% (11/115)	
Math Night @ BINGO	24% (28/115)	
Back to School Night	82% (82/100 not including TK which started a month later)	76% (84/111)
Drop & Shop - (PTO)	21.7% (25/115)	
Volunteers	K - 2/week 1 - 2/week 4 - 1/week Specialist - 1/week	
Garden Volunteers	8 throughout the school year 4 watering during the summer	
Trunk-R-Treat (PTO)	NA	
Family Movie Night/Car Show (PTO)	NA	61% of student body with their adult/s
Carnival (PTO)	NA	
Family Glow Dance (PTO)		

**Panorama Data:**

**Focus Question: Overall, how much do you feel like you belong at our school?**

Belong - School	Spring 2024	Fall 2024	Winter 2025	Spring 2025
<b>3rd Grade</b>	46.7% Completely belong 13.3% Belong quite a bit 26.7% Belong somewhat 6.7% Belong a little bit 6.7% Do not belong at all	52.4% Completely belong 23.8% Belong quite a bit 19.0% Belong somewhat 4.8% Belong a little bit 0.0% Do not belong at all		
<b>4th Grade</b>	43.8% Completely belong 43.8% Belong quite a bit 12.5% Belong somewhat 0% Belong a little bit 0% Do not belong at all	30.8% Completely belong 23.1% Belong quite a bit 30.8% Belong somewhat 15.4% Belong a little bit 0.0% Do not belong at all		
<b>5th Grade</b>	31.3% Completely belong 25.0% Belong quite a bit 6.3% Belong somewhat 31.3% Belong a little bit 6.3% Do not belong at all	50.0% Completely belong 28.6% Belong quite a bit 7.1% Belong somewhat 14.3% Belong a little bit 0.0% Do not belong at all		

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<b>Overall</b>	40.5% Completely belong 27.7% Belong quite a bit 14.9% Belong somewhat 12.8% Belong a little bit 4.3% Do not belong at all	45.8% Completely belong 25.0% Belong quite a bit 18.8% Belong somewhat 10.4% Belong a little bit 0.0% Do not belong at all		
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## Panorama Data:

**Focus Question: Overall, how much do you feel like you belong in this class?**

<b>Belong - School</b>	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Winter 2025</b>	<b>Spring 2025</b>
<b>3rd Grade</b>	46.7% Completely belong 40.0% Belong quite a bit 6.7% Belong somewhat 0.0% Belong a little bit 6.7% Do not belong at all	47.6% Completely belong 38.1% Belong quite a bit 9.5% Belong somewhat 0.0% Belong a little bit 4.8% Do not belong at all		
<b>4th Grade</b>	25.0% Completely belong 62.5% Belong quite a bit 6.3% Belong somewhat 6.3% Belong a little bit 0% Do not belong at all	30.8% Completely belong 15.4% Belong quite a bit 38.5% Belong somewhat 7.7% Belong a little bit 7.7% Do not belong at all		
<b>5th Grade</b>	37.5% Completely belong 31.3% Belong quite a bit 6.3% Belong somewhat 25.0% Belong a little bit 0.0% Do not belong at all	42.9% Completely belong 35.7% Belong quite a bit 7.1% Belong somewhat 14.3% Belong a little bit 0.0% Do not belong at all		
<b>Overall</b>	36.2% Completely belong 44.7% Belong quite a bit 6.4% Belong somewhat 10.6% Belong a little bit 2.1% Do not belong at all	41.7% Completely belong 31.3% Belong quite a bit 16.7% Belong somewhat 6.3% Belong a little bit 4.2% Do not belong at all		

## Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

**This goal aligns with the Early Learning goal of meeting or exceeding standard by the end of third grade. This goal aligns with the Quality Instruction goal of every student experiencing high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement. This goal aligns with the Career, College, & Community Ready goal where every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills, and attitude to excel in post-high school opportunities.**



Plan and Do: Goal 4		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal?</i> <i>What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<b>Admin:</b> Monthly Newsletters Connect with students on the playground, at lunch, and in class Engage in Tier I work to help ensure Carrolls is inclusive and students feel welcomed Morning announcements Data Analysis Monthly celebration assemblies Schedule & attend all PTO events Attend PTO meetings	Monthly  Daily  4x/year  2x/week Weekly  Monthly  August 2024-June 2025  Monthly	Time
<b>Kindergarten:</b> Weekly Class Dojo communication with parents  Support Family PTO events  Classroom meetings	Weekly messages  Monthly  Daily class meeting	Class Dojo  Meetings  Event calendar

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Support after school PTO meetings	Monthly meeting	
<b>1st:</b> <ul style="list-style-type: none"> <li>Weekly Dojo updates to families</li> <li>Monthly newsletters to families that highlight what we are learning and important dates/ any special activities</li> <li>Check in through a phone call with one family a week to discuss how their student is doing and gather information on how they are feeling about being connected to the school.</li> <li>Support PTO after hour events by attending</li> <li>Informing parents about family events via Dojo and newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>Monthly</li> <li>Weekly</li> <li>As they come up</li> <li>As they come up</li> </ul>	<ul style="list-style-type: none"> <li>Class Dojo</li> <li>Monthly newsletters &amp; calendar of important dates</li> <li>Phone numbers, emails, Class Dojo</li> <li>Event calendar</li> </ul>
<b>2nd:</b> <ul style="list-style-type: none"> <li>Weekly Dojo updates</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>	<ul style="list-style-type: none"> <li>Emails, phone numbers, class Dojo</li> </ul>

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<ul style="list-style-type: none"> <li>• Inform parents of PTO events</li> <li>• Monthly Newsletters to share with families what we are learning</li> <li>• Contact families regularly and share concerns and ideas of how to help their child at home</li> <li>• Send home student work and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly</li> <li>• As needed</li> <li>• As it is completed</li> </ul>	<ul style="list-style-type: none"> <li>• Event calendar, Class Dojo, Newsletter, emails</li> </ul>
<p><b>3rd:</b></p> <ul style="list-style-type: none"> <li>• Monthly ClassDojo/e mail newsletters to families updating them on class happenings.</li> <li>• Frequent communication with families to celebrate student accomplishments and to share concerns.</li> <li>• Send home student and work assessments</li> </ul>	<p>Monthly</p> <p>When needed</p> <p>Daily/Weekly</p>	<p>Class dojo and email contact with families</p>

Kelso School District School Improvement Plan, 2024-2025

<p><b>4th/5th:</b></p> <ul style="list-style-type: none"> <li>• Weekly ClassDojo/e mail messages to families updating them on class happenings.</li> <li>• Frequent communication with families to celebrate student accomplishments and to share concerns.</li> </ul>	<p>(weekly)</p> <p>(as needed)</p>	<ul style="list-style-type: none"> <li>• Class Dojo and email contact with all families</li> <li>• Photos or other exciting tidbits to share.</li> </ul>
<p><b>LAP:</b></p>	<p>Encourage and help attend intramurals, attending some P.T.O. events, calling home and sending positive notes</p>	<p>Asking intramural teachers for schedules, planning for intramurals, weekly time for parent interaction.</p>
<p><b>Specialist:</b></p> <ul style="list-style-type: none"> <li>• Use of class dojo for contacting parents when needed</li> <li>• Specialist newsletter for keeping parents informed on specialist class details</li> <li>• Music Programs</li> <li>• Track Meet for select students</li> <li>• Science Fair</li> <li>• Career Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Class dojo-September to June as needed</li> <li>• Newsletter-at least quarterly September to June</li> <li>• Music Programs-Veteran's Day (11/8), Winter program (12/13), and Spring program (4/25)</li> <li>• Track Meet (June, 2025; specific date tbd)</li> <li>• Science Fair-(Feb-March, 2025 with final fair on March 27th)</li> <li>• Career Fair-Plan January/February, 2025, fair event will be week of March 3-7, 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Class dojo-help getting setup and learning how it works from a classroom teacher and added to classes as a second teacher for all classrooms</li> <li>• Newsletter-time</li> <li>• Programs-music class time, schedule alteration for performance week, classroom art</li> <li>• T-shirts for runners (PTO</li> </ul>



		<p>support, possible running club, staff/volunteer support for the day of the track meet</p> <ul style="list-style-type: none"><li>• Science Fair-gym set up, classroom teacher support, parental involvement, time</li><li>• Career Fair-time, community contacts and volunteers, teacher schedules for scheduling volunteer presenters</li></ul>
Resource:		
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
Evidence of Student Outcomes		Evidence of Educator Actions
<ul style="list-style-type: none"><li>• Growth in Panorama</li><li>• Students’ increased attention</li><li>• Increase in family engagement in school functions</li><li>• Increase in family engagement in PTO functions</li><li>• Increase volunteers</li></ul>		<ul style="list-style-type: none"><li>• Parent newsletters</li><li>• Volunteer letter</li><li>• Sign-ins from functions</li><li>• Intramurals</li><li>• Monthly celebrations on calendars</li></ul>
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: Carrolls

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)



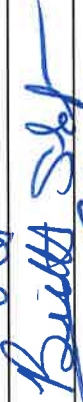



Role and Name	Signature
Principal: Julie Owens	
Counselor Taylor Martelli	Taylor Martelli
TSEC Joanna Lubomard	
W/ser Kristen Bremer	Kristen Bremer
3rd Jamie Willis	Jamie Willis
1st Bella Schaefer	Bella Schaefer
Specialist Angie Blum	Angie Blum
2nd Cindy Sherrell	Cindy Sherrell
LAP Denelle Davis	Denelle Davis
Secretary - Sheri Townsend	Sheri Townsend
Custodian - Tom Mundell	Tom Mundell
Para Ed / Resource Leah Iverson	Leah Iverson
Kinder - Danielle Lund	Danielle Lund

2024-2025

School Improvement Plan (SIP) Team Signature Page

School: Carrolls

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: <u>Julie Owens</u>	
Library Clerk <u>Hope Parker</u>	
Para <u>Brittany Sheng</u>	
Kitchen <u>Tina Hollis</u>	
Counselor <u>Taylor Martelli</u>	
Parapro <u>Ivy Sanchez</u>	



# LEXINGTON

*2024 - 2025*

# ELEMENTARY



SCHOOL IMPROVEMENT  
PLAN (SIP)





## Enrollment

Enrollment  
2023-24 School Year

805

Low-Income  
2023-24 School Year

69.9%

English Language Learners  
2023-24 School Year

7.2%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$16,278

## Attendance



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

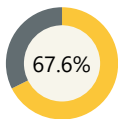
71.0%

## Assessment

### Foundational Grade-level Knowledge (and above)

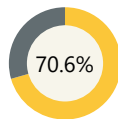
ELA

2023-24 School Year



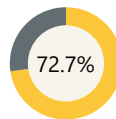
Math

2023-24 School Year



Science

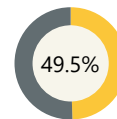
2023-24 School Year



### Consistent Grade-level Knowledge (and above)

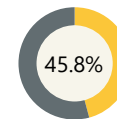
ELA

2023-24 School Year



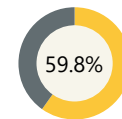
Math

2023-24 School Year



Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



16.3

Teacher Count  
2022-23 School Year



56

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



53.6%

Teacher Experience  
2022-23 School Year



7.3

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

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

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



# LEXINGTON ELEMENTARY SCHOOL

## DEMOGRAPHIC DATA

2023-24

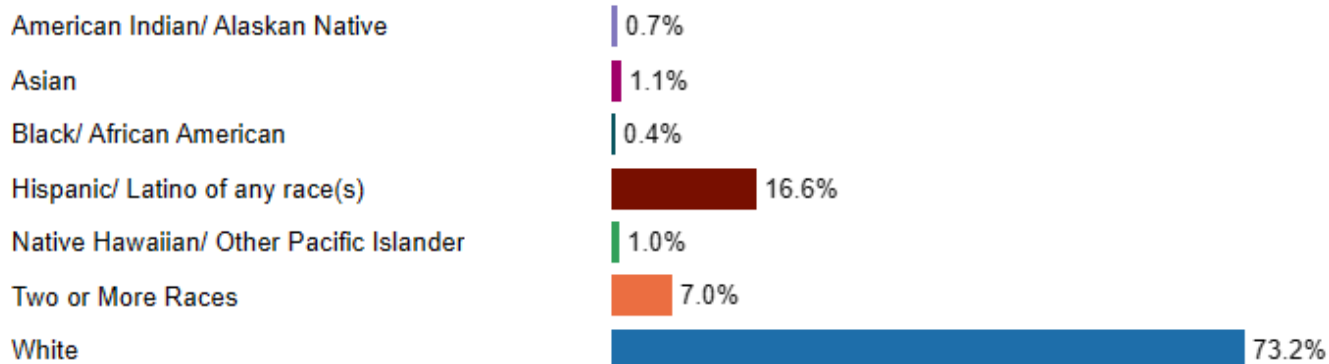
### Total Student Enrollment

805

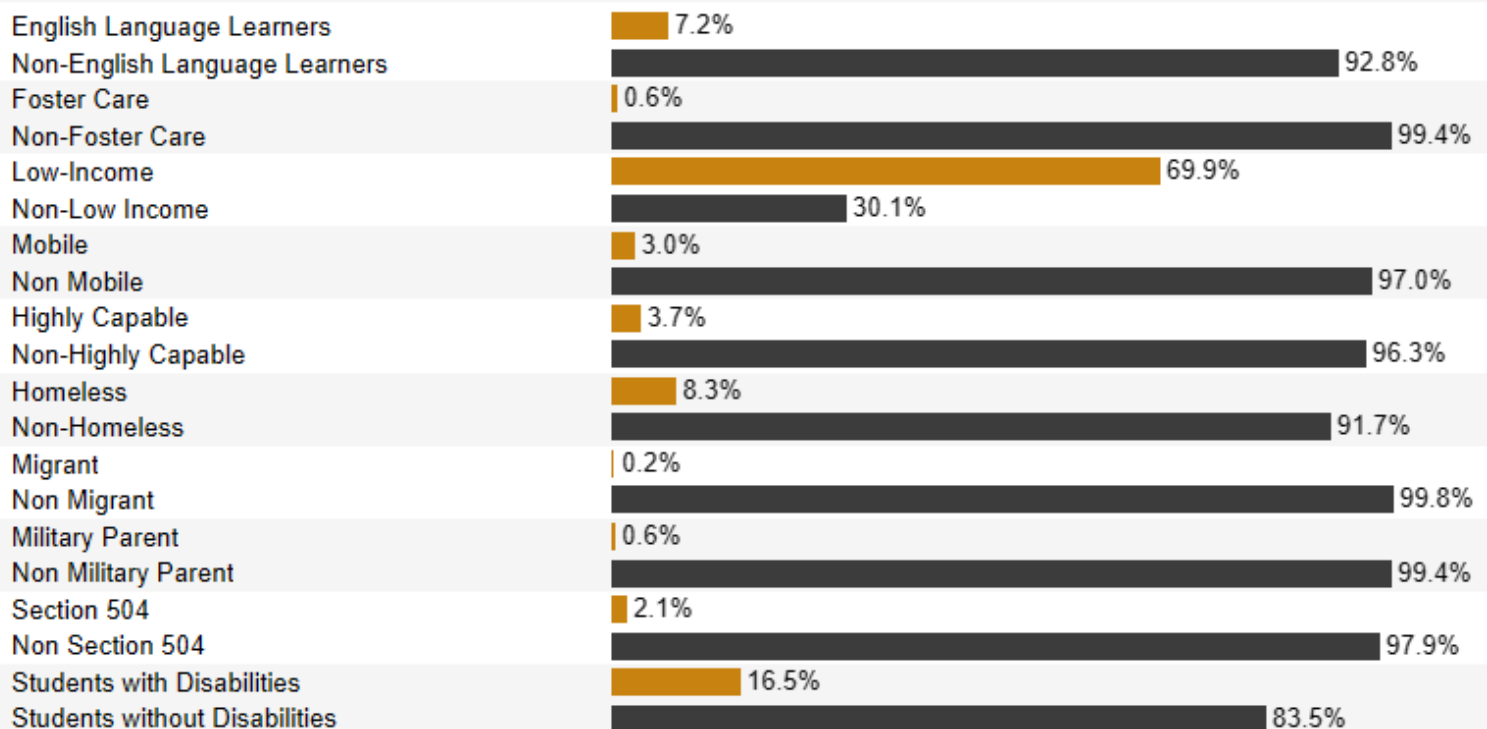
### Gender



### Race/Ethnicity



### Program and Characteristic

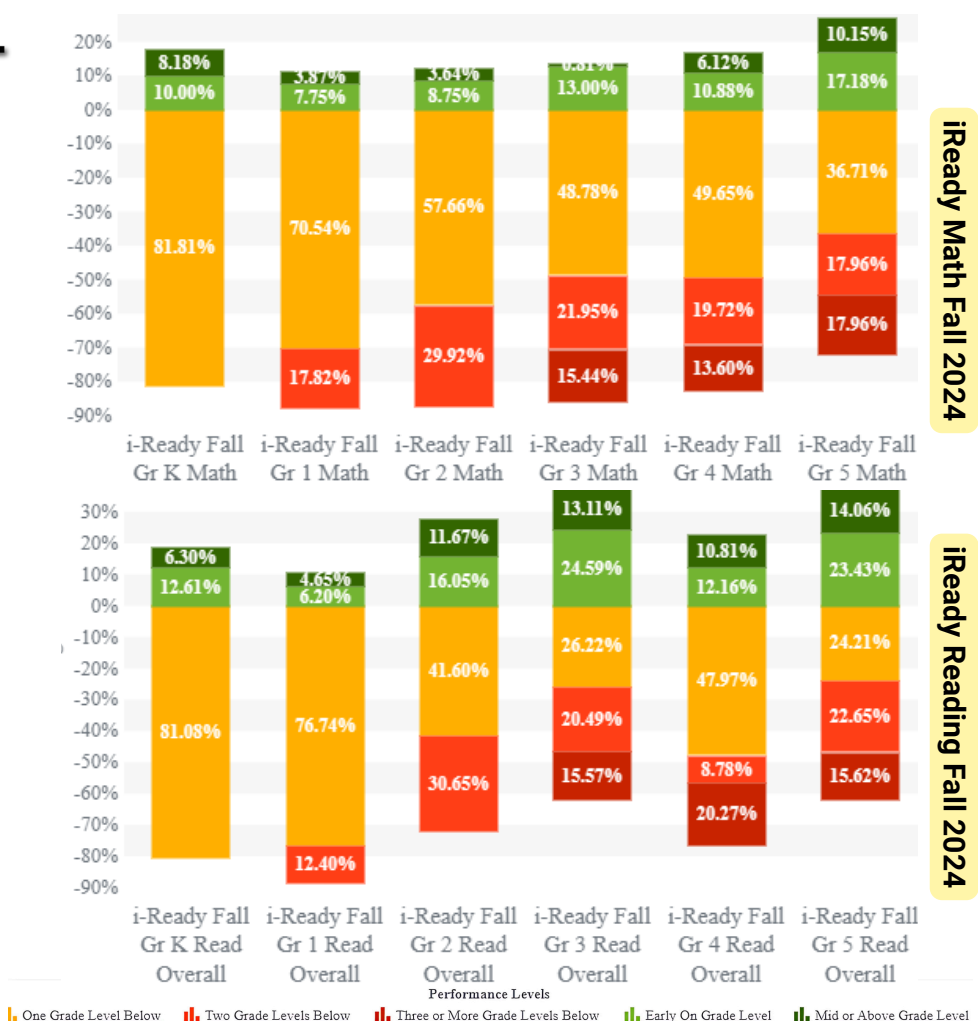




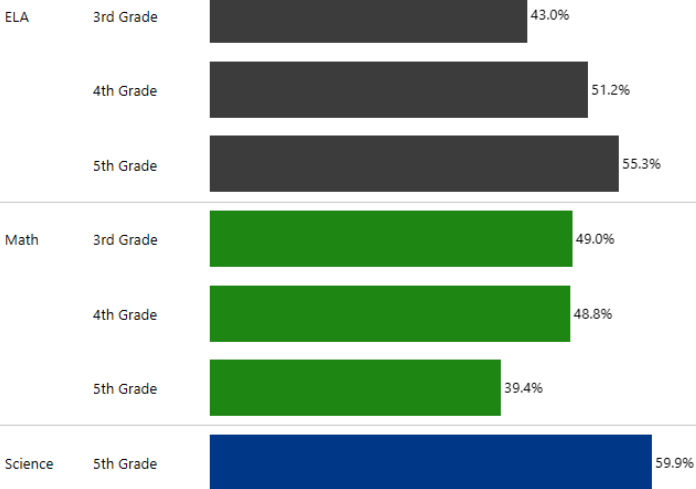
# LEXINGTON ELEMENTARY SCHOOL

## ASSESSMENT DATA

STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

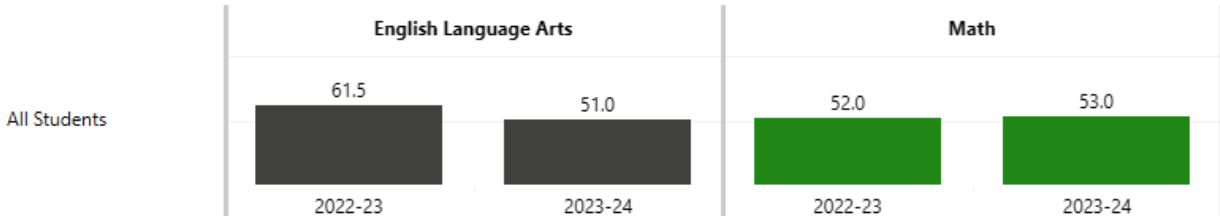


GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



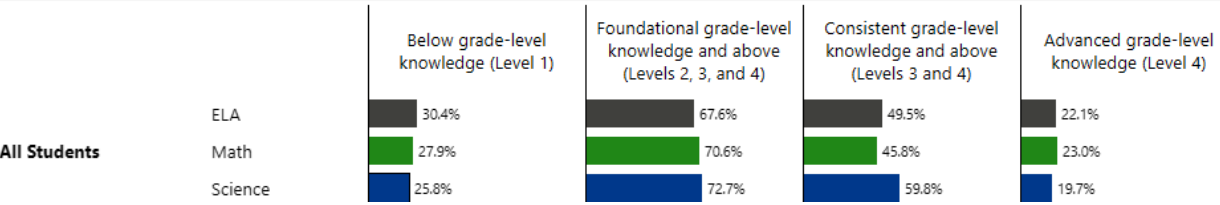
### All Students

STUDENT LEARNING GROWTH OVER TIME



### Achievement Levels

STUDENT GRADE-LEVEL KNOWLEDGE 2023-24



## 2024 - 2025 SCHOOL IMPROVEMENT PLAN

**School Name: Lexington Elementary School**

**Principal: Tim Yore**

**School Improvement Plan Completion Date: October 14, 2024**

Principal Signature

*Tim Yore*

Date

*10.22.24*

# Goal 1

**Plan – Goal 1:** ☐ New    ☒ Refined    ☐ Sustaining

This goal supports the following student outcomes:

- ☒ Increase student achievement in core subjects
- ☒ Reduce achievement gaps
- ☒ Enhance graduation rates
- ☐ Improve attendance rates
- ☐ Strengthen social and emotional learning
- ☒ Enhance college and career readiness
- ☐ Foster a positive school climate and culture
- ☐ Increase parent and community engagement
- ☒ Utilize data-informed instruction

## Plan – Goal 1

*What is the identified goal? What is the intended student outcome?*

What AWSP Criterion and Indicators align with this goal?

### **Because (What is the data telling us)....We must (teacher action)...So that...(student impact)**

Because ELA is an essential academic skill, we must ensure that 100% of Lexington Students will achieve a full year of academic growth from spring of 2024 to spring of 2025 as measured by iReady, so that they will each be academically prepared for the next grade level. In addition, 100% of our students, who are below grade level as measured by iReady, will achieve their stretch goal in ELA.

- 3.1 Recognizes and seeks out multiple data sources
- 3.2 Analyzes and interprets multiple data sources to inform school-level improvement effort
- 3.3 Creates data-driven plans for improved teaching and learning
- 3.4 Implements data-informed improvement plans
- 3.5 Provides evidence of student growth that results from school improvement planning process
- 4.1 Assists staff in aligning curriculum to state and local district learning goals
- 4.2 Assist staff in aligning instructional practices to state standards and district learning goals
- 4.3 Assist staff in aligning assessment practices to state standards and district learning goals

	<p>5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment</p> <p>5.3 Assist staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness</p> <p>6.3 Assigning staff</p> <p>7.1 Partners with families to promote student learning</p> <p>7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved</p> <p>7.3 Engages with communities to promote learning</p> <p>8.1 Assesses data and identifies barriers</p> <p>8.2 Creates plans to dismantle barriers and increase achievement</p> <p>8.3 Implements and monitors plans to shrink achievement gaps</p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p>iREADY Fall, Winter and Spring Assessment</p> <p>Common Formative Assessments</p> <p>Smarter Balanced Assessments for 3rd, 4th, and 5th grades</p>	
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>	
<p>This goal aligns with: Quality Instruction and Early Learning specifically. Achievement increasing for all and gaps decreasing within specific groups.</p>	



Plan and Do: Goal 1		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<p>Creation of School Learning Schedule that provides for common planning team for all job alike.</p> <p>Identifying daily learning and intervention times for each classroom and grade-level</p> <p>Attend <i>PLC @ Work Conference</i> in Fort Worth, TX</p> <p>Guiding Coalition presenting to all staff on <i>PLC @ Work</i></p> <p>Repeating Schedule for School WERs to include team time specific to addressing “Big 4”</p> <p>Alignment of Intervention Services utilizing CFA data to plan and monitor services</p> <p>Scope and Sequence Developed for ELA and Math for each grade-level. 15 Day Plans developed for each essential standard.</p>	<p>Completed by August 14th, 2024</p> <p>Completed by September 3rd, 2024</p> <p>June 2024</p> <p>August 2024</p> <p>2024-25 School Year</p> <p>Beginning with 1st/4th grades in September 2024. Hopeful for all grade levels by June 2024</p> <p>By June of 2024</p>	<p>AP Micheletto led the collaborative creation of the schedule</p> <p>APs Micheletto, Oswald created in collaboration with LAP/Title certificated team</p> <p>Allocation of LAP High Poverty Funds</p> <p>Accessing LAP Funds for planning day</p> <p>Prepping Guiding Coalition members to lead grade-level work</p> <p>LAP/Title Staff planning for 1:1 para-cert. ratio with Math and Reading Intervention Block</p> <p>Job alike teams at LES</p>
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
Evidence of Student Outcomes		Evidence of Educator Actions

<p>iREADY Fall, Winter and Spring Assessment</p> <p>Common Formative Assessments</p> <p>Smarter Balanced Assessments for 3rd, 4th and 5th grades</p>	<p>Framework embedded completion of Evaluation Cycle</p> <p>Participation in yearlong PLC meetings</p> <p>Exit Slips and Surveys</p> <p>Formal and Informal observation conversations via Student Growth Goals</p>
<p><b>Act: Next Steps, to be completed before the end of the school year.</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>	

## Goal 2

<p><b>Plan – Goal 2:</b> <input type="checkbox"/> New      <input checked="" type="checkbox"/> Refined      <input type="checkbox"/> Sustaining</p> <p>This goal supports the following student outcomes:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Increase student achievement in core subjects</li> <li><input checked="" type="checkbox"/> Reduce achievement gaps</li> <li><input checked="" type="checkbox"/> Enhance graduation rates</li> <li><input type="checkbox"/> Improve attendance rates</li> <li><input type="checkbox"/> Strengthen social and emotional learning</li> <li><input checked="" type="checkbox"/> Enhance college and career readiness</li> <li><input type="checkbox"/> Foster a positive school climate and culture</li> <li><input type="checkbox"/> Increase parent and community engagement</li> <li><input checked="" type="checkbox"/> Utilize data-informed instruction</li> </ul>	
<p><b>Plan – Goal 2</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p><b>What AWSP Criterion and Indicators align with this goal?</b></p>

<p><b>Because (What is the data telling us)....We must (teacher action)...So that...(student impact)</b></p> <p>Because math is an essential academic skill, we must ensure that 100% of Lexington Students will achieve a full year of academic growth from spring of 2024 to spring of 2025 as measured by iReady so that they will each be academically prepared for the next grade level. In addition, 100% of our students, who are below grade level as measured by iReady, will achieve their stretch goal in math.</p>	<p>3.1 Recognizes and seeks out multiple data sources</p> <p>3.2 Analyzes and interprets multiple data sources to inform school-level improvement effort</p> <p>3.3 Creates data-driven plans for improved teaching and learning</p> <p>3.4 Implements data-informed improvement plans</p> <p>3.5 Provides evidence of student growth that results from school improvement planning process</p> <p>4.1 Assists staff in aligning curriculum to state and local district learning goals</p> <p>4.2 Assist staff in aligning instructional practices to state standards and district learning goals</p> <p>4.3 Assist staff in aligning assessment practices to state standards and district learning goals</p> <p>5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment</p> <p>5.3 Assist staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness</p> <p>6.3 Assigning staff</p> <p>7.1 Partners with families to promote student learning</p> <p>7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved</p> <p>7.3 Engages with communities to promote learning</p> <p>8.1 Assesses data and identifies barriers</p>
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Kelso School District School Improvement Plan, 2024-2025

	<p>8.2 Creates plans to dismantle barriers and increase achievement</p> <p>8.3 Implements and monitors plans to shrink achievement gaps</p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p>iREADY Fall, Winter and Spring Assessment</p> <p>Common Formative Assessments</p> <p>Smarter Balanced Assessments for 3rd, 4th, and 5th grades</p>	
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>	
<p>This goal aligns with: Quality Instruction and Early Learning specifically achievement increasing for all and gaps decreasing within specific groups.</p>	

Plan And Do: Goal 2		
<p><b>Action Steps</b></p> <p><i>What must administrators and educators do to accomplish this goal?</i></p> <p><i>What action steps do we think will generate improvement?</i></p> <p><b>Who will be involved and what will they do?</b></p>	<p><b>Timeline</b></p> <p><i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i></p>	<p><b>Resources</b></p> <p><i>What resources will we use to advance this goal?</i></p> <p><i>Resources can be: Time, Money and/or People.</i></p>
<p>Creation of School Learning Schedule that provides for common planning</p>	<p>Completed by August 14th, 2024</p>	<p>AP Micheletto led the collaborative creation of the schedule</p>

Kelso School District School Improvement Plan, 2024-2025

<p>time for all job alike.</p> <p>Identifying daily learning and intervention times for each classroom and grade-level</p> <p>Attend <i>PLC @ Work Conference</i> in Fort Worth, TX</p> <p>Guiding Coalition presenting to all staff on PLC @ Work</p> <p>Repeating Schedule for School WERs to include team time specific to addressing “Big 4”</p> <p>Alignment of Intervention Services utilizing CFA data to plan and monitor services</p> <p>Scope and Sequence Developed for ELA and Math for each grade-level. 15 Day Plans developed for each essential standard.</p>	<p>Completed by September 3rd, 2024</p> <p>June 2024</p> <p>August 2024</p> <p>2024-25 School Year</p> <p>Beginning with 1st/4th grades in September 2024. Hopeful for all grade levels by June 2024</p> <p>By June of 2024</p>	<p>APs Micheletto, Oswald created in collaboration with LAP/Title certificated team</p> <p>Allocation of LAP High Poverty Funds</p> <p>Accessing LAP Funds for planning day</p> <p>Prepping Guiding Coalition members to lead grade-level work</p> <p>LAP/Title Staff planning for 1:1 para-cert. ratio with Math and Reading Intervention Block</p> <p>Job alike teams at LES</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>		
<p><b>Evidence of Student Outcomes</b></p>	<p><b>Evidence of Educator Actions</b></p>	
<p>iREADY Fall, Winter and Spring Assessment</p> <p>Common Formative Assessments</p>	<p>Framework embedded completion of Evaluation Cycle</p> <p>Participation in yearlong PLC meetings</p>	

Smarter Balanced Assessments for 3rd, 4th and 5th grades	Exit Slips and Surveys  Formal and Informal observation conversations via Student Growth Goals
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	

Goal 3

<b>Plan – Goal 3:</b> <input type="checkbox"/> New <input type="checkbox"/> Refined <input checked="" type="checkbox"/> Sustaining	
This goal supports the following student outcomes:	
<div><input checked="" type="checkbox"/> Increase student achievement in core subjects</div> <div><input type="checkbox"/> Reduce achievement gaps</div> <div><input checked="" type="checkbox"/> Enhance graduation rates</div> <div><input type="checkbox"/> Improve attendance rates</div> <div><input type="checkbox"/> Strengthen social and emotional learning</div> <div><input checked="" type="checkbox"/> Enhance college and career readiness</div> <div><input type="checkbox"/> Foster a positive school climate and culture</div> <div><input checked="" type="checkbox"/> Increase parent and community engagement</div> <div><input type="checkbox"/> Utilize data-informed instruction</div>	
<b>Plan: Goal 3</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What AWSP Criterion and Indicators align with this goal?</b>

<p><b>Because (What is the data telling us)....We must (teacher action)...So that...(student impact)</b></p> <p>Because academic performance, critical thinking, and organizational skills are an essential element of student agency, we will ensure that 100% of students will utilize AVID strategies and domains so that students will transition successfully between grades and schools with knowledge, skills, and attitude to excel in post-secondary opportunities.</p>	<p>1.2 Engages in essential conversations for ongoing improvement of the school</p> <p>1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning</p> <p>1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner</p> <p>4.1 Assists staff in aligning curriculum to state and local district learning goals</p> <p>6.4 Managing fiscal resources (It is assumed here that the principal has the authority to make fiscal decisions.)</p> <p>7.1 Partners with families to promote student learning</p> <p>7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved</p> <p>7.3 Engages with communities to promote learning</p> <p>8.1 Assesses data and identifies barriers:</p> <p>8.2 Creates plans to dismantle barriers and increase achievement</p> <p>8.3 Implements and monitors plans to shrink achievement gaps</p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p>Student sense of belongingness survey grades 3rd-5th.</p> <p>Student conversations.</p> <p>College and career surveys in STEAM</p>	

## Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

This goal aligns with the KSD Strategic plan roadmap under the Career, College, and Community Readiness because it actively prepares families, students, and the community in post-secondary conversations and opportunity knowledge.

## Plan and Do: Goal 3

### Action Steps

*What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?*

**Who will be involved and what will they do?**

### Timeline

*Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.*

### Resources

*What resources will we use to advance this goal? Resources can be: Time, Money and/or People.*

Staff and students will participate in Wednesday college/career wear.

School counselors will create weekly Wednesday Staff highlight slides to add to school-wide daily announcements. School counselors will teach at least one lesson related to college/career readiness.

Title/LAP, administration and grade-level teams will plan and participate in a Family engagement night with a college/career/community readiness theme.

Weekly every Wednesday

Weekly every Wednesday  
Lessons-before the end of June

By the end of the 2025 school year.

Announcements/Staff modeling

Slides prepared by School Counselors; Staff members fill out staff information sheet and email photos

Responsive Counselor curriculum

Title/LAP, PTO, Staff



<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>	
<b>Evidence of Student Outcomes</b>	<b>Evidence of Educator Actions</b>
Student and classroom conversations.. Student letters to colleges/trade school/community agencies.	
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	

# Goal 4

<b>Plan – Goal 4:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Refined <input type="checkbox"/> Sustaining This goal supports the following student outcomes:  <div><input type="checkbox"/> Increase student achievement in core subjects: <input type="checkbox"/> Reduce achievement gaps <input type="checkbox"/> Enhance graduation rates <input checked="" type="checkbox"/> Improve attendance rates <input checked="" type="checkbox"/> Strengthen social and emotional learning <input type="checkbox"/> Enhance college and career readiness <input checked="" type="checkbox"/> Foster a positive school climate and culture <input checked="" type="checkbox"/> Increase parent and community engagement <input type="checkbox"/> Utilize data-informed instruction</div>	
<b>Plan: Goal 4</b>  <i>What is the identified goal? What is the intended student outcome?</i>	<b>What AWSP Criterion and Indicators align with this goal?</b>

<p><b>Because (What is the data telling us)....We must (teacher action)...So that...(student impact)</b></p> <p>Because we want all students and staff to have a sense of belonging at Lexington we must increase attendance to foster and support a culture of kindness so that students feel safe and connected.</p>	<p>1.2 Engages in essential conversations for ongoing improvement</p> <p>2.1 Provides for physical safety</p> <p>2.2 Provides fo social, emotional and intellectual safety</p> <p>3.1 Recognizes and seeks out multiple data sources</p> <p>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</p> <p>6.1 Manages human resources</p> <p>7.1 Communicates with community to promote learning</p> <p>7.2 Partners with families and school community</p> <p>8.1 Identifies barriers to achievement and knows how to gaps</p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p>Staff and Student Attendance rates from 2023-2024.</p> <p>Student Attendance contracts from 2023-2024.</p> <p>ELA and Math school-wide data.</p> <p>2024 Spring Sense of Belonging 3rd-5th grade data.</p> <p>Staff wellness survey</p> <p>Staff Wellness Committee at D.O.</p>	
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>	
<p>This goal aligns with: Climate and Culture 2024-2025 district strategic plan because it emphasizes student safety and respect for other students and faculty.</p>	

Plan and Do: Goal 4		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal?</i> <i>What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal?</i> <i>Resources can be: Time, Money and/or People.</i>
School-wide Tier 1 SOAR assemblies. Families of award recipients invited.	4 times per year	Attendance review and recognition.
Counselor classroom lessons	Quarterly	Shared via email.
School-wide Kindness focus.	Daily	Daily Announcements
3rd-5th grade sense of belonging survey	2 times per year	Survey (Cami Rothwell)
Peer mediators coached on kindness and SOAR for recess support	Meet weekly	Intramural (Counselors)
Leadership (30 students from fifth grade)	Meet weekly	Intramural (5th grade teachers)
Student daily attendance tracker.	Daily	Printed trackers provided to each student. Teacher uses in class daily.

Kelso School District School Improvement Plan, 2024-2025

Attendance lessons on announcements	Weekly	Tier 1 lesson scope and sequence
Office attendance tracker to identify students of need.	Weekly	Skyward reports ran weekly. Weekly monitoring of attendance tracker.
Tier III attendance plans/incentives with students and families.	Ongoing	Awards, invitations, assembly attendance
Lexington Family Newsletter	Monthly	English and Spanish
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>		<b>Evidence of Educator Actions</b>
Attendance data Sense of belonging data SWIS data-decrease in referrals		Attendance data SEL lessons Class meetings
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

# Lexington School Improvement Plan Staff Sign Off

Name	Signature
Tammy Parsons	Tammy Parsons
Ellia McCoy	Ellia McCoy
Kaitlin Brugato	Kaitlin Brugato
Hannah McTamney	Hannah McTamney
Allie Gaston	Allie F.
Gabby Lopez	Gabby Lopez
Olga Carpenter	Olga Carpenter
Amanda Taylor	Amanda Taylor
Sarah Dahl	Sarah K. Dahl
Trentina Porter	Trentina Porter
Kelly Teeters	Kelly Teeters
Kristy Boone	Kristy Boone
Elaine VanMil	Elaine VanMil
Rachel Andredick	Rachel Andredick
Rebecca Hunter	Rebecca Hunter
Renae Clark	Renae Clark
Beth Robertson	Beth Robertson
Jeni Keller	Jeni Keller
Tanya Holt	Tanya Holt
Jana Hudson	Jana Hudson
Marna Rolf	Marna K. Rolf
Teri Steward	Teri Steward



# Lexington School Improvement Plan Staff Sign Off

Name	Signature
Tara Micheletto	Tara Micheletto
Kristy Murray	Kristy Murray
Ashley Mooney	Ashley Mooney
Kayla Gorer	Kayla Gorer
Cornia Ruiz	Cornia Ruiz
Kari Barr	Kari Barr
Emily Clark	Emily Clark
Josephine Eberhard	Josephine Eberhard
Michelle Vanek	Michelle Vanek
Grace Prewitt	Grace Prewitt
Lucas Anderson	Lucas Anderson
Beth Wills	Beth Wills
Amy McDonald	Amy McDonald
Jeannie Revocel	Jeannie Revocel
Zach Claypool	Zach Claypool
Amber Crawford	Amber Crawford
Sam Johnson	Sam Johnson
Suzanne Gibson	Suzanne Gibson
Jana Byman	Jana Byman
Lynette Oswald	Lynette Oswald
Jessica Iddings	Jessica Iddings
Colleen Reynolds	Colleen Reynolds

# Lexington School Improvement Plan Staff Sign Off

Name

Signature

Briana Lewellen

Briana Lewellen

Cassey White

Cassey White

Helee Ector

Helee Ector

Stacey Murphy

Stacey Murphy

Rhonda Jorgensen  
Rhonda Jorgensen

Rhonda Jorgensen

Melissa Applebury

Melissa Applebury

Teri Bean

Teri Bean

Nicole Balch

Nicole Balch

Cami Rothwell

Cami Rothwell

Jolene Giles Wong

Jolene Giles Wong

Elizabeth Muir

Elizabeth Muir





ROSE  
VALLEY  
*2024 - 2025*  
ELEMENTARY



SCHOOL IMPROVEMENT  
PLAN (SIP)





# Rose Valley Elementary

## Enrollment

Enrollment  
2023-24 School Year

167

Low-Income  
2023-24 School Year

46.7%

English Language Learners  
2023-24 School Year

1.8%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$16,398

## Attendance



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

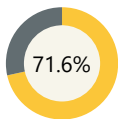
86.0%

## Assessment

### Foundational Grade-level Knowledge (and above)

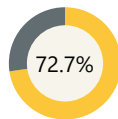
ELA

2023-24 School Year



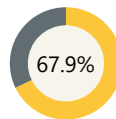
Math

2023-24 School Year



Science

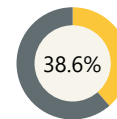
2023-24 School Year



### Consistent Grade-level Knowledge (and above)

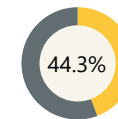
ELA

2023-24 School Year



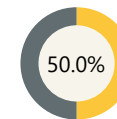
Math

2023-24 School Year



Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



15.8

Teacher Count  
2022-23 School Year



14

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



64.3%

Teacher Experience  
2022-23 School Year



12.5

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

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

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



# ROSE VALLEY ELEMENTARY SCHOOL

## DEMOGRAPHIC DATA

2023-24

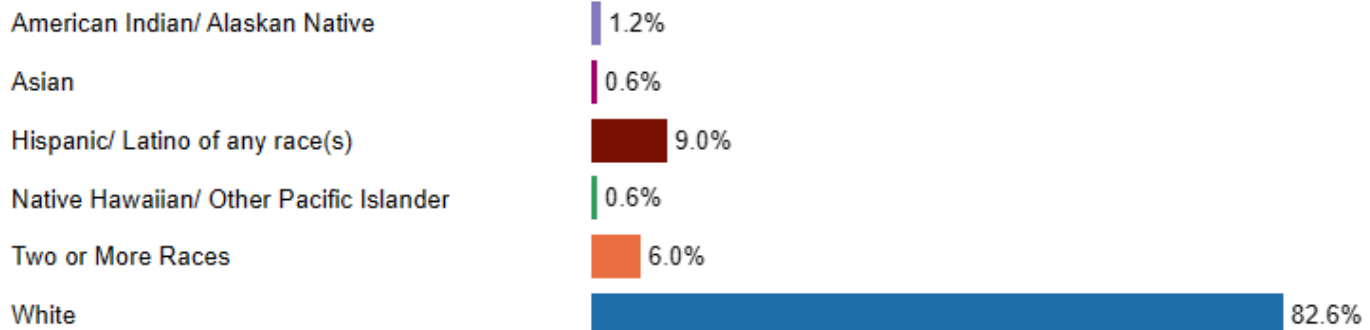
### Total Student Enrollment

167

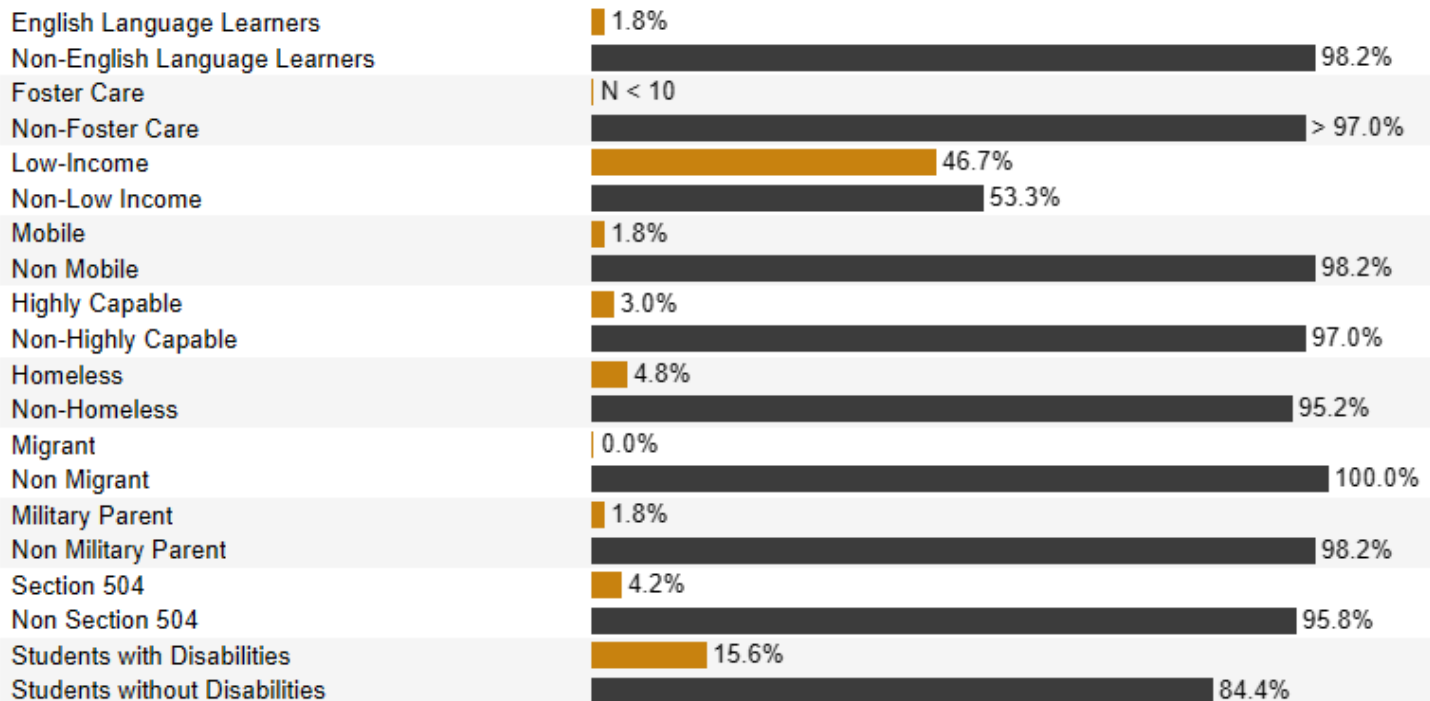
### Gender



### Race/Ethnicity



### Program and Characteristic

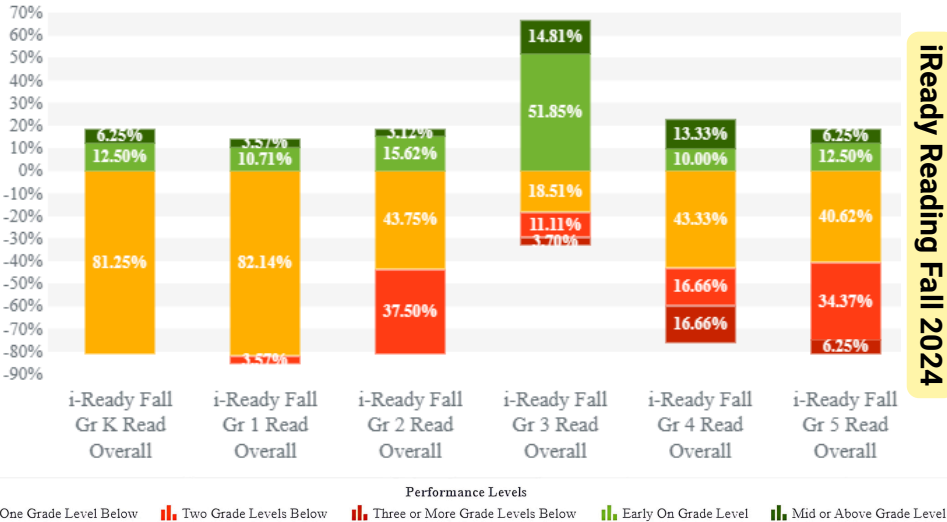
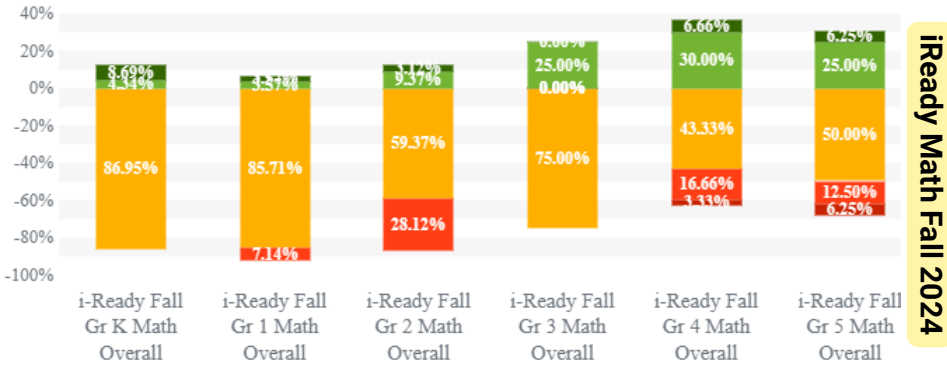
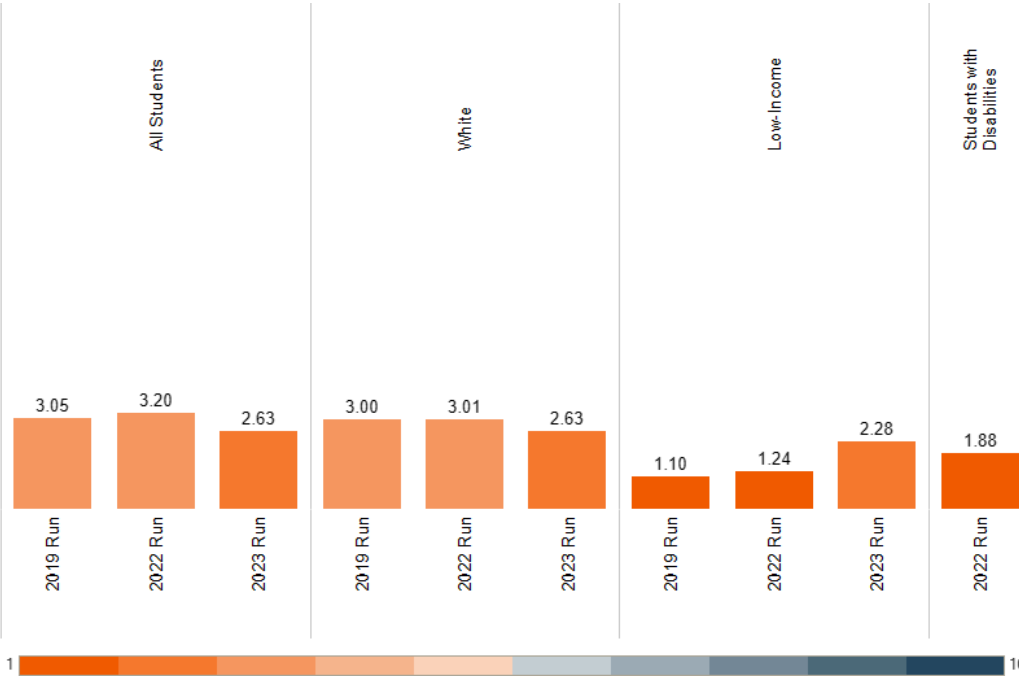




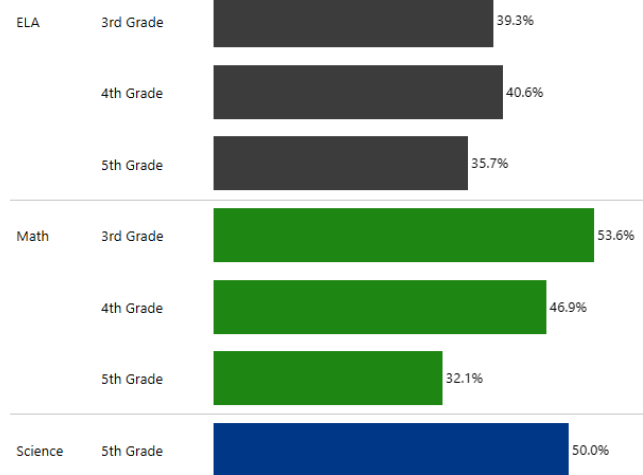
# ROSE VALLEY ELEMENTARY SCHOOL

## ASSESSMENT DATA

### STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

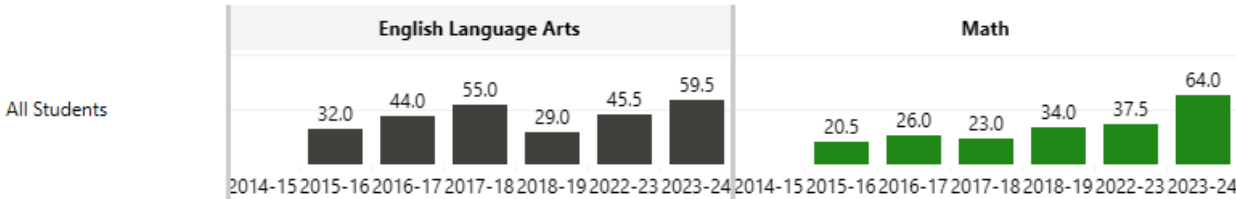


### GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



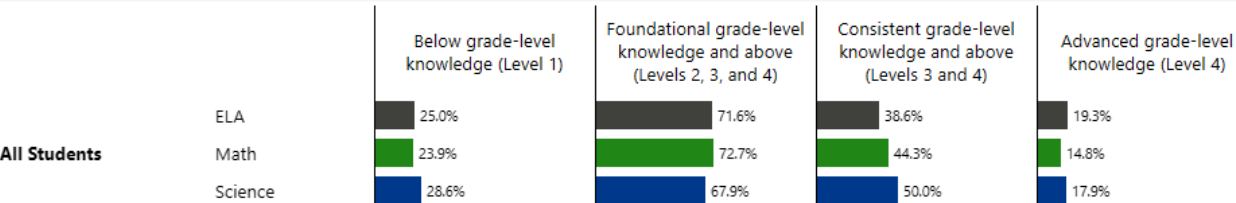
### All Students

### STUDENT LEARNING GROWTH OVER TIME



### Achievement Levels

### STUDENT GRADE-LEVEL KNOWLEDGE 2023-24



# 2024 - 2025 SCHOOL IMPROVEMENT PLAN

School Name: Rose Valley Elementary

Principal: James Kiefer

School Improvement Plan Completion Date: October 14, 2024

Principal Signature  Date 10/10/24

## Goal 1

<p><b>Plan – Goal 1:</b> <input type="checkbox"/> New    <input type="checkbox"/> Refined    <input type="checkbox"/> Sustaining</p> <p>This goal supports the following student outcomes:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Increase student achievement in core subjects</li><li><input type="checkbox"/> Reduce achievement gaps</li><li><input type="checkbox"/> Enhance graduation rates</li><li><input type="checkbox"/> Improve attendance rates</li><li><input type="checkbox"/> Strengthen social and emotional learning</li><li><input type="checkbox"/> Enhance college and career readiness</li><li><input type="checkbox"/> Foster a positive school climate and culture</li><li><input type="checkbox"/> Increase parent and community engagement</li><li><input type="checkbox"/> Utilize data-informed instruction</li></ul>	
<p><b>Plan – Goal 1</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p>What AWSP Criterion and Indicators align with this goal?</p>
<p><b>Because (What is the data telling us)....We must (teacher action)...So that...(student impact)</b></p> <p>Because ELA is an essential academic skill, we must ensure that 100% of Rose Valley Students will achieve a full year of academic growth from spring of 2024 to spring of 2025 as measured by iReady so that they will</p>	<p>align with this goal?</p> <p><b>AWSP Indicators:</b></p> <p><b>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching</b></p>

each be academically prepared for the next grade level. In addition, 100% of our students, who are below grade level as measured by iReady, will achieve their stretch goal in ELA.

**1.2 Engages in essential conversations for ongoing improvement**

**1.4 Facilitates collaborative processes leading toward continuous improvement.**

**3.5 Provides evidence of student growth that results from the school improvement process.**

**4.1 Assists staff in aligning curricula to state and local district learning goals.**

**5.3 Assists staff in implementing effective instruction and assessment practices.**

**5.4 Evaluates staff in effective instruction and assessment practices**

**5.5 Provides evidence of student growth of selected teachers**

### Baseline Data

*What data do we have to validate this goal? Using that data, what is our established baseline?*

**LOW scores on SBA.**

**Gaps with respect to special education**

ELA				
	21-22	22-23	23-24	24-25
3rd		37/39/49	39/40/49	
4th		29/42/50	43/45/50	
5th		56/52/54	37/52/54	
	RV/Kelso/WA			

<u>STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICE</u>		Median progress towards Annual ELA Goal	Median Progress towards Annual ELA Stretch Goal
K		118%	87%
1st		92%	67%
2nd		0% (1 student)	0%
3rd		188%	119%
4th		143%	65%
5th		185%	79%

Alignment

How does this SIP goal align to and support the Kelso School District Strategic Roadmap?

EARLY LEARNING

Every Kelso student will meet or exceed standard by the end of third grade in English language arts and mathematics.

QUALITY INSTRUCTION

Every Kelso student will experience high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement.

Plan and Do: Goal 1		
<p><b>Action Steps</b></p> <p><i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i></p> <p><b>Who will be involved and what will they do?</b></p>	<p><b>Timeline</b></p> <p><i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i></p>	<p><b>Resources</b></p> <p><i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i></p>



Kelso School District School Improvement Plan, 2024-2025

<p><b>Focus upon inclusion / push-in model.</b></p>	<ul style="list-style-type: none"> <li>- Mindset discussion @ August Preservice meeting</li> <li>- Ongoing IEP amendments as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- WER - Staff discussions (per the meeting schedule above) regarding keeping kids in the classroom while receiving grade level core content instruction</li> <li>- Time = IEP amendment meetings</li> <li>- Professional development</li> </ul>
<p><b>All students receive core instruction in grade-level content.</b></p>	<ul style="list-style-type: none"> <li>- Immediately and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- WER - Staff discussions (per the meeting schedule above) regarding keeping kids in the classroom while receiving grade level core content instruction</li> </ul>
<p><b>In small groups, teachers take the students who need the most assistance. Teacher will use iReady performance reports to determine necessary supports.</b></p>	<ul style="list-style-type: none"> <li>- Immediately and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration with intervention staff during WER.</li> </ul>
<p><b>Intervention collaboration - Intervention teacher will intentionally schedule shadowing/coaching time into the schedule for para growth.</b></p>	<ul style="list-style-type: none"> <li>- Immediately and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Time for the teacher to shadow paras and meet with paras.</li> </ul>
<p><b>Attendance - Message will be shared formally (formally and informally) that an excess of 10 absences leads to decline in performance... for both students and staff.</b></p>	<ul style="list-style-type: none"> <li>- Monthly assessment of attendance data</li> <li>- Calls to families who have high absences each month.</li> <li>- Monthly attendance celebration for classes over 95%</li> <li>- <u>Build relationships with families who</u></li> </ul>	<ul style="list-style-type: none"> <li>- Counselor time</li> <li>- Kiefer time</li> <li>- Teachers build relationships.</li> </ul>

Kelso School District School Improvement Plan, 2024-2025

	<p>struggle with attendance... pull them closer.</p> <ul style="list-style-type: none"> <li>- Communicate the need for attendance. Open house and ongoing</li> </ul>	
<p><b>Increased focus upon academic/college and career readiness... especially for students who receive special education services.</b></p>	<ul style="list-style-type: none"> <li>- Immediately and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Time during classroom meetings.</li> <li>- Wednesday morning videos</li> </ul>
<p><b>School-wide focus upon pulling kids closer.</b></p>	<ul style="list-style-type: none"> <li>- Immediate and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Reminders during morning videos</li> <li>- Deliberate manner of communicating</li> </ul>
<p><b>Communication.</b>  <b>"Learning opens doors."</b>  <b>ANY learning opens doors.</b></p>	<ul style="list-style-type: none"> <li>- Immediate and ongoing.</li> <li>- Family Newsletter.</li> <li>- Open House</li> <li>- Classroom Visits</li> </ul>	<ul style="list-style-type: none"> <li>- Reminders during morning videos</li> <li>- Deliberate manner of communicating</li> </ul>
<p><b>PLC Fidelity:</b>  <b>Essential Standards</b>  <b>Common Assessments</b>  <b>Tracking Learning Targets</b>  <b>Fluid Interventions from all staff based upon learning targets.</b></p>	<p>Weekly in 1 hour PLCs</p>	<ul style="list-style-type: none"> <li>- Time for PLCs</li> <li>- Substitutes</li> <li>- Professional development regarding PLCs</li> </ul>
<p><b>Study: Evidence</b>  <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>		
<p><b>Evidence of Student Outcomes</b></p>		<p><b>Evidence of Educator Actions</b></p>
<p>iReady Benchmarking in January.  iReady Benchmarking in May  SBA Assessments in May</p>		<p>Teacher TPEP observations.</p>

**Act: Next Steps, to be completed before the end of the school year.**

*Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?*

## Goal 2

**Plan – Goal 2:** ☐ New ☐ Refined ☐ Sustaining

This goal supports the following student outcomes:

- ☐ Increase student achievement in core subjects
- ☐ Reduce achievement gaps
- ☐ Enhance graduation rates
- ☐ Improve attendance rates
- ☐ Strengthen social and emotional learning
- ☐ Enhance college and career readiness
- ☐ Foster a positive school climate and culture
- ☐ Increase parent and community engagement
- ☐ Utilize data-informed instruction

### Plan – Goal 2

*What is the identified goal? What is the intended student outcome?*

Because math is an essential academic skill, we must ensure that 100% of Rose Valley Students will achieve a full year of academic growth from fall of 2024 to spring of 2025 as measured by iReady so that they will each be academically prepared for the next grade level. In addition, 100% of our students, who are below grade level as measured by iReady, will achieve their stretch goal in math.

**What AWSP Criterion and Indicators align with this goal?**

**align with this goal?**

**AWSP Indicators:**

**1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching**

**1.2 Engages in essential conversations for ongoing improvement**

**1.4 Facilitates collaborative processes leading toward continuous improvement.**

	<p>3.5 Provides evidence of student growth that results from the school improvement process.</p> <p>4.1 Assists staff in aligning curricula to state and local district learning goals.</p> <p>5.3 Assists staff in implementing effective instruction and assessment practices.</p> <p>5.4 Evaluates staff in effective instruction and assessment practices</p> <p>5.5 Provides evidence of student growth of selected teachers</p>
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Baseline Data

What data do we have to validate this goal? Using that data, what is our established baseline?

LOW scores on SBA.

Gaps with respect to special education

MATH				
	21-22	22-23	23-24	24-25
3rd		37/43/51	54/45/52	
4th		25/39/49	50/43/48	
5th		39/38/42	33/38/42	
	RV/Kelso/WA			

<u>STUDENTS WHO RECEIVE SPECIAL EDUCATION SERVICE</u>		Median progress towards Annual ELA Goal	Median Progress towards Annual ELA Stretch Goal
K		109%	90%

1st		90%	70%
2nd		110% (1 student)	67%
3rd		144%	106%
4th		138%	71%
5th		61%	31%

### Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

### EARLY LEARNING

Every Kelso student will meet or exceed standard by the end of third grade in English language arts and mathematics.

### QUALITY INSTRUCTION

Every Kelso student will experience high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement.

### Plan And Do: Goal 2

#### Action Steps

*What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?*

**Who will be involved and what will they do?**

#### Timeline

*Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.*

#### Resources

*What resources will we use to advance this goal? Resources can be: Time, Money and/or People.*

**Focus upon inclusion / push-in model.**

- Mindset discussion @ August Preservice meeting
- Ongoing IEP amendments as appropriate.

- WER - Staff discussions (per the meeting schedule above) regarding keeping kids in the classroom while receiving grade level core content instruction
- Time = IEP amendment meetings

Kelso School District School Improvement Plan, 2024-2025

		<ul style="list-style-type: none"> <li>- Professional development</li> </ul>
<b>All students receive core instruction in grade-level content.</b>	<ul style="list-style-type: none"> <li>- Immediately and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- WER - Staff discussions (per the meeting schedule above) regarding keeping kids in the classroom while receiving grade level core content instruction</li> </ul>
<b>In small groups, teachers take the students who need the most assistance. Teacher will use iReady performance reports to determine necessary supports.</b>	<ul style="list-style-type: none"> <li>- Immediately and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration with intervention staff during WER.</li> </ul>
<b>Intervention collaboration - Intervention teacher will intentionally schedule shadowing/coaching time into the schedule for para growth.</b>	<ul style="list-style-type: none"> <li>- Immediately and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Time for the teacher to shadow paras and meet with paras.</li> </ul>
<b>Attendance - Message will be shared formally (formally and informally) that an excess of 10 absences leads to decline in performance... for both students and staff.</b>	<ul style="list-style-type: none"> <li>- Monthly assessment of attendance data</li> <li>- Calls to families who have high absences each month.</li> <li>- Monthly attendance celebration for classes over 95%</li> <li>- <u>Build relationships with families</u> who struggle with attendance... pull them closer.</li> <li>- Communicate the need for attendance. Open house and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Counselor time</li> <li>- Kiefer time</li> <li>- Teachers build relationships.</li> </ul>
<b>Increased focus upon academic/college and career readiness... especially for students</b>	<ul style="list-style-type: none"> <li>- Immediately and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Time during classroom meetings.</li> <li>- Wednesday morning videos</li> </ul>

Kelso School District School Improvement Plan, 2024-2025

who receive special education services.		
School-wide focus upon pulling kids closer.	<ul style="list-style-type: none"> <li>- Immediate and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>- Reminders during morning videos</li> <li>- Deliberate manner of communicating</li> </ul>
Communication. "Learning opens doors." ANY learning opens doors.	<ul style="list-style-type: none"> <li>- Immediate and ongoing.</li> <li>- Family Newsletter.</li> <li>- Open House</li> <li>- Classroom Visits</li> </ul>	<ul style="list-style-type: none"> <li>- Reminders during morning videos</li> <li>- Deliberate manner of communicating</li> </ul>
PLC Fidelity: Essential Standards Common Assessments Tracking Learning Targets Fluid Interventions from all staff based upon learning targets.	Weekly in 1 hour PLCs	<ul style="list-style-type: none"> <li>- Time for PLCs</li> <li>- Substitutes</li> <li>- Professional development regarding PLCs</li> </ul>
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>		<b>Evidence of Educator Actions</b>
iReady Benchmarking in January. iReady Benchmarking in May SBA Assessments in May		Teacher TPEP observations.
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

# Goal 3

<b>Plan – Goal 3:</b> <input type="checkbox"/> New <input type="checkbox"/> Refined <input type="checkbox"/> Sustaining	
This goal supports the following student outcomes:	
<div><input type="checkbox"/> Increase student achievement in core subjects</div> <div><input type="checkbox"/> Reduce achievement gaps</div> <div><input type="checkbox"/> Enhance graduation rates</div> <div><input type="checkbox"/> Improve attendance rates</div> <div><input type="checkbox"/> Strengthen social and emotional learning</div> <div><input type="checkbox"/> Enhance college and career readiness</div> <div><input type="checkbox"/> Foster a positive school climate and culture</div> <div><input type="checkbox"/> Increase parent and community engagement</div> <div><input type="checkbox"/> Utilize data-informed instruction</div>	
<b>Plan: Goal 3</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What AWSP Criterion and Indicators align with this goal?</b>
Because organizational skills are an essential element of student agency, we will ensure that 100% of students will utilize AVID organizational tools.	<b>Systems</b>  <b>What AWSP Criterion and Indicators align with this goal?</b>  <b>AWSP Indicators:</b>  <b>7.1 Communicates with community to promote learning.</b>  <b>7.2 Partners with families and school community</b>



<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>
<p><b>We do not have baseline data regarding these AVID tools that we will utilize in 100% of the classrooms with 100% of the students.</b></p>
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>
<p><b><u>CAREER, COLLEGE &amp; COMMUNITY READY</u></b></p> <p><b>Every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills, and attitude to excel in post-high school opportunities. To that end, we will actively engage and partner with parents, families, and our community.</b></p>

Plan and Do: Goal 3		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<ul style="list-style-type: none"> <li><b>Backpack tags</b></li> </ul>	<ul style="list-style-type: none"> <li>Immediate and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Cortney orders. Teachers implement. Rose Valley budget</li> </ul>

Kelso School District School Improvement Plan, 2024-2025

- <b>Classroom connectors (Blue take-home folders)</b>	- Immediate and ongoing	- Cortney orders. Teachers implement. Rose Valley budget
- <b>AVID Binders / Color Folders</b>	- Immediate and ongoing	- Cortney orders. Teachers implement. Rose Valley budget
- <b>Interactive notebooks</b>	- Immediate and ongoing	- Cortney orders. Teachers implement. Rose Valley budget
- <b>Planners</b>	- Immediate and ongoing	- Cortney orders. Teachers implement. Rose Valley budget
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>		<b>Evidence of Educator Actions</b>
<b>Mid-year and end of year check to ensure that tools are being utilized by all students. This will be assessed at Tier 1</b>		<b>Mid-year and end of year check to ensure that tools are being utilized by all students. This will be assessed at Tier 1</b>
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

## Goal 4

Kelso School District School Improvement Plan, 2024-2025

<p><b>Plan – Goal 4:</b> <input type="checkbox"/> New <input type="checkbox"/> Refined <input type="checkbox"/> Sustaining</p> <p>This goal supports the following student outcomes:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase student achievement in core subjects:</li> <li><input type="checkbox"/> Reduce achievement gaps</li> <li><input type="checkbox"/> Enhance graduation rates</li> <li><input type="checkbox"/> Improve attendance rates</li> <li><input type="checkbox"/> Strengthen social and emotional learning</li> <li><input type="checkbox"/> Enhance college and career readiness</li> <li><input type="checkbox"/> Foster a positive school climate and culture</li> <li><input type="checkbox"/> Increase parent and community engagement</li> <li><input type="checkbox"/> Utilize data-informed instruction</li> </ul>	
<p><b>Plan: Goal 4</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p><b>What AWSP Criterion and Indicators align with this goal?</b></p>
<p>Rose Valley Elementary School will implement PLCs with fidelity.</p> <ul style="list-style-type: none"> <li>- One hour weekly team meeting.</li> <li>- Focus upon: <ul style="list-style-type: none"> <li>- Essential Standards</li> <li>- Common Formative Assessments</li> <li>- Enrichment for those who “get it.”</li> <li>- Intervention support for those who need it.</li> <li>- Sharing teaching strategies in order to improve teacher efficacy.</li> </ul> </li> </ul>	<p><b>AWSP Indicators:</b></p> <p><b>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching</b></p> <p><b>1.2 Engages in essential conversations for ongoing improvement</b></p> <p><b>1.4 Facilitates collaborative processes leading toward continuous improvement.</b></p> <p><b>3.5 Provides evidence of student growth that results from the school improvement process.</b></p> <p><b>4.1 Assists staff in aligning curricula to state and local district learning goals.</b></p> <p><b>5.3 Assists staff in implementing effective instruction and assessment practices.</b></p>

	<p><b>5.4 Evaluates staff in effective instruction and assessment practices</b></p> <p><b>5.5 Provides evidence of student growth of selected teachers.</b></p>
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<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>
--

<p>This data will be fluid and on-going.</p> <p>Rose Valley is transitioning from not having PLCs in place to having weekly, high-functioning PLCs</p>
--

<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>
--

<p><b><u>EARLY LEARNING</u></b></p> <p>Every Kelso student will meet or exceed standard by the end of third grade in English language arts and mathematics.</p> <p><b><u>QUALITY INSTRUCTION</u></b></p> <p>Every Kelso student will experience high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement.</p>
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<p><b>Plan and Do: Goal 4</b></p>
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## Kelso School District School Improvement Plan, 2024-2025

[illegible]

Kelso School District School Improvement Plan, 2024-2025












<b>iReady Benchmarking in January.</b> <b>iReady Benchmarking in May</b> <b>SBA Assessments in May</b>	<b>Teacher TPEP observations.</b>
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	

2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: ROSE VALLEY ELEMENTARY

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: <u>JAMES KIEFER</u>	
teacher: <u>Colene Risner</u>	
teacher: <u>Natalie Schneibel</u>	
teacher: <u>Elaina Frick</u>	
teacher: <u>Denelle Darr</u>	
teacher: <u>Becky Richards</u>	
teacher: <u>Allison Latham</u>	
teacher: <u>Sue Hays</u>	
Paraeducator: <u>Amiah King</u>	
teacher: <u>Alicia Vach</u>	
teacher: <u>Stephanie Potter</u>	





# WALLACE

*2024 - 2025*

## ELEMENTARY



SCHOOL IMPROVEMENT  
PLAN (SIP)





## Enrollment

Enrollment  
2023-24 School Year

386

Low-Income  
2023-24 School Year

86.5%

English Language Learners  
2023-24 School Year

15.5%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$18,396

## Attendance



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

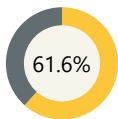
67.4%

## Assessment

### Foundational Grade-level Knowledge (and above)

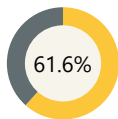
ELA

2023-24 School Year



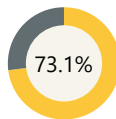
Math

2023-24 School Year



Science

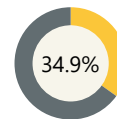
2023-24 School Year



### Consistent Grade-level Knowledge (and above)

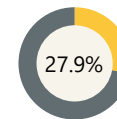
ELA

2023-24 School Year



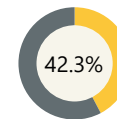
Math

2023-24 School Year



Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



18.1

Teacher Count  
2022-23 School Year



28

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



85.7%

Teacher Experience  
2022-23 School Year



15.1

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

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

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



# WALLACE ELEMENTARY SCHOOL

## DEMOGRAPHIC DATA

2023-24

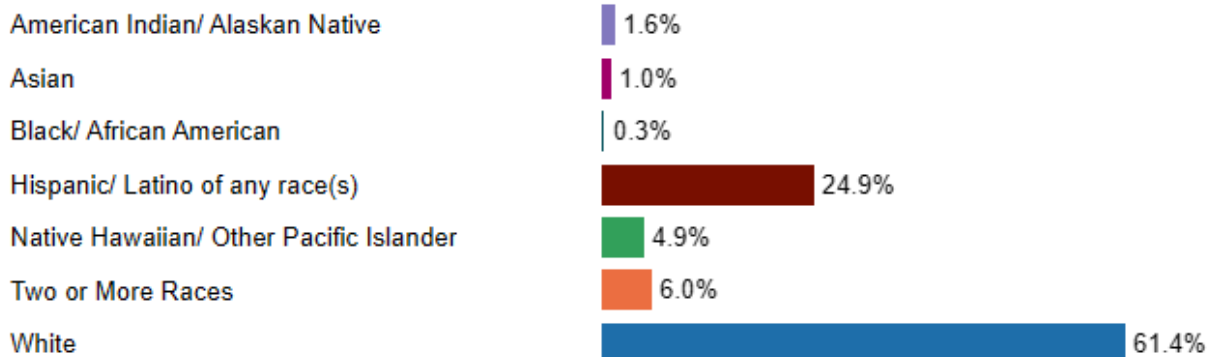
### Total Student Enrollment

386

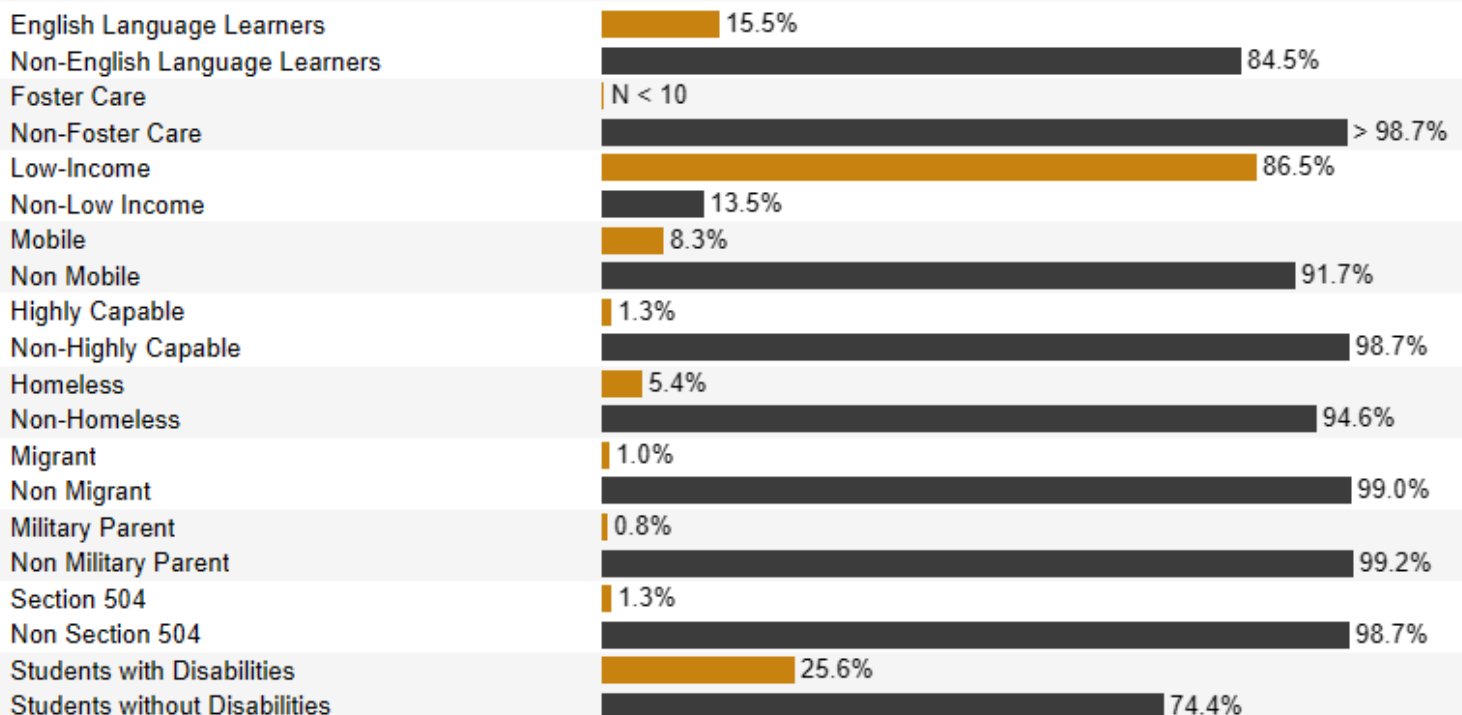
### Gender



### Race/Ethnicity



### Program and Characteristic

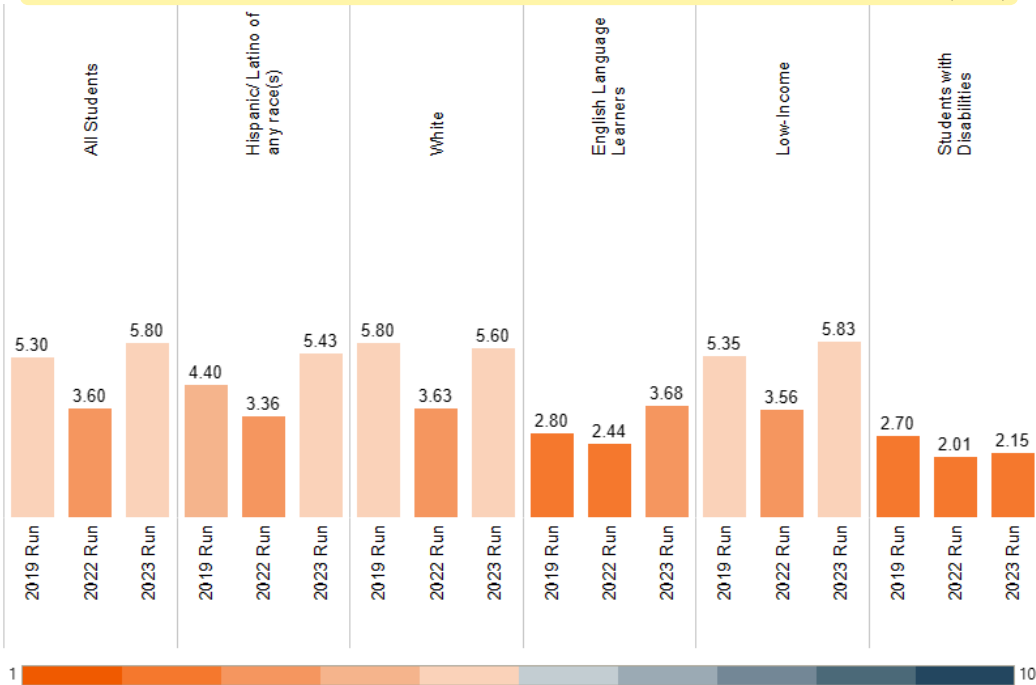




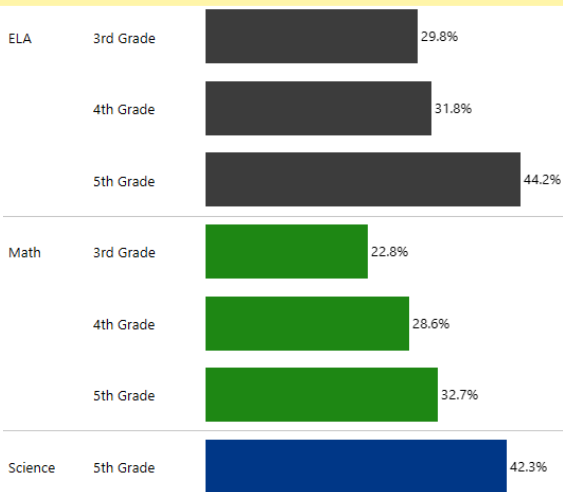
# WALLACE ELEMENTARY SCHOOL

## ASSESSMENT DATA

STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

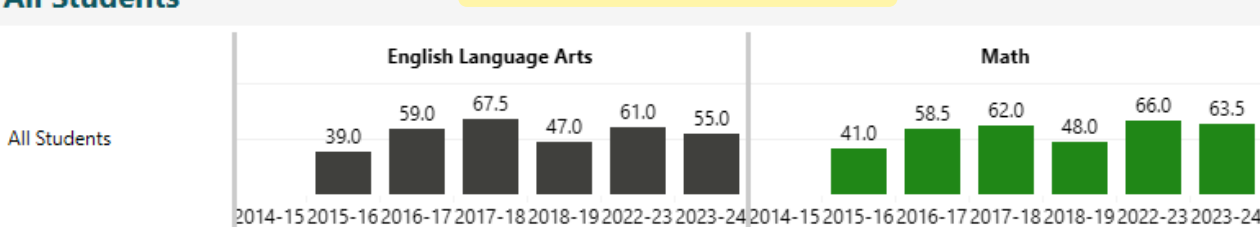


GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



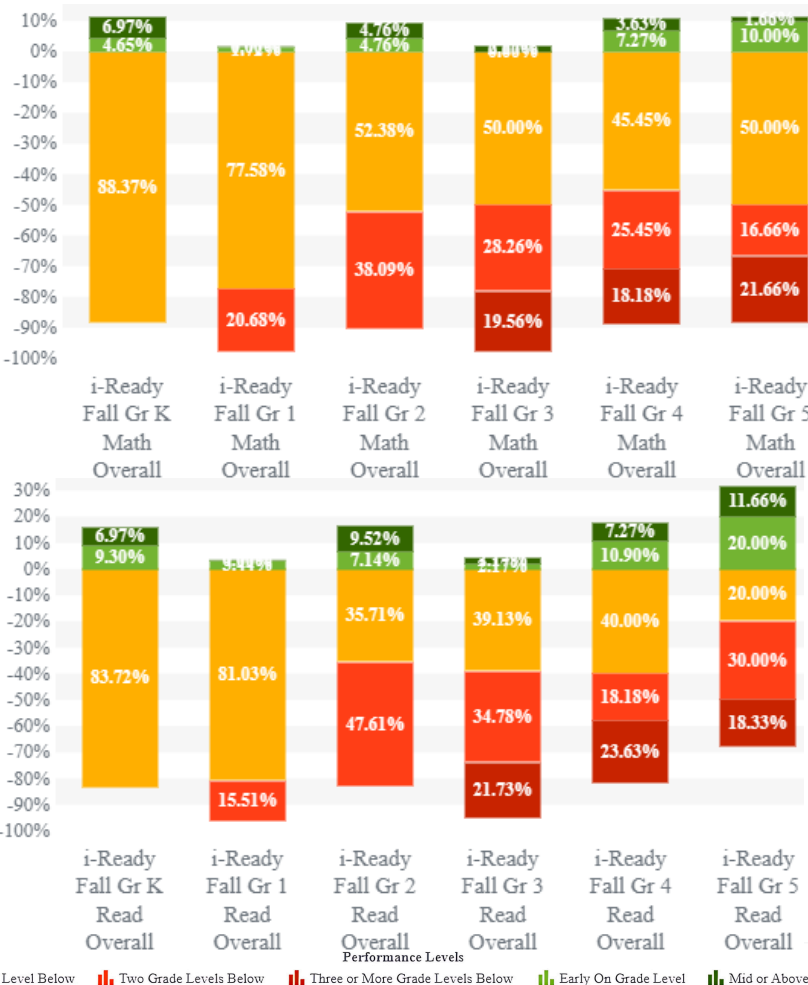
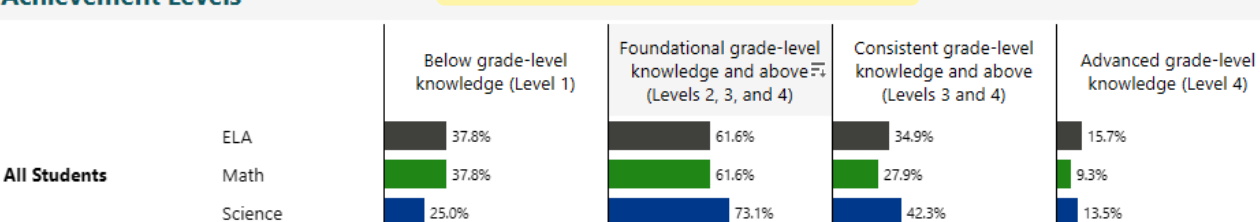
### All Students

STUDENT LEARNING GROWTH OVER TIME



### Achievement Levels

STUDENT GRADE-LEVEL KNOWLEDGE 2023-24



iReady Math Fall 2024

iReady Reading Fall 2024

## 2024 - 2025 SCHOOL IMPROVEMENT PLAN

**School Name: Wallace Elementary**

**Principal: Ray Cattin**

**School Improvement Plan Completion Date: October 14, 2024**

Principal Signature  Date 10/14/24

### Goal 1

<p><b>Plan – Goal 1:</b> <input type="checkbox"/> New      <input type="checkbox"/> Refined      <input type="checkbox"/> Sustaining</p> <p>This goal supports the following student outcomes:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <del>Increase student achievement in core subjects</del></li> <li><input checked="" type="checkbox"/> <del>Reduce achievement gaps</del></li> <li><input type="checkbox"/> Enhance graduation rates</li> <li><input type="checkbox"/> Improve attendance rates</li> <li><input type="checkbox"/> Strengthen social and emotional learning</li> <li><input type="checkbox"/> Enhance college and career readiness</li> <li><input type="checkbox"/> Foster a positive school climate and culture</li> <li><input type="checkbox"/> Increase parent and community engagement</li> <li><input checked="" type="checkbox"/> <del>Utilize data-informed instruction</del></li> </ul>	
<p><b>Plan – Goal 1</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p>What AWSP Criterion and Indicators align with this goal?</p>
<p><b>Because (What is the data telling us)....We must (teacher action)...So that...(student impact)</b></p> <p>Because ELA is an essential academic skill, we must ensure that 100% of Wallace students will achieve a full year of academic growth from Fall 2024 to Spring 2025 as measured by i-Ready, so that they will each be academically prepared for the next grade level. In addition, 100% of our students who are below grade level as measured by i-Ready will achieve their stretch goal in ELA.</p>	<p><u>Criteria 1</u> (Indicator 1.2)   Engages in essential conversations for ongoing improvement of the school</p> <p><u>Criteria 1</u> (Indicator 1.1)   Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning.</p> <p><u>Criteria 3</u> (Indicator 3.3)   Creates data driven plans for improved teaching and learning.</p> <p><u>Criteria 3</u> (Indicator 3.4)   Implements data-informed improvement plans.</p> <p><u>Criteria 3</u> (Indicator 3.5)   Provides evidence of student growth that results from the school improvement planning process.</p> <p><u>Criteria 4</u> (Indicator 4.2)   Assists staff in aligning instructional practices to state standards and district learning goals</p>

Kelso School District School Improvement Plan, 2024-2025

<b>Baseline Data</b> <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	
<b>i-Ready Fall benchmark reading scores</b>  <b>i-Ready Spring benchmark reading scores</b>	
<b>Alignment</b> <i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i>	
<b>This goal supports the district roadmap of 100% graduation rates among Kelso students through a focus on early learning and quality instruction.</b>	

Plan and Do: Goal 1		
Action Steps <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	Timeline <i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i>	Resources <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
Attend PLC @ Work Conference in Los Angeles (or St. Louis)	June 2024 - July 2024	Title & LAP funding, teachers from guiding coalition, building administration



Kelso School District School Improvement Plan, 2024-2025

Educators will meet weekly in PLCs to review data and determine instructional shifts to meet the needs of all students.	September 2024 - June 2025	Grade Level and Grade Banded PLC time, District Coaches, Title/LAP Data, iReady Benchmark Data, Common Formative Assessment Data
Collaborate in Grade Level and Building PLC time to focus on high quality instructional strategies for teaching essential standards.	September 2024 - June 2025	Grade Level and Grade Banded PLC time, Wednesday Early Release
Weekly MTSS-A collaboration and student tracking with teachers	August 2024 - June 2025	Title/LAP Teacher, Building Administration, Classroom Teacher, PLC time
Progress Monitoring in collaboration with classroom teachers	Ongoing Six Week Cycles	Title/LAP Teacher, Classroom Teacher, PLC time
Continued Professional Development for essential standards in ELA and Math with Grade Level Teams	August 2024 - June 2025	District ELA & Math Instructional Coaches, Teaching & Learning Dept.
Use of Common Formative Assessments	September 2024 - June 2025	Grade level teams, collaborative time in PLCs, District ELA/Math Instructional Coaches
Building Instructional Coach to identify and coordinate support through PLC time.	August 2024 - June 2025	PLC Time, District ELA/Math Instructional Coaches, building Instructional Coach

## Kelso School District School Improvement Plan, 2024-2025

Repeating Schedule for School WERs to include time specific to addressing "the Big 4"	Ongoing, throughout the school year	Teachers, instructional coach, time carved from each WER
Intersession Academic Interventions	October 7-10, February 18-21, May 27-30	Intersession Teachers and Paraprofessionals paid for by Wallace Donor Fund, PLC Time to identify needs and intervention programming

### Study: Evidence

*What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?*

Evidence of Student Outcomes	Evidence of Educator Actions
<b>District Benchmarks for student growth</b> <ul style="list-style-type: none"> <li>• SBAC Scores</li> <li>• Common Formative Assessments (CFAs)</li> <li>• iReady Benchmark Data</li> <li>• MTSS-A Data</li> <li>• Progress Monitoring Data</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level and Grade Band PLC notes</li> <li>• Building WER Agendas</li> <li>• Essential Standards Collaboration</li> <li>• Intervention Services (Intersession)</li> <li>• MTSS-A Tracking Data and Meeting Calendar</li> </ul>

### Act: Next Steps, to be completed before the end of the school year.

*Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?*

## Goal 2

**Plan – Goal 2:** ☐ New ☐ Refined ☐ Sustaining

This goal supports the following student outcomes:

- ☒ ~~Increase student achievement in core subjects~~

Kelso School District School Improvement Plan, 2024-2025

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <del>Reduce achievement gaps</del></li> <li><input type="checkbox"/> Enhance graduation rates</li> <li><input type="checkbox"/> Improve attendance rates</li> <li><input type="checkbox"/> Strengthen social and emotional learning</li> <li><input type="checkbox"/> Enhance college and career readiness</li> <li><input checked="" type="checkbox"/> <del>Foster a positive school climate and culture</del></li> <li><input type="checkbox"/> Increase parent and community engagement</li> <li><input checked="" type="checkbox"/> <del>Utilize data-informed instruction</del></li> </ul>	
<p><b>Plan – Goal 2</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p><b>What AWSP Criterion and Indicators align with this goal?</b></p>
<p>Because math is an essential academic skill, we must ensure that 100% of Wallace students will achieve a full year of academic growth from Fall 2024 to Spring 2025 as measured by i-Ready, so that they will each be academically prepared for the next grade level. In addition, 100% of our students who are below grade level as measured by i-Ready will achieve their stretch goal in math.</p>	<p><u>Criteria 1</u> (Indicator 1.1)   Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning</p> <p><u>Criteria 1</u> (Indicator 1.2)   Engages in essential conversations for ongoing improvement of the school</p> <p><u>Criteria 1</u> (Indicator 1.3)   Facilitates collaborative processes leading toward continuous improvement of teaching and learning</p> <p><u>Criteria 3</u> (Indicator 3.3)   Creates data driven plans for improved teaching and learning.</p> <p><u>Criteria 3</u> (Indicator 3.4)   Implements data-informed improvement plans.</p> <p><u>Criteria 3</u> (Indicator 3.5)   Provides evidence of student growth that results from the school improvement planning process.</p> <p><u>Criteria 4</u> (Indicator 4.2)   Assists staff in aligning instructional practices to state standards and district learning goals.</p>

<b>Baseline Data</b> <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	
<b>WER Agendas</b> <b>PLC Agendas and Notes</b> <b>Essential Standards Grade-Level Collaboration PD (Math/ELA)</b> <b>Common Formative Assessments</b> <b>i-Ready Fall results</b> <b>i-Ready Spring results</b>	
<b>Alignment</b> <i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i>	
<b>This goal supports the district roadmap continuing towards quality instruction and facilitating early learning.</b>	

Plan And Do: Goal 2		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>

Kelso School District School Improvement Plan, 2024-2025

Who will be involved and what will they do?		
<p>Attend PLC @ Work Conference in Los Angeles (or St. Louis)</p> <p>Educators will meet weekly in PLCs to review data and determine instructional shifts to meet the needs of all students.</p> <p>Collaborate in Grade Level and Building PLC time to focus on high quality instructional strategies for teaching essential standards.</p> <p>Weekly MTSS-A collaboration and student tracking with teachers</p> <p>Progress Monitoring in collaboration with classroom teachers</p> <p>Continued P.D. for essential standards in ELA and Math with Grade Level Teams</p>	<p>June 2024 - July 2024</p> <p>September 2024 - June 2025</p> <p>September 2024 - June 2025</p> <p>August 2024 - June 2025</p> <p>Ongoing Six Week Cycles</p> <p>August 2024 - June 2025</p>	<p>Title &amp; LAP funding, teachers from guiding coalition, building administration</p> <p>Grade Level and Grade Banded PLC time, District Coaches, Title/LAP Data, iReady Benchmark Data, Common Formative Assessment Data</p> <p>Grade Level and Grade Banded PLC time, Wednesday Early Release</p> <p>Title/LAP Teacher, Building Administration, Classroom Teacher, PLC time</p> <p>Title/LAP Teacher, Classroom Teacher, PLC time</p> <p>District ELA &amp; Math Instructional Coaches, Teaching &amp; Learning Dept.</p>

Kelso School District School Improvement Plan, 2024-2025

Use of Common Formative Assessments	September 2024 - June 2025	Grade level teams, collaborative time in PLCs, District ELA/Math Instructional Coaches
Building Instructional Coach to identify and coordinate support through PLC time.	August 2024 - June 2025	PLC Time, District ELA/Math Instructional Coaches, building Instructional Coach
Repeating Schedule for School WERs to include time specific to addressing “the Big 4”	Ongoing, throughout the school year	Teachers, instructional coach, time carved from each WER
Intercession	October 7-10, February 18-21, May 27-30	Intercession Teachers and Paraprofessionals paid for by Wallace Donor Fund, PLC Time to identify needs and intervention programming
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>		<b>Evidence of Educator Actions</b>
<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• District benchmarks for student growth</li> <li>• SBA</li> <li>• iReady</li> <li>• Common Formative Assessments</li> </ul>		<ul style="list-style-type: none"> <li>• Building PLC team notes &amp; data</li> <li>• Professional development on high quality instructional strategies</li> <li>• Ongoing PD work with Essential Standards</li> </ul>

<p><b>Act: Next Steps, to be completed at the end of the year</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>

# Goal 3

<p><b>Plan – Goal 3:</b>   <input type="checkbox"/> New       <input type="checkbox"/> Refined       <input type="checkbox"/> Sustaining</p> <p>This goal supports the following student outcomes:</p> <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> <del>Increase student achievement in core subjects</del></li><li><input checked="" type="checkbox"/> <del>Reduce achievement gaps</del></li><li><input type="checkbox"/> Enhance graduation rates</li><li><input type="checkbox"/> Improve attendance rates</li><li><input type="checkbox"/> Strengthen social and emotional learning</li><li><input type="checkbox"/> Enhance college and career readiness</li><li><input type="checkbox"/> Foster a positive school climate and culture</li><li><input type="checkbox"/> Increase parent and community engagement</li><li><input checked="" type="checkbox"/> <del>Utilize data-informed instruction</del></li></ul>	
<p><b>Plan: Goal 3</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p><b>What AWSP Criterion and Indicators align with this goal?</b></p>



<p>Because research demonstrates the effectiveness of collective teacher efficacy on student learning outcomes, we must dedicate intentional planning and PLC time in order for teachers to co-design effective instruction and appropriate scaffolding, so that the number of students meeting standard increases as measured by i-Ready benchmark scores, common formative assessments, and SBA data.</p>	<p><u>Criteria 3</u> (Indicator 3.2)   Analyzes and interprets multiple data sources to inform school-level improvement efforts</p> <p><u>Criteria 1</u> (Indicator 1.2)   Engages in essential conversations for ongoing improvement of the school</p> <p><u>Criteria 1</u> (Indicator 1.1)   Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning.</p> <p><u>Criteria 4</u> (Indicator 4.2)   Assists staff in aligning instructional practices to state standards and district learning goals</p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p><b>WER Agendas</b></p> <p><b>PLC Agendas and Notes</b></p> <p><b>Essential Standards Grade-Level Collaboration PD (Math/ELA)</b></p> <p><b>Common Formative Assessments</b></p>	



## Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

**This goal aligns with the KSD Strategic Plan roadmap under Early Learning and Quality Instruction.**

<b>Action Steps</b>  <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b>  <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b>  <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<p>Attend PLC @ Work Conference in Los Angeles (or St. Louis)</p> <p>Educators will meet weekly in PLCs to review data and determine instructional shifts to meet the needs of all students.</p> <p>Collaborate in Grade Level and Building PLC time to focus on high quality instructional strategies for teaching essential standards.</p>	<p>June 2024 - July 2024</p> <p>September 2024 - June 2025</p> <p>September 2024 - June 2025</p>	<p>Title &amp; LAP funding, teachers from guiding coalition, building administration</p> <p>Grade Level and Grade Banded PLC time, District Coaches, Title/LAP Data, iReady Benchmark Data, Common Formative Assessment Data</p> <p>Grade Level and Grade Banded PLC time, Wednesday Early Release</p>

Kelso School District School Improvement Plan, 2024-2025

Weekly MTSS-A collaboration and student tracking with teachers	August 2024 - June 2025	Title/LAP Teacher, Building Administration, Classroom Teacher, PLC time
Progress Monitoring in collaboration with classroom teachers	Ongoing Six Week Cycles	Title/LAP Teacher, Classroom Teacher, PLC time
Continued Professional Development for essential standards in ELA and Math with Grade Level Teams	August 2024 - June 2025	District ELA & Math Instructional Coaches, Teaching & Learning Dept.
Use of Common Formative Assessments	September 2024 - June 2025	Grade level teams, collaborative time in PLCs, District ELA/Math Instructional Coaches
Building Instructional Coach to identify and coordinate support through PLC time.	August 2024 - June 2025	PLC Time, District ELA/Math Instructional Coaches, building Instructional Coach
Repeating Schedule for School WERs to include time specific to addressing "the Big 4"	Ongoing, throughout the school year	Teachers, instructional coach, time carved from each WER

# Kelso School District School Improvement Plan, 2024-2025

Intercession	October 7-10, February 18-21, May 27-30	Intercession Teachers and Paraprofessionals paid for by Wallace Donor Fund, PLC Time to identify needs and intervention programming
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
Evidence of Student Outcomes		Evidence of Educator Actions
<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• District benchmarks for student growth</li> <li>• SBA</li> <li>• iReady</li> <li>• Common Formative Assessments</li> </ul>		<ul style="list-style-type: none"> <li>• Building PLC team notes &amp; data</li> <li>• Professional development on high quality instructional strategies</li> <li>• Ongoing PD work with Essential Standards</li> </ul>
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

## Goal 4

<b>Plan – Goal 4:</b> <input type="checkbox"/> New <input type="checkbox"/> Refined <input type="checkbox"/> Sustaining This goal supports the following student outcomes:  <div> <input type="checkbox"/> Increase student achievement in core subjects:  <input type="checkbox"/> Reduce achievement gaps  <input type="checkbox"/> Enhance graduation rates  <input checked="" type="checkbox"/> <del>Improve attendance rates</del>  <input checked="" type="checkbox"/> <del>Strengthen social and emotional learning</del>  <input type="checkbox"/> Enhance college and career readiness  <input checked="" type="checkbox"/> <del>Foster a positive school climate and culture</del>  <input type="checkbox"/> Increase parent and community engagement         </div>
---

<input type="checkbox"/> Utilize data-informed instruction	
<b>Plan: Goal 4</b>  <i>What is the identified goal? What is the intended student outcome?</i>	<b>What AWSP Criterion and Indicators align with this goal?</b>
<p>Because our students need to develop skills in problem-solving and interpersonal communication, yet also struggle to attend school regularly, we must provide intentional lessons teaching self and social awareness, accountability and responsibility within the school community, so that students will be prepared to navigate the social, emotional, and academic rigors of middle school and beyond by the end of the school year.</p> <p>Beginning September 2024, all 4th and 5th grade students will participate in personal monthly attendance data tracking in their planners.</p> <p>In addition, all 5th graders will participate in weekly leadership group lessons focused on active listening, positive problem-solving, contributing to positive school culture as a peer leader.</p> <p>Finally, all 5th graders will have the opportunity to participate in building leadership roles providing opportunities to model PACK skills.</p>	<p><u>Criteria 8</u> (Indicator 8.1)   Assesses data and identifies barriers</p> <p><u>Criteria 8</u> (Indicator 8.2)   Creates plans to dismantle barriers and increase achievements</p>
<b>Baseline Data</b>  <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	

<b>SEL Discipline Data</b> <b>Attendance Tracker</b> <b>Skyward Attendance Data</b> <b>OSPI School Report Card</b>
<b>Alignment</b>  <i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i>
<p>This goal aligns and supports the areas of Social Emotional Learning and Quality Instruction. If we can continue to improve attendance, we can continue to improve the amount of student learning.</p>

Plan and Do: Goal 4		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal?</i> <i>What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
SEL Benchmarks  Implementation of Wallace Leadership Program (in conjunction with AWSL)	Given 3 times a year  August 2024	Classroom Teacher, District SEL Benchmark, Tier 2 team  Counselor, collaboration time with 4th & 5th grade teachers, Donor Fund, AWSL Leadership Curriculum, Tier 1 team collaboration

Kelso School District School Improvement Plan, 2024-2025

Students tracking personal attendance data	August 2024- June 2025	Counselor, appropriate technology for lessons, collaboration with teachers, planners, partnership with parents and families, communication in Wallace newsletters
Attendance Lessons (all grades) for students and parents on the importance of school attendance	Once per trimester	Counselor, collaboration with all teachers
Informational meeting on attendance at Wallace Walkabout	September 18, 2024	Coordination of Wallace Walkabout Family Night, Counselor presentation, Parent informational materials about attendance
Wallace attendance team to determine targeted needs for tracking and improving attendance	August 2024- June 2025	Counselor, Building Administration, Classroom teachers
Recognition of good attendance and incentives for improvement	On-going throughout the year	Tier 1 Team, classroom teachers, building admin.
Students will participate in personal monthly attendance data tracking in their planners.	September 2024 through June 2024	Counselor, classroom teachers, planners

Kelso School District School Improvement Plan, 2024-2025

<p>All 4th &amp; 5th graders will participate in weekly leadership group lessons focused on active listening, positive problem-solving, contributing to positive school culture as a peer leader.</p> <p>4th &amp; 5th graders will have the opportunity to participate in building leadership roles providing opportunities to model PACK skills.</p>	<p>September 2024 through June 2024</p> <p>Ongoing throughout the school year</p>	<p>Counselors, classroom teachers, AWSL training staff, administrators</p> <p>Counselors, classroom teachers, administrators</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>		
<p><b>Evidence of Student Outcomes</b></p>	<p><b>Evidence of Educator Actions</b></p>	
<p>Student led conference with parent regarding attendance</p> <p>Attendance Data</p>	<p>Attendance conferences</p> <p>Safety patrol coordination</p> <p>Daily announcement coordination</p> <p>Classroom lessons on leadership and PACK traits</p> <p>Incorporation of students into leadership roles in assemblies</p>	
<p><b>Act: Next Steps, to be completed at the end of the year</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>		



2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: WALACE ELEM.

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: <u>Service Psaut</u>	<u>Service Psaut</u>
<u>Keri Hickman</u>	<u>Keri Hickman</u>
<u>Steven Stewart</u>	<u>Steven Stewart</u>
<u>Brittany Lee</u>	<u>Brittany Lee</u>
<u>Victoria Shrofe</u>	<u>Victoria Shrofe</u>
<u>Amber Fortner</u>	<u>Amber Fortner</u>
<u>Kristy Gutierrez</u>	<u>Kristy Gutierrez</u>
<u>Elizabeth Jones</u>	<u>Elizabeth Jones</u>
<u>Hahli Rogers</u>	<u>Hahli Rogers</u>
<u>Sue Sunnikkala</u>	<u>Sue Sunnikkala</u>
<u>Janell Wheatley</u>	<u>Janell Wheatley</u>
<u>Susan Dickey</u>	<u>Susan Dickey</u>
<u>Wyndsey Wright</u>	<u>Wyndsey Wright</u>



2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: WALLACE ELEM.

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Principal:	Role and Name	Signature
Pauline Cornett	teacher	Pauline Cornett
Sarah Ecklund	teacher	Sarah Ecklund
Jan Tofte	para.	Jan Tofte
Melissa Cortes	para	Melissa Cortes
Amy DeLaTrange	Secretary	Amy DeLaTrange
Heather Mills	sub Paraeducator	Heather Mills
Jeri Bridges	teacher	Jeri Bridges
JY Finkas	School Psychologist	JY Finkas

2024-2025

School Improvement Plan (SIP) Team Signature Page

School: Wallace Elem.

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: RAY CATTIN	
Julie Toney	Julie Toney
Stephanie Evans	Stephanie Evans
Ashley Lowe	Ashley Lowe
Kalena Githian	Kalena Githian
Erica Buckhalter	Erica Buckhalter
Katie Becker	Katie Becker
Sabel Carleton	Sabel Carleton
Jamie Sigma	Jamie Sigma
Tangji Bennett	Tangji Bennett
Nadellum Long	Nadellum Long
Kerry Farnham	Kerry Farnham
Andrew Atticus Tatum	Andrew Atticus Tatum

# COWEEMAN

*2024 - 2025*

## MIDDLE SCHOOL



SCHOOL IMPROVEMENT  
PLAN (SIP)





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Coweeman Middle School

Address and Phone

2000 ALLEN ST  
KELSO, WASHINGTON 98626  
3605011750

## Enrollment

Enrollment  
2023-24 School Year

510

Low-Income  
2023-24 School Year

60.2%

English Language Learners  
2023-24 School Year

8.0%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$16,068

## Attendance



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

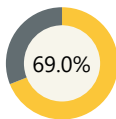
68.9%

## Assessment

### Foundational Grade-level Knowledge (and above)

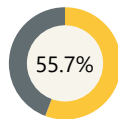
ELA

2023-24 School Year



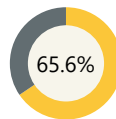
Math

2023-24 School Year



Science

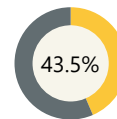
2023-24 School Year



### Consistent Grade-level Knowledge (and above)

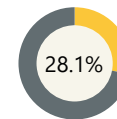
ELA

2023-24 School Year



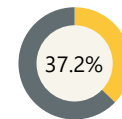
Math

2023-24 School Year



Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



19.1

Teacher Count  
2022-23 School Year



30

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



76.7%

Teacher Experience  
2022-23 School Year



11.3

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

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

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



# COWEEMAN MIDDLE SCHOOL

## DEMOGRAPHIC DATA

2023-24

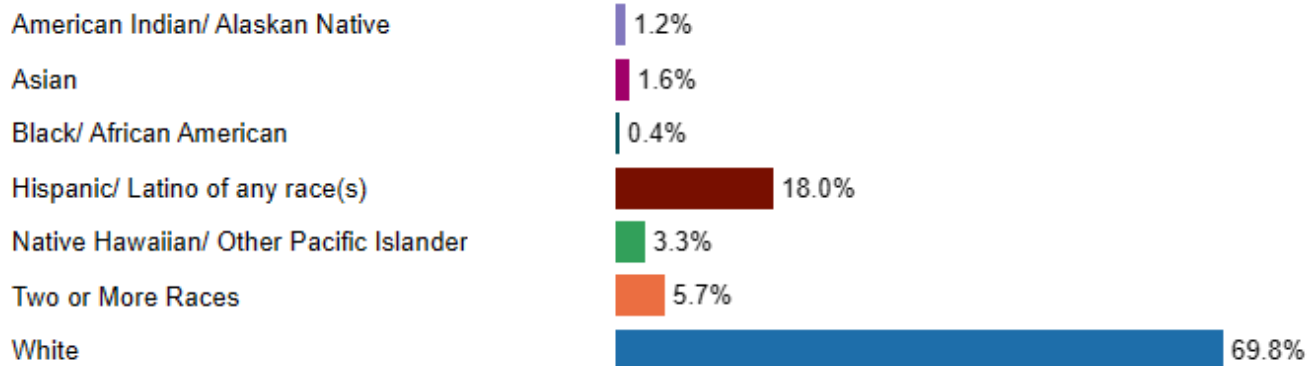
### Total Student Enrollment

510

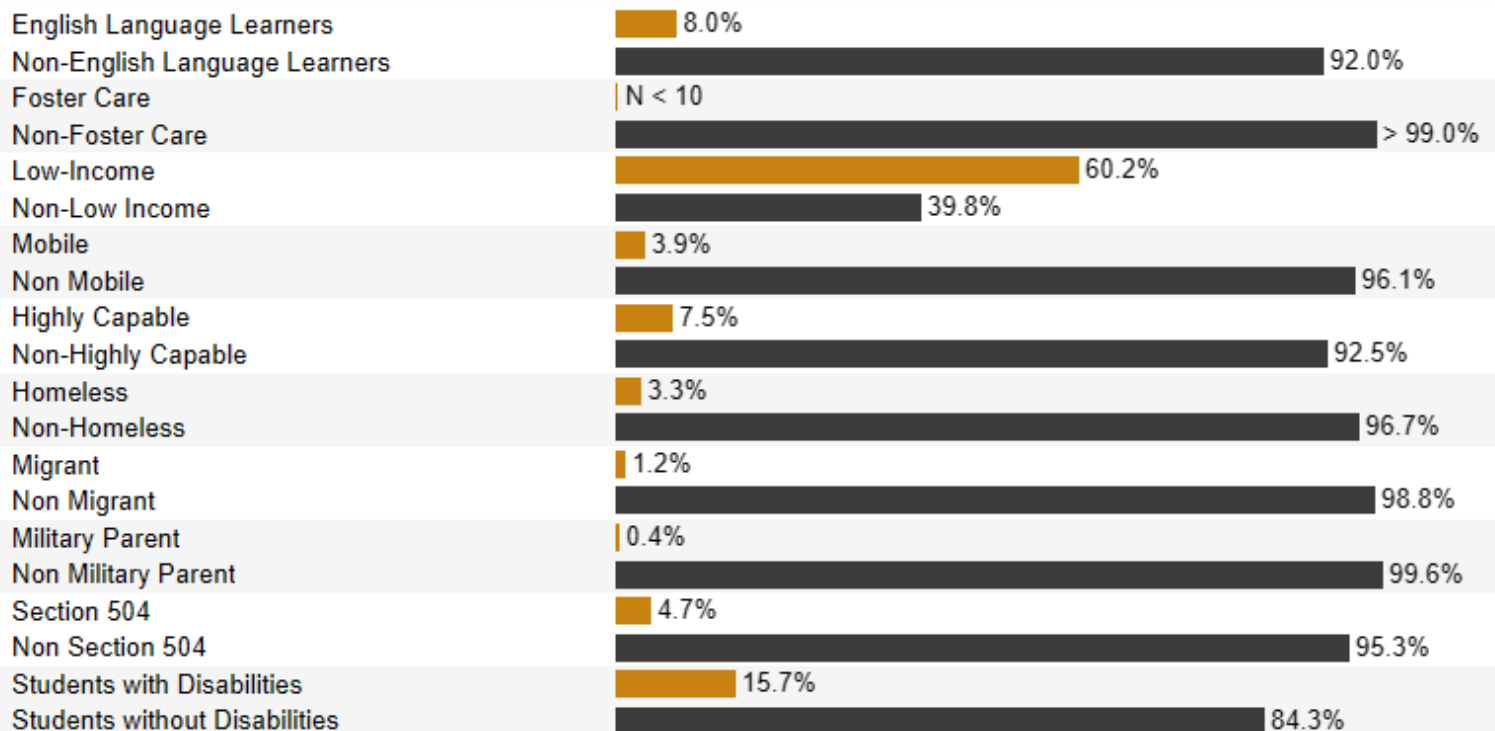
### Gender



### Race/Ethnicity



### Program and Characteristic

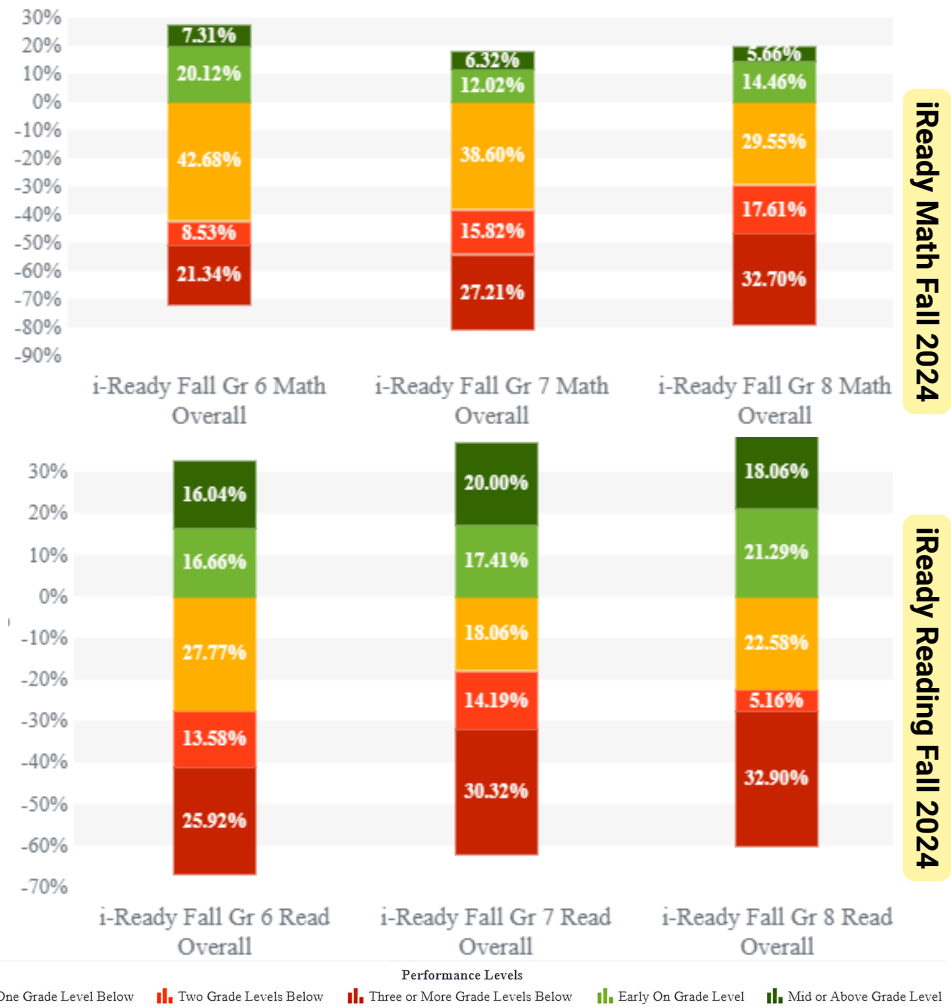




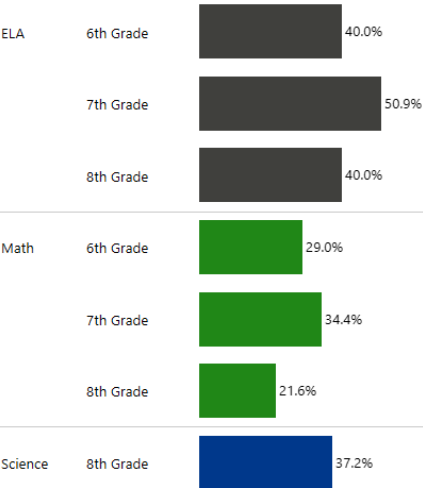
# COWEEMAN MIDDLE SCHOOL

## ASSESSMENT DATA

### STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

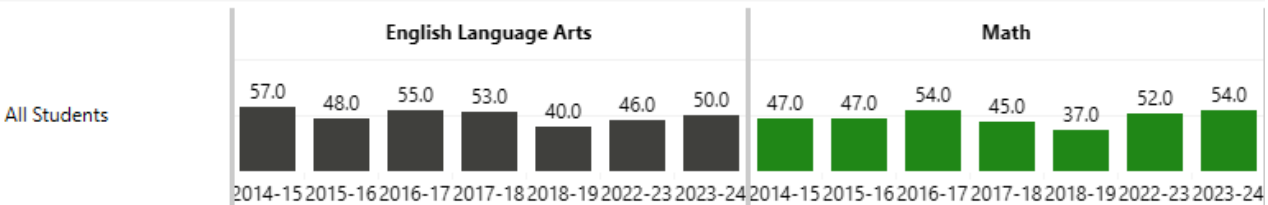


### GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



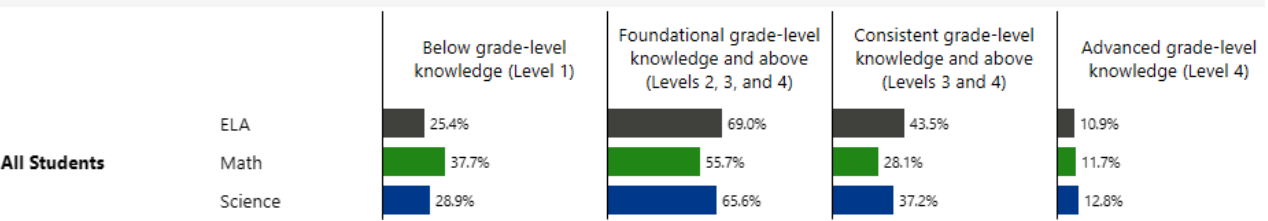
### All Students

### STUDENT LEARNING GROWTH OVER TIME



### Achievement Levels

### STUDENT GRADE-LEVEL KNOWLEDGE 2023-24



## Site Information

**School Name:** Coweeman Middle School

**Principal:** Rob Birdsell

**AVID Site Coordinator(s):** Rachel Leinweber

**School Improvement Plan Completion Date:** October 14, 2024

**Implementation:** ☐ Elementary ☒ Secondary

**Site:** ☐ New ☒ Returning

**Principal Signature**



**Date**

10/14/24

**AVID Site Coordinator(s) Signature**



**Date**

10/14/24

## Team Meeting Schedules

### Team Meeting Schedules

It is important to have regularly scheduled team meetings. Consider linking your schedules, agendas and meeting minutes to this section of the Goal Template. It will help tremendously with ECCI/CCI evidence collection.

School WERs - 9.4, 9.18, 10.2, 10.16, 11.13, 12.4, 1.8, 1.29, 2.19, 2.26, 3.5, 3.19, 4.23, 5.7, 5.21

District WERs & Inservice - 10.4, 10.23, 2.5, 3.14

Department Head/PLC/AVID - 9.10, 9.24, 10.8, 10.31, 11.19, 12.7, 1.14, 2.11, 2.20, 3.11, 4.15, 4.29, 5.13, 5.27



## Why AVID?

**What are the key priorities in your school improvement plan where you feel AVID can have impact?**

Systems - Systems & Rigorous Instruction: WICOR

Climate & Culture - Tier I - Recognition/Rewards/Incentives - Student Voice Council - Coug Community - Assemblies - Belonging

Quality Instruction ELA & Math - Systems: Rigorous Instruction - Instruction: WICOR

Closing the Achievement GAP - Systems: Rigorous Instruction - Instruction: WICOR

## Goal 1: Quality Instruction

**Plan – Goal 1:** ☐ New ☐ Refined ☒ Sustaining

**This goal supports the following student outcome(s):**

X Rigorous Academic Preparedness

X Student Agency

X Opportunity Knowledge

**Because** we want to prepare 100% of our students to graduate high school, students must be able to think critically and express regularity in repeated reasoning,

**we must** engage in ongoing collaboration through PLC's using iReady data, AVID Strategies, Essential Standards and Common Formative Assessments,

**so that** 100% of Coweeman students, that are at or below grade level, will show progress on iReady by improving scores by one year of growth and/or 50% or more toward their stretch goal.

**Instruction:**

1.1 Learning through writing

1.3 Focused note taking

1.4 Higher level thinking

1.5 Structures for inquiry

1.8 Structures for collaboration

1.11 Organization methods(goals)

1.13 Arrive prepared with course materials

	<p>1.14 Critical reading process</p> <p>1.15 WICOR strategies</p> <p>2.7 - Collaboration on Access to Advanced Curriculum and Courses</p> <p>2.18 - Grade Level Vertical and Horizontal Alignment</p> <p>2.19 - Academic Support Structures and Rigorous Instructional Practices</p> <p>2.22 Math Course of Rigor</p> <p>3.8 Address barriers to access and equity</p> <p><b>What AWSP Criterion and Indicators align with this goal?</b></p> <p>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning</p> <p>1.2 Engages in essential conversations for ongoing improvement of the school</p> <p>1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning</p> <p>1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner</p> <p>3.1 Recognizes and seeks out multiple data sources</p> <p>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</p> <p>3.3 Creates data-driven plans for improved teaching and learning</p>
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	<p>3.4 Implements data-informed improvement plans</p> <p>3.5 Provides evidence of student growth that results from the school improvement planning process</p> <p>4.1 Assists staff in aligning curriculum to state and local district learning goals</p> <p>4.2 Assists staff in aligning instructional practices to state standards and district learning goals</p> <p>4.3 Assists staff in aligning assessment practices to state standards and district learning goals</p> <p>5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practice</p> <p>5.2 Uses adopted instructional framework to evaluate instruction and assessment</p> <p>8.1 Assesses data and identifies barriers</p> <p>8.2 Creates plans to dismantle barriers and increase achievements</p> <p>8.3 Implements and monitors plans to shrink achievement gaps</p> <p>8.4 Provides evidence of growth in student learning</p>
	<p><b>Instruction:</b></p> <p>1.1 Learning through writing</p> <p>1.3 Focused note taking</p> <p>1.4 Higher level thinking</p>

	<p>1.5 Structures for inquiry</p> <p>1.8 Structures for collaboration</p> <p>1.11 Organization methods(goals)</p> <p>1.13 Arrive prepared with course materials</p> <p>1.14 Critical reading process</p> <p>1.15 WICOR strategies</p> <p>2.7 - Collaboration on Access to Advanced Curriculum and Courses</p> <p>2.18 - Grade Level Vertical and Horizontal Alignment</p> <p>2.19 - Academic Support Structures and Rigorous Instructional Practices</p> <p>2.22 Math Course of Rigor</p> <p>3.8 Address barriers to access and equity</p> <p><b>What AWSP Criterion and Indicators align with this goal?</b></p> <p>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning</p> <p>1.2 Engages in essential conversations for ongoing improvement of the school</p> <p>1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning</p> <p>1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner</p> <p>3.1 Recognizes and seeks out multiple data sources</p>
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	<p>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</p> <p>3.3 Creates data-driven plans for improved teaching and learning</p> <p>3.4 Implements data-informed improvement plans</p> <p>3.5 Provides evidence of student growth that results from the school improvement planning process</p> <p>4.1 Assists staff in aligning curriculum to state and local district learning goals</p> <p>4.2 Assists staff in aligning instructional practices to state standards and district learning goals</p> <p>4.3 Assists staff in aligning assessment practices to state standards and district learning goals</p> <p>5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practice</p> <p>5.2 Uses adopted instructional framework to evaluate instruction and assessment</p> <p>8.1 Assesses data and identifies barriers</p> <p>8.2 Creates plans to dismantle barriers and increase achievements</p> <p>8.3 Implements and monitors plans to shrink achievement gaps</p> <p>8.4 Provides evidence of growth in student learning</p>
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# Kelso School District School Improvement Plan, 2024-2025

## Baseline Data

What data do we have to validate this goal? Using that data, what is our established baseline?

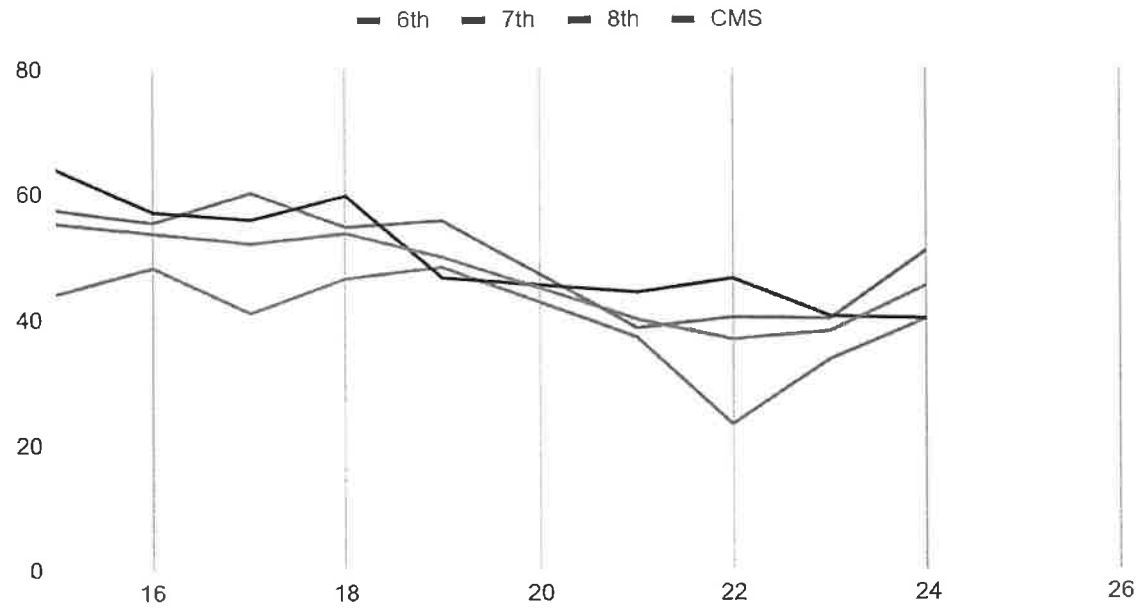
### iReady - Reading - over time

6th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	18	20	21	20	23	22	16
Early GL	14	14	10	16	13	17	17
1 Below	25	20	25	23	23	18	28
2 Below	18	15	16	16	15	11	13
3+ Below	25	30	27	26	26	31	26
7th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	8	13	19	18	24	24	19
Early GL	15	15	14	15	19	24	17
1 Below	22	17	23	28	20	19	18
2 Below	18	13	11	9	8	10	15
3+ Below	37	42	33	29	30	23	31
8th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	11	11	21	13	20	21	18
Early GL	18	14	12	18	18	16	22
1 Below	22	20	21	20	21	20	23
2 Below	5	12	4	9	7	8	5
3+ Below	44	43	42	39	34	36	32

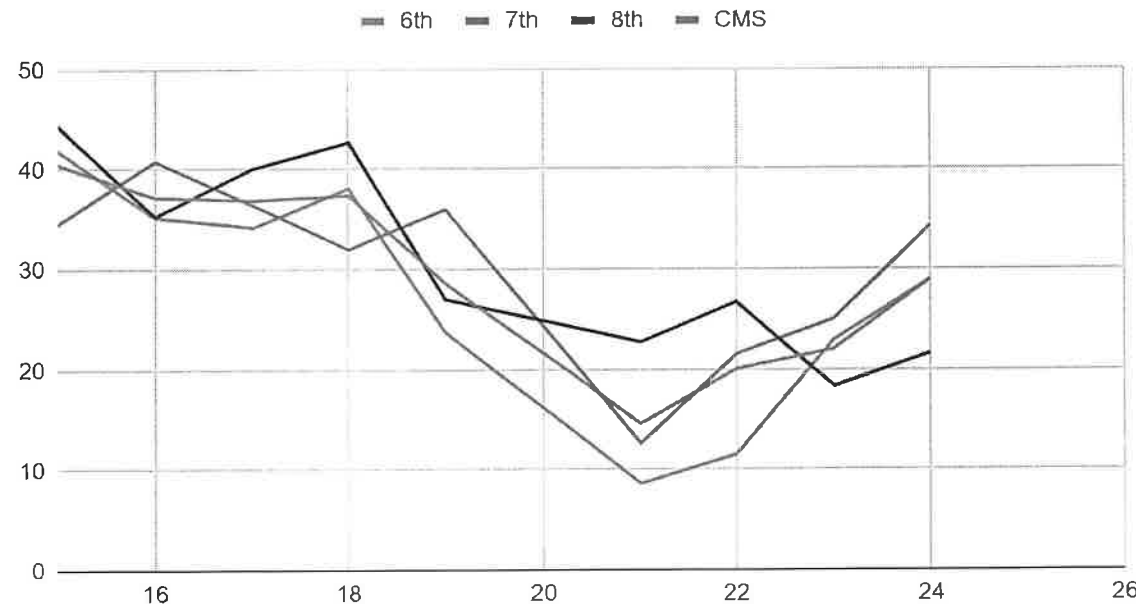
### iReady - Math - over time

6th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	3	6	11	8	7	15	7
Early GL	14	19	19	13	26	22	21
1 Below	44	36	31	36	31	31	42
2 Below	16	16	15	15	14	7	8
3+ Below	22	23	24	28	23	25	21
7th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	1	4	6	3	6	13	6
Early GL	8	11	14	14	18	21	12
1 Below	38	38	42	33	41	33	38
2 Below	21	16	11	8	12	8	15
3+ Below	32	32	27	42	23	24	29
8th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	4	6	8	4	6	10	8
Early GL	9	9	12	6	11	15	14
1 Below	23	24	32	32	35	33	31
2 Below	14	13	9	17	12	8	17
3+ Below	51	48	40	40	36	33	33

SBAC ELA



SBAC Math



## Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

### Quality Instruction:

Student achievement in ELA and Math will increase annually and the achievement gap between multilingual learners, students with disabilities, students with 504s, homeless students, and students in poverty will decrease in comparison to non categorical students.

- Implement standards-aligned teaching and learning based on equitable and inclusionary practices.
- Implement data-informed continuous improvement processes at every level.

### Climate:

Improvements to the learning environment will be achieved in two specific areas: 1) safety and security of our students and staff, and 2) student behaviors.

- Improve school climate and inclusion

## Plan and Do: Goal 1

Action Steps	Timeline	Resources
<i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>	<i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i>	<i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People. The my.avid.org webpage page is resource rich with materials and modules.</i>
Facts to Faces - Students achieving a Level 1 and Level 2 will have their school photo in a presentation to see which of our students struggle. Bottom 15 of Level 3 also.	Oct/Nov and ongoing	All staff will be involved in the creation of a data table that identifies strengths, weaknesses, and personal attributes related to student learning.



Kelso School District School Improvement Plan, 2024-2025

iReady tracking for 100%/50% growth	Oct, Jan, April - and spot checks by PAWS, ELA, and Math teachers.	Time. Keeping on front burner.
Rewards/Recognition for iReady 100%/50% growth	Oct, Jan, April - and spot checks by PAWS, ELA, and Math teachers.	Rewards provided for non-rush assessment, growth, and reaching goals. Costco candy, reward time, recognition. Ideas from teachers and SVC.
Confirm Teacher access to iReady Math and ELA	Oct. Ryan	
CFA work within the COI, Departments, like subject levels	District calendar	Teachers and evaluators work to provide an authentic COI utilizing PLC principles, student centered strategies, and risk taking.
PLC/AVID/DH focused/intentional work toward PLC and student growth	On calendar	Dedicated time during Department Head/AVID/PLC meetings 2x monthly and then each school and teacher WER.
ES work with 100% attendance by CMS staff at District trainings	District led calendar dates.	Teachers are expected to attend the ES training and continue the work within their WER - teacher and school. Department Heads lead the work.
Rewards linked to building community and climate	Weekly, monthly.	R/R/S/K drawing weekly - 3 per grade done at lunch receive snack option and social media pics; Student of the Month - 4 per grade, R/R/S/K, nominated by departments, pizza with friend, t-shirt, social media pics.
iReady PD for all staff.	WER training for teachers to access iReady data and classroom tools.	Megan Free, Haley, Katie

<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>	
Evidence of Student Outcomes	Evidence of Educator Outcomes
<ol style="list-style-type: none"><li>1. 100% of students will show progress on iReady by improving scores by one year of growth and 50% or more toward their stretch goal.</li><li>2. 100% of AVID students will pass all 6 courses for semester 1 and semester 2.</li></ol>	<ol style="list-style-type: none"><li>1. During PAWS, teachers will monitor student use of iReady mypath for ELA and Math.</li><li>2. AVID teachers will help students find success with tutorials.</li><li>3. Teachers will implement the monthly WICOR strategy within their content areas.</li><li>4. Admin, counselors, Americorp Personnel, and AVID teachers will continue to meet with failing students weekly to problem solve to remove barriers.</li></ol>
<b>Act: Next Steps, to be completed before the end of the school year.</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you deepen impact? How will you ensure sustainability for an achieved goal?</i>	

## Goal 2: Systems

<p><b>Plan – Goal 2:</b>    New    XRefined    Sustaining</p> <p><b>This goal supports the following student outcome(s):</b></p> <p>X Rigorous Academic Preparedness</p> <p>X Student Agency</p> <p>X Opportunity Knowledge</p>	
<p><b>Plan – Goal 2</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p> <p><b>Because</b> every student's success is non-negotiable</p> <p><b>We must</b> take steps towards the implementation of a Multi-Tiered System of Supports (MTSS) to provide all students the opportunity, access, and support to achieve rigorous levels of knowledge and skills</p> <p><b>So that</b> we ensure college, career, and community readiness through improved academic performance and social emotional learning for all students.</p>	<p><b>What CCI Domains/Indicators align with this goal?</b></p> <p>2.18 Grade-Level Vertical and Horizontal Articulation</p> <p>2.19 Academic Support Structures and Rigorous Instructional Practices</p> <p>3.1 School Mission and Vision Are Aligned With AVID</p> <p>3.2 Communicate School Mission and Vision to Stakeholders</p> <p>4.2 Collaboration Through PLCs</p>
	<p><b>What AWSP Criterion and Indicators align with this goal?</b></p> <p><b>Creating a Culture</b></p> <p>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning</p> <p>1.2 Engages in essential conversations for ongoing improvement of the school</p> <p>1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning</p> <p>1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner</p>

	<p>3.1 Recognizes and seeks out multiple data sources</p> <p>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</p> <p>3.3 Creates data-driven plans for improved teaching and learning</p> <p>3.4 Implements data-informed improvement plans</p> <p>5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practices</p> <p>7.1 Partners with families to promote student learning</p> <p>7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved</p> <p>8.1 Assesses data and identifies barriers</p> <p>8.2 Creates plans to dismantle barriers and increase achievement</p> <p>8.3 Implements and monitors plans to shrink achievement gaps</p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	

# Kelso School District School Improvement Plan, 2024-2025

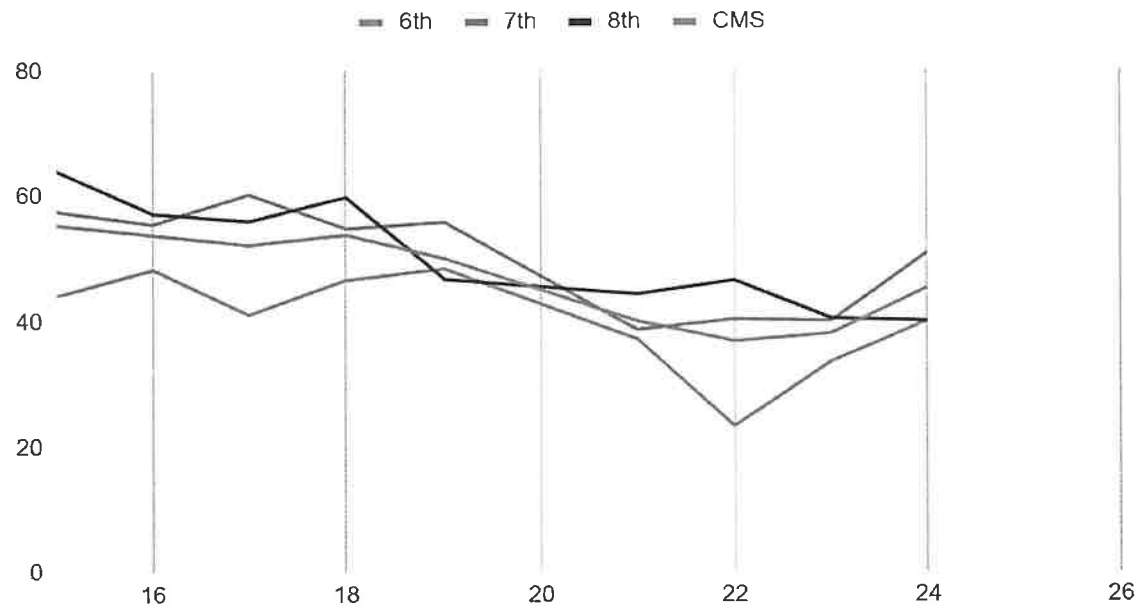
## iReady - Reading - over time

6th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	18	20	21	20	23	22	16
Early GL	14	14	10	16	13	17	17
1 Below	25	20	25	23	23	18	28
2 Below	18	15	16	16	15	11	13
3+ Below	25	30	27	26	26	31	26
7th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	8	13	19	18	24	24	19
Early GL	15	15	14	15	19	24	17
1 Below	22	17	23	28	20	19	18
2 Below	18	13	11	9	8	10	15
3+ Below	37	42	33	29	30	23	31
8th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	11	11	21	13	20	21	18
Early GL	18	14	12	18	18	16	22
1 Below	22	20	21	20	21	20	23
2 Below	5	12	4	9	7	8	5
3+ Below	44	43	42	39	34	36	32

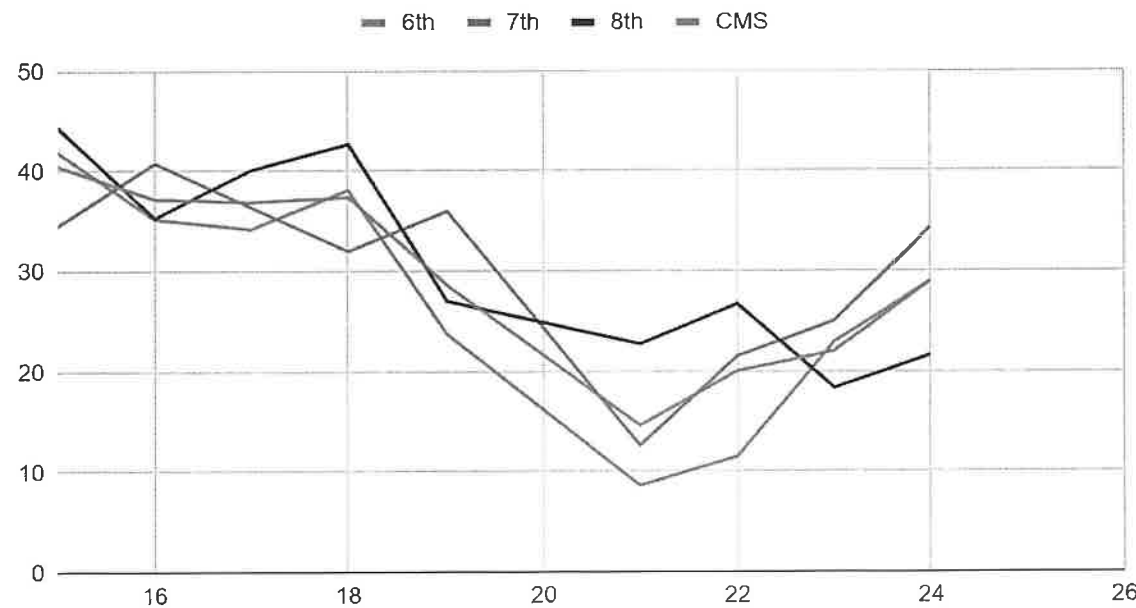
## iReady - Math - over time

6th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	3	6	11	8	7	15	7
Early GL	14	19	19	13	26	22	21
1 Below	44	36	31	36	31	31	42
2 Below	16	16	15	15	14	7	8
3+ Below	22	23	24	28	23	25	21
7th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	1	4	6	3	6	13	6
Early GL	8	11	14	14	18	21	12
1 Below	38	38	42	33	41	33	38
2 Below	21	16	11	8	12	8	15
3+ Below	32	32	27	42	23	24	29
8th	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024
Mid/Above GL	4	6	8	4	6	10	8
Early GL	9	9	12	6	11	15	14
1 Below	23	24	32	32	35	33	31
2 Below	14	13	9	17	12	8	17
3+ Below	51	48	40	40	36	33	33

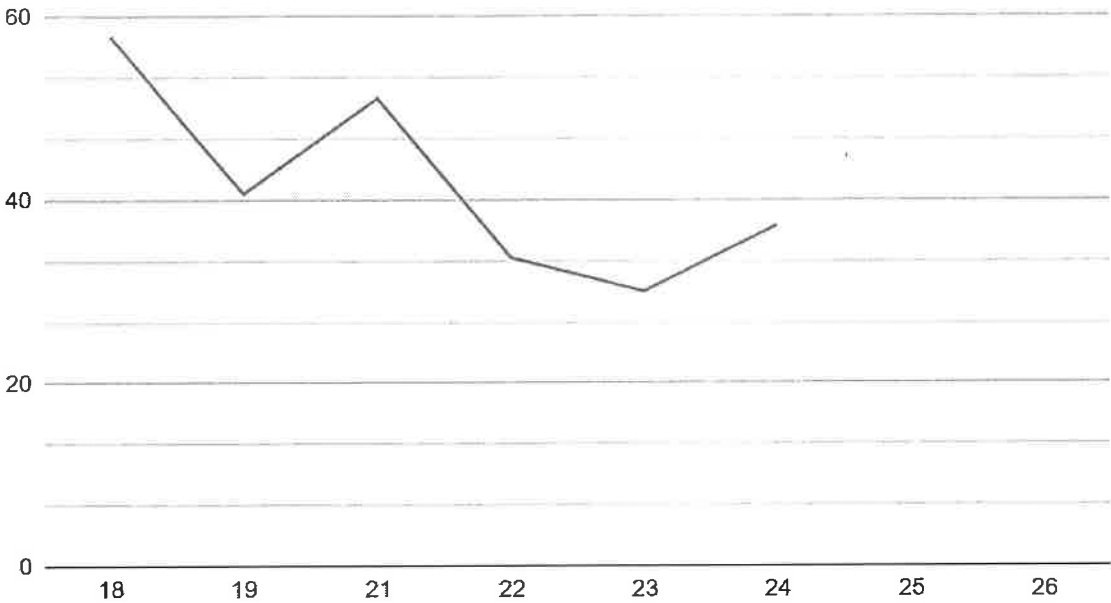
SBAC ELA



SBAC Math



### WCAS 8th Grade



#### Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

#### Quality Instruction:

Implement standards- aligned teaching and learning based on equitable and inclusionary practices

- Ensure all students have access to rigorous, standards-based curriculum
- Implement and collaborate on Professional Learning Community (PLC) best practices, essential standards, common assessments, and instructional strategies

#### Career, College, Community Ready:

Increase the four-year high school graduation rate by at least one percent per year for the next five years.

- Develop college and career readiness activities that articulate between middle and high schools so students see the importance of informed course requests.

**Plan and Do: Goal 2**

<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People. The my.avid.org webpage page is resource rich with materials and modules.</i>
<ul style="list-style-type: none"> <li>• Develop an Exploration/ Implementation Team of Sponsors/Champions that have the authority and cultural capital to promote change.</li> <li>• Review of Washington's Multi-Tiered System of Supports Framework. Resource: <a href="#">WA MTSS Framework</a></li> <li>• Review of the 3 Tiers of early prevention.</li> </ul>	<p>October 2024</p>	<b>People/Time/Money</b> Administration Instructional Coach/AVID Elective Teacher Counselors Department Chairs
<ul style="list-style-type: none"> <li>• Provide professional development during school WER on WA MTSS Framework &amp; 3 Tiers of early prevention.</li> <li>• Determine the early warning indicators and thresholds to identify students who need intervention.</li> <li>• Determine capacity and available resources by completing student</li> </ul>	<p>November 2024</p>	<b>People/Time/Money</b> Administration Instructional Coach/AVID Elective Teacher Counselors Department Chairs



Kelso School District School Improvement Plan, 2024-2025

support and intervention mapping.		
<ul style="list-style-type: none"> <li>Determine what actions will be needed to optimize readiness and develop staff capacity, as well as organization and systems changes needed for the identified options.</li> </ul>	December 2024	<b>People/Time/Money</b> Administration Instructional Coach/AVID Elective Teacher Counselors Department Chairs
<ul style="list-style-type: none"> <li>Provide professional development during school WER on: <ul style="list-style-type: none"> <li>a. the identified early warning indicators &amp; thresholds and</li> <li>b. the capacity and available resources to complete the interventions</li> </ul> </li> <li>Prepare for implementation 2nd semester: <ul style="list-style-type: none"> <li>a. Assign Team Roles</li> <li>b. Determine communication plan with staff &amp; guardians regarding identified students &amp; interventions being provided</li> <li>c. Create early warning data dashboard of identified students</li> <li>d. Create an intervention log and train the adults</li> </ul> </li> </ul>	January 2025	<b>People/Time/Money</b> Administration Instructional Coach/AVID Elective Teacher Counselors Department Chairs

Kelso School District School Improvement Plan, 2024-2025

providing the interventions		
<ul style="list-style-type: none"> <li>Review/interpret early warning data of identified students</li> <li>Assign &amp; begin assigned interventions to identified students</li> <li>Monitor students' responses to interventions in place</li> <li>Revise students' intervention assignments, as needed</li> </ul>	<p>February -May 2025</p> <p>Cycle repeats for each term:            Term 4: January 28-March 6            Term 5: March 10-April 30            Term 6: May 1-June 6</p>	<p><b>People/Time/Money</b></p> <p>Administration            Instructional Coach/AVID Elective Teacher            Counselors            Department Chairs            Identified teachers/staff providing interventions</p>
<ul style="list-style-type: none"> <li>Conduct a needs assessment to identify priorities moving forward. Resource: <a href="#">MTSS Fidelity of Implementation &amp; Summary Sheet</a></li> </ul>	<p>May-June 2025</p>	<p><b>People/Time/Money</b></p> <p>Administration            Instructional Coach/AVID Elective Teacher            Counselors            Department Chairs            Identified teachers/staff providing interventions</p>

**Study: Evidence**

*What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?*

Evidence of Student Outcomes	Evidence of Educator Actions	
<p>1. Increased student proficiency on iReady benchmarks and Smarter Balanced Assessments.</p>	<p>1. Implement AVID instructional methodologies in the classroom.</p>	

<b>Act: Next Steps, to be completed before the end of the school year.</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you deepen impact? How will you ensure sustainability for an achieved goal?</i>	

## Goal 3: Climate & Culture

**Plan – Goal 3:** Refined

**This goal supports the following student outcome(s):**

Student Agency

**Plan – Goal 1**

*What is the identified goal? What is the intended student outcome?*

**Because** a greater sense of belonging would increase student ownership of learning and self-efficacy,

**We must** intentionally plan and implement systems to increase opportunities for engagement, participation and purposeful student input

**So that** all students increase their ownership of academic, social, and emotional development as they work toward college, career, and community readiness.

**What CCI Domains/Indicators align with this goal?**

**I - 1.10 Leadership Skills**

**What AWSP Criterion and Indicators align with this goal?**

**1.5 School Culture that Values and Responds to each learner**

**2.1 Physical Safety**

**2.2 Social, Emotional, Intellectual Safety**

**2.3 Identity Safety**

**7.1 Partners with Families to Promote Student Learning**

**7.2 Engages All Families**

**7.3 Engages with Communities for Student Learning**

**What AWSP Criterion and Indicators align with this goal?**

1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning

1.2 Engages in essential conversations for ongoing improvement of the school

	<p>1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning</p> <p>1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner</p> <p>3.1 Recognizes and seeks out multiple data sources</p> <p>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</p> <p>3.3 Creates data-driven plans for improved teaching and learning</p> <p>3.4 Implements data-informed improvement plans</p> <p>3.5 Provides evidence of student growth that results from the school improvement planning process</p> <p>4.1 Assists staff in aligning curriculum to state and local district learning goals</p> <p>4.2 Assists staff in aligning instructional practices to state standards and district learning goals</p> <p>4.3 Assists staff in aligning assessment practices to state standards and district learning goals</p> <p>5.1 Uses adopted instructional framework to monitor and support effective instruction and assessment practice</p> <p>5.2 Uses adopted instructional framework to evaluate instruction and assessment</p> <p>8.1 Assesses data and identifies barriers</p> <p>8.2 Creates plans to dismantle barriers and increase achievements</p>
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	<p>8.3 Implements and monitors plans to shrink achievement gaps</p> <p>8.4 Provides evidence of growth in student learning</p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p>2022-23 Joe Krieder Student Participation in School Activities Data Year - 6th grade 61 to 74%, 7th grade 65 to 75%, 8th grade 84 to 82%, Coweeman 70 to 77%</p> <p>2023-24 Joe Krieder Student Participation in School Activities Spring Data - 6th grade 59%, 7th grade 73%, 8th grade 67%, Coweeman 66%</p> <p>2024.25 Joe Krieder Student Participation in School Activities Fall - 6th grade 64%, 7th grade 71%, 8th grade 67%, Coweeman 67%</p> <p>***Intramural Modules start soon and numbers will increase.***</p> <p>Student Voice Council feedback - restroom lights, 6th grade activities, timely grading, louder bell in certain classes, more snacks at the shack, digital clock in all rooms (analog are always wrong)</p> <p>2022-23 Attendance Year - 6th grade 88.33%, 7th grade 88.32%, 8th grade 87.79%, Coweeman 88.14%</p> <p>2023-24 Attendance Year - 6th grade 89.74%, 7th grade 89.24%, 8th grade 88.25%, Coweeman 89.04%</p> <p>2024-25 Attendance Aug Sept - 6th grade 93.56%, 7th grade 91.76%, 8th grade 89.97%, Coweeman 91.85%</p> <p><u>Summary</u> - Coweeman staff have been diligently creating new and enhanced opportunities for students to find their niche and sense of belonging. Although the Panorama data does not match our in-house data, we are continuing to engage our students in academics, friendships, community, and individual accomplishments.</p>	

**2024-2025 1ST QUARTER COWEEMAN 10/4/24**

STUDENT BODY	ACTIVITIES	PARTICIPATION	# STUDENTS	2024-2025 %Involved	2023-2024 %Involved
Coweeman all Grades	1	358	531	67%	66%
Coweeman 7-8 Graders	1	241	349	69%	69%
Coweeman 7-8 Graders	2	108	349	31%	27%
Coweeman 7-8 Graders	3	50	349	14%	7%
Coweeman 7-8 Graders	4	17	349	5%	4%
Coweeman 7-8 Graders	5	10	349	3%	1%

**Alignment**

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

**Climate:**

Improvements to the learning environment will be achieved in two specific areas: 1) safety and security of our students and staff, and 2) student behaviors.

- Improve school climate and inclusion

**Plan and Do: Goal 1**

Kelso School District School Improvement Plan, 2024-2025

<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People. The my.avid.org webpage page is resource rich with materials and modules.</i>
SVC mini-conferences	Three times during the 24.25 school year	Bianca, Toni, Erin, location, AWSL presenter(s), donor funds
SVC meetings	Monthly	Bianca, Toni, Erin
Leadership Feedback - Action on the student likes, dislikes, suggestions	Throughout the year	Tom Rob, Bianca, Ryan, Kali, Rachel
Focus on Attendance - 92% goal	Daily, Weekly, Monthly	Theresa as new attendance clerk, Rob Thursday night BECCA meetings as needed, Counselors work the high flyers looking for obstacles/supports, posting of attendance numbers
Rewards linked to building community and climate	Weekly, monthly.	R/R/S/K drawing weekly - 3 per grade done at lunch receive snack option and social media pics; Student of the Month - 4 per grade, R/R/S/K, nominated by departments, pizza with friend, t-shirt, social media pics.

**Study: Evidence**

*What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?*

Evidence of Student Outcomes	Evidence of Teacher Outcomes
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<p><b>Discipline numbers decrease</b></p> <p><b>Attendance numbers increase</b></p> <p><b>Joe Krieder numbers remain strong/grow</b></p>	<p>The Climate and Culture team will continue to listen/hear student concerns and make appropriate adjustments.</p> <p>The Climate and Culture team will continue to encourage student attendance</p> <p>The Climate and Culture team will continue to engage student interests by creating activities that cultivate a sense of belonging.</p> <p>Teacher will recognize students through the recognition tickets (5/week).</p>
<p><b>Act: Next Steps, to be completed before the end of the school year.</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you deepen impact? How will you ensure sustainability for an achieved goal?</i></p>	

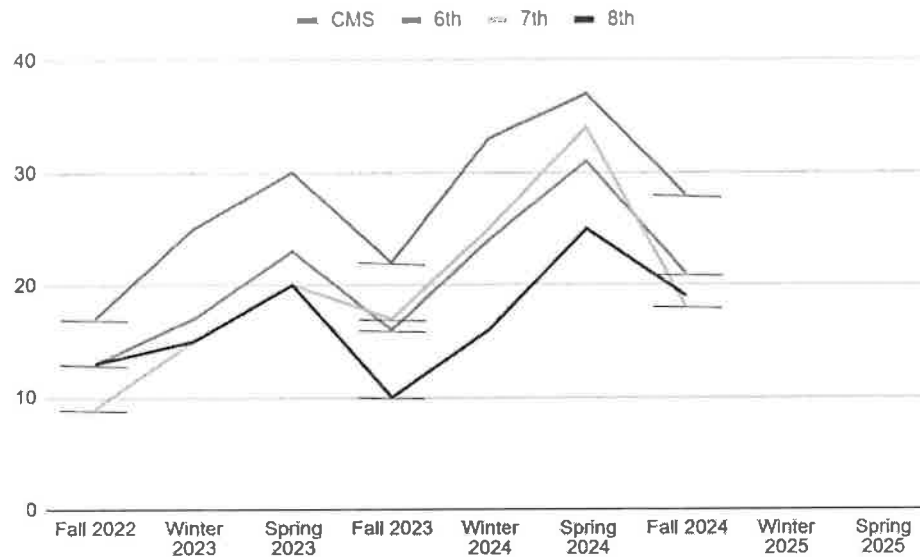
## Goal 4: Closing the Achievement Gap

<p><b>Plan – Goal 1:</b> <input type="checkbox"/> New      <input checked="" type="checkbox"/> Refined      <input type="checkbox"/> Sustaining</p> <p><b>This goal supports the following student outcome(s):</b></p> <p>X Rigorous Academic Preparedness</p> <p>X Student Agency</p> <p>X Opportunity Knowledge</p>	
<p><b>Plan – Goal 1</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p> <p><b>Because</b> all students, regardless of barriers, deserve to experience and demonstrate their understanding of a rigorous and interactive curriculum,</p>	<p><b>What CCI Domains/Indicators align with this goal?</b></p> <p><b>I - 1.8 Structures for Collaboration</b></p> <p><b>II - 4.37 AVID-Trained in WICOR Methodologies</b></p>

<p><b>We must</b> provide appropriate professional development for staff</p> <p><b>so that</b> students receive individualized accommodations and modifications to meet their educational needs.</p> <p>Outcome: The achievement gaps of students in underserved/underrepresented, categorical, and underachieving populations will decrease.</p> <p>Outcome: In the educational setting all students will participate at their highest academic level which includes social, emotional, and behavioral expectations.</p> <p>Goals: list of the accommodations and modifications for our students as implemented by staff, along with the topics of professional development presented by staff experts, and increase in assessment outcomes and grades for the targeted student populations.</p>	<p><b>II - 4.38 AVID Instructional Methodologies</b></p> <p><b>IV - 4.1 WICOR, Scaffolding, and Rigorous Instructional Strategies</b></p> <p><b>IV - 4.2 Collaboration Through PLCs</b></p> <p><b>IV - 4.9 Teacher Expectations (college - we wish College, Trades, Military, Community)</b></p> <p><b>What AWSP Criterion and Indicators align with this goal?</b></p> <p><b>1.1 Develop/sustain focus on mission and vision to improve teaching and learning</b></p> <p><b>1.2 Essential conversations for school improvement</b></p> <p><b>1.4 Promotes and distributes leadership</b></p> <p><b>3.1 Recognizes and seeks out multiple data sources</b></p> <p><b>3.2 Analyzes and interprets multiple data sources for school improvement</b></p> <p><b>3.3 Creates data-driven plans to improve teaching and learning</b></p> <p><b>3.4 Implements data-informed improvement plans</b></p> <p><b>3.5 Evidence of student growth from planning process</b></p> <p><b>4.1 Aligning curriculum to learning goals</b></p> <p><b>4.2 Aligning instruction to learning goals</b></p>
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	<div>8.1 Assess data and identifies barriers</div> <div>8.2 Plan to dismantle barriers and increase achievement</div>																																																		
<div>Baseline Data</div> <div>What data do we have to validate this goal? Using that data, what is our established baseline?</div>																																																			
<div><div>iReady - Reading - Grade Level and higher</div><div><table><tr><th>Grade</th><th>Fall 2022</th><th>Winter 2023</th><th>Spring 2023</th><th>Fall 2023</th><th>Winter 2024</th><th>Spring 2024</th><th>Fall 2024</th><th>Winter 2025</th><th>Spring 2025</th></tr><tr><td>CMS</td><td>29</td><td>25</td><td>32</td><td>32</td><td>38</td><td>41</td><td>33</td><td>33</td><td>40</td></tr><tr><td>6th</td><td>29</td><td>25</td><td>32</td><td>32</td><td>38</td><td>41</td><td>33</td><td>33</td><td>38</td></tr><tr><td>7th</td><td>32</td><td>34</td><td>33</td><td>33</td><td>43</td><td>48</td><td>33</td><td>33</td><td>33</td></tr><tr><td>8th</td><td>32</td><td>34</td><td>33</td><td>33</td><td>41</td><td>41</td><td>33</td><td>33</td><td>33</td></tr></table></div></div>		Grade	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025	CMS	29	25	32	32	38	41	33	33	40	6th	29	25	32	32	38	41	33	33	38	7th	32	34	33	33	43	48	33	33	33	8th	32	34	33	33	41	41	33	33	33
Grade	Fall 2022	Winter 2023	Spring 2023	Fall 2023	Winter 2024	Spring 2024	Fall 2024	Winter 2025	Spring 2025																																										
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6th	29	25	32	32	38	41	33	33	38																																										
7th	32	34	33	33	43	48	33	33	33																																										
8th	32	34	33	33	41	41	33	33	33																																										

## iReady - Math - Grade Level and higher



### 6 for 7...but...

6th ELA - +6.5%

7th ELA - +10.9

8th ELA - -.4%

6th Math - +6.1%

7th Math - +9.4%

8th Math - +3.3%

8th Science - +7.2%

23 to 24	ELA	Math	Sci
ML	3.1	0	5
Non	5.3	6.5	6
LI	2	2.2	4.2
Non	10.4	11.4	9
SwD	-2.8	1.3	2
Non	6.6	6.5	7.3
Home	-5.3	-5	0
Non	5.6	6.6	7.2
504	15.2	-3.5	40
Non	5	6.4	7.4

Although Coweeman is showing overall growth, our ML, LI, SwD, and Homeless are not keeping pace. Our 504 students are working within a proven system of high level, individualized support.

Focused strategies to address the learning/opportunity deficiencies need further development, application, and refinement.

**Summary** - WSIF data and school observations indicate that our students in certain educational categories are not assessing at the level of their General Education peers. Of critical concern are our SwD, ML, Low Income and Homeless student populations. Through intentional professional development, data collection, intervention based upon data analysis, and purposeful scheduling we will move our students from below the WSIF target line to above the target line. Compared to 2023 data, our American Indian/Alaska Native has a 'n' value too low for calculation - our Low Income has met the threshold. Only ML and SPED are currently below - both having shown growth. Compared to other Cowlitz County middle schools, Coweeman has some catching up to do.

## Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

- **QUALITY INSTRUCTION**
- Student achievement in mathematics and English language arts will increase annually and the achievement gap between English learners, students with learning disabilities and students in poverty—in comparison with other students—will decrease annually.
- **\*2024.25 PRIORITY:**
- Attain strong student achievement and growth that produces equitable outcomes as measured by formative and summative assessments.

## Plan and Do: Goal 1

<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<b>AmeriCorps - Katey Kunning</b>	October 15 is the start date, through July 2025	\$7,000 LAP, training, supplies, expectation, goals, data

<p><b>Inclusion - Goal 60%</b></p> <p><b>Professional Development - Accommodations &amp; Modifications define and apply 'What is it? What does it look like?'</b></p> <p><b>Check in/Check out</b></p> <p><b>PLC</b></p> <p><b>ML</b></p>	<p>2024.25 SY - Push In/Pull Out (PIPO) model for resource, Modified and Significant SPED students with General Education placement as much as student abilities allow</p> <p>WERs through the year - handouts for SPED/504/ML - discussion - guest speaker(s)</p> <p>AmeriCorps and Cougar Cave (Becky Keithley) checking on students with High Attendance and Low Achievement; CORE4 support, Tier II, herding</p> <p>Unpacking Essential Standards in all Core areas (ELA, Math, Science, Social Studies) with SPED engaging with the PD and focusing on the 4 Questions</p> <p>Meeting ML Director to use ML WA State Strategic Plan to help identify other school and classroom level action steps designed to provide greater language support.</p>	<p>access, data entry, student tracking, AVID PD for staff to Accommodation &amp; Modification of curriculum and delivery</p> <p>Track information through HeaOgd</p> <p>HeaOgd, school specialists, handouts, HUB resources</p> <p>Structure, systems development, data tracking</p> <p>KSD leadership and presentations, time - Release time through DO, WER time, common preps</p> <p>TamTra, SamMoz, LauHia, SieWis, ChrMcP</p>
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<b>Student Feedback</b>	Students will meet with a staff member and share the teacher feedback and collect the student feedback regarding supports, successes, needs, goals.	Case Managers, Categorical reps
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<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>	
<b>Evidence of Student Outcomes</b>	<b>Evidence of Educator Actions</b>
<b>CFA (Common Formative Assessments)</b>  <b>SBAC improvement in Categorical areas</b>  <b>Discrepancies of categorical student compared to non-categorical student achievement</b>  <b>iReady growth and proficiency</b>	<b>Use of Acc/Mod strategies</b>  <b>Inclusion data (Sept '24)</b>  <b>Collaboration regarding inclusion through the PLC model</b>  <b>Growth and Open mindsets for the benefit of ALL Coweeman students</b>
<b>Act: Next Steps, to be completed before the end of the school year.</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you deepen impact? How will you ensure sustainability for an achieved goal?</i>	

2024-2025

School Improvement Plan (SIP) Team Signature Page

School: Coweeman Middle School

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal, Rob Birdsell	
Assistant Principal, Bianca Muller	
Dean of Student Safety, Tom D'Aboy	
Instructional Coach, Ryan Prothero	
ELA Department Head, Haley Teeters	
Math Department Head, Katie Olason	
Science Department Head, David Shoddy	
Social Studies Department Head, Jason Mozes	
SPED Department Head, Pennie Crawford	
Diversified Department Head, Jason Dieter	
ML Teacher, Sam Mozes	
Counselor, Kali Dalton	
Counselor, Rachel Leinweber	



# HUNTINGTON

*2024 - 2025*

## MIDDLE SCHOOL



SCHOOL IMPROVEMENT  
PLAN (SIP)





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Huntington Middle School

Address and Phone

500 REDPATH  
KELSO, WASHINGTON 98626  
3605011700

## Enrollment

Enrollment  
2023-24 School Year

569

Low-Income  
2023-24 School Year

69.1%

English Language Learners  
2023-24 School Year

6.2%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$16,455

## Attendance



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

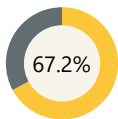
61.4%

## Assessment

### Foundational Grade-level Knowledge (and above)

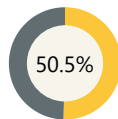
ELA

2023-24 School Year



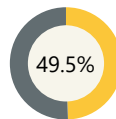
Math

2023-24 School Year



Science

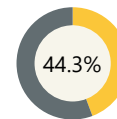
2023-24 School Year



### Consistent Grade-level Knowledge (and above)

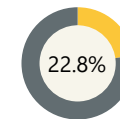
ELA

2023-24 School Year



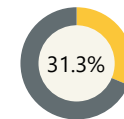
Math

2023-24 School Year



Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



19.3

Teacher Count  
2022-23 School Year



32

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



75.0%

Teacher Experience  
2022-23 School Year



12.4

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

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

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



# HUNTINGTON MIDDLE SCHOOL

## DEMOGRAPHIC DATA

2023-24

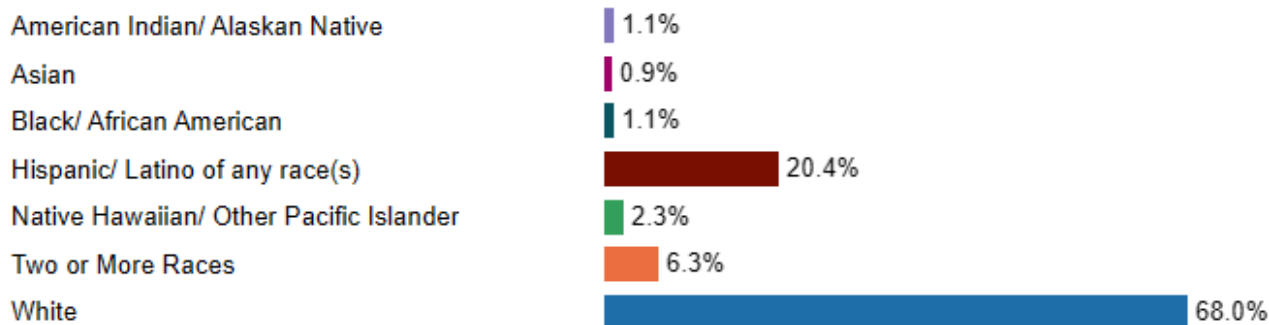
### Total Student Enrollment

569

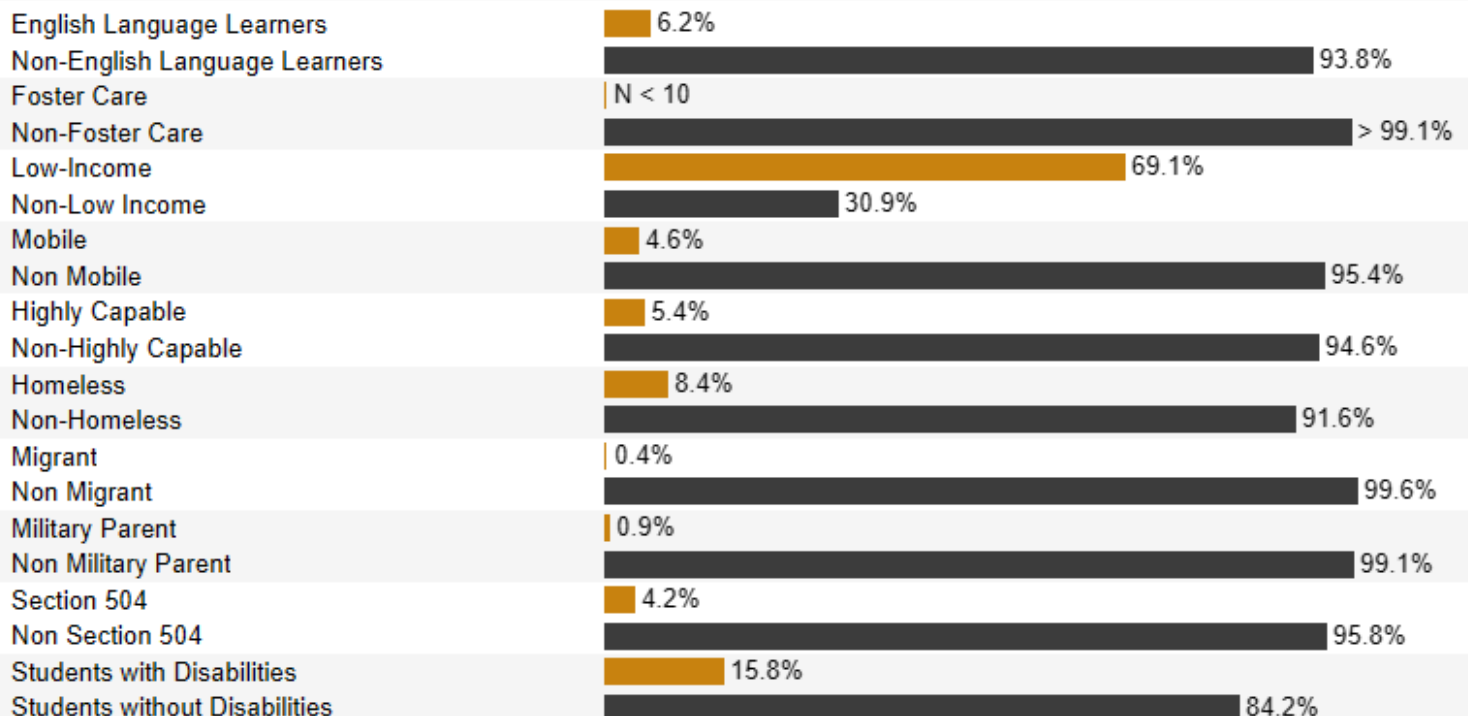
### Gender



### Race/Ethnicity



### Program and Characteristic

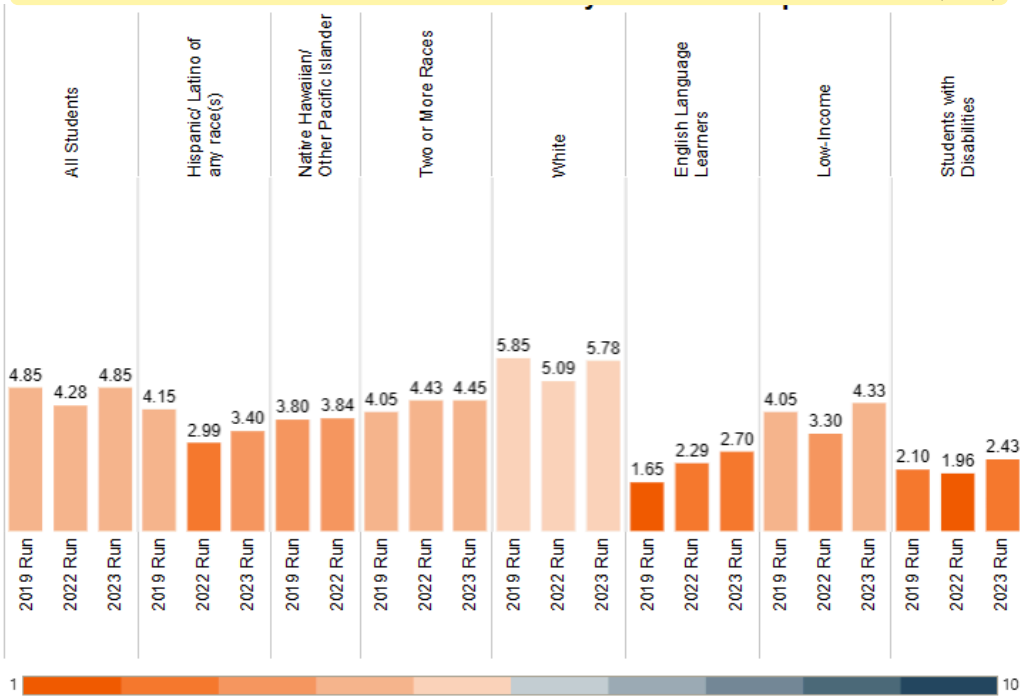




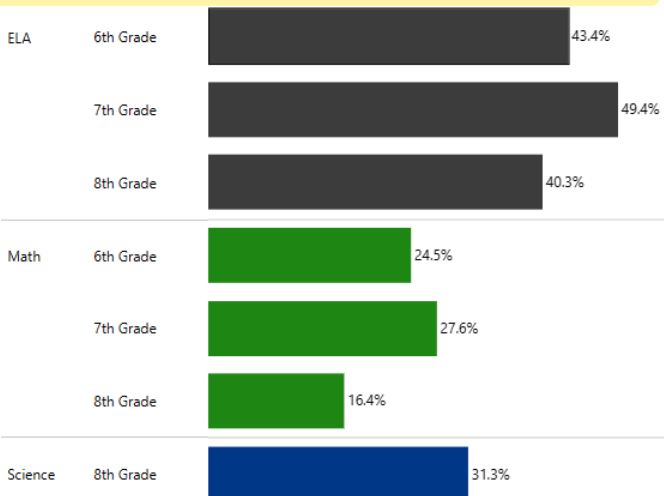
# HUNTINGTON MIDDLE SCHOOL

## ASSESSMENT DATA

STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

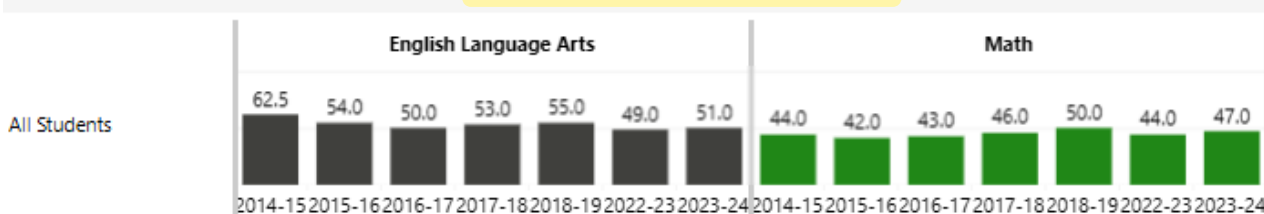


GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



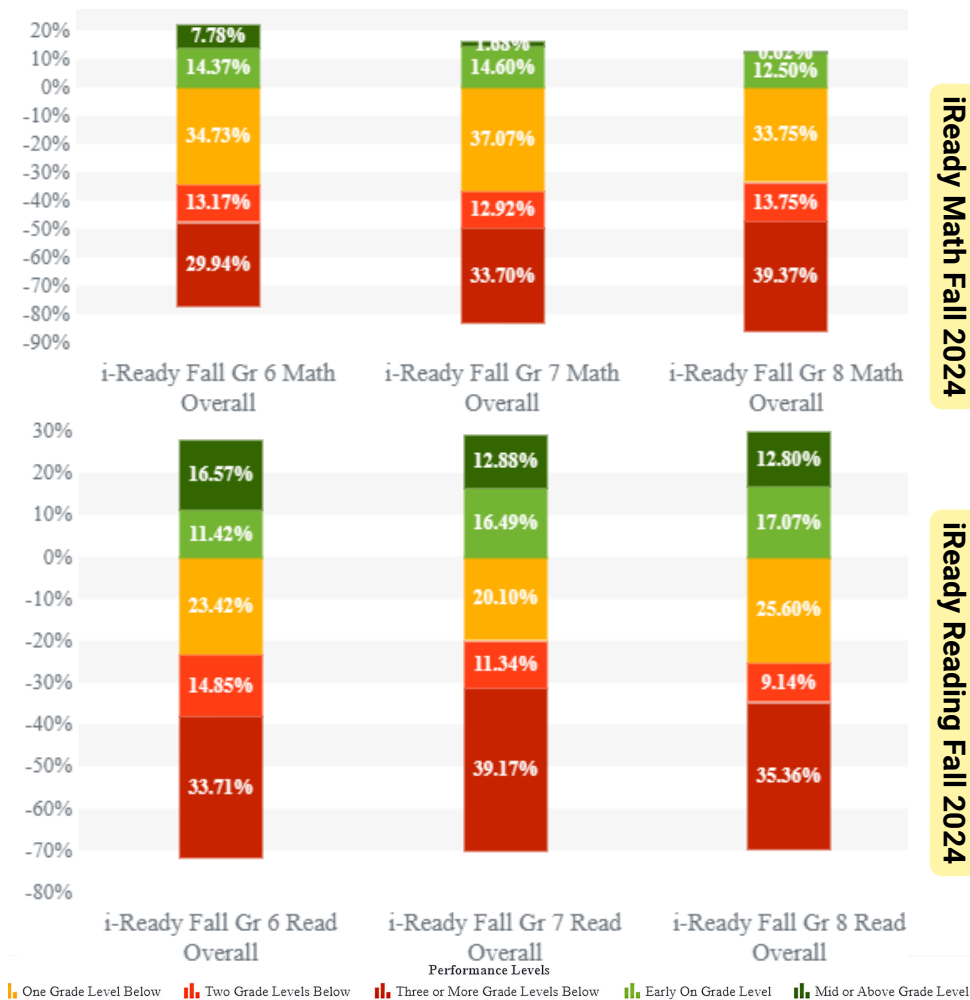
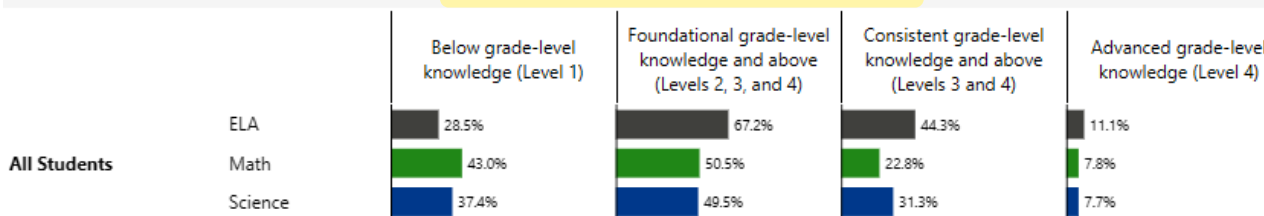
### All Students

STUDENT LEARNING GROWTH OVER TIME



### Achievement Levels

STUDENT GRADE-LEVEL KNOWLEDGE 2023-24



## Site Information

School Name: Huntington Middle School

Principal: Kim Allais

AVID Site Coordinator(s): Darcy Wishard

School Improvement Plan Completion Date:

Principal Signature Kim M. Allais Date 10-10-24  
AVID Site Coordinator(s) Signature Darcy Wishard Date 10-10-24

## Team Meeting Schedules

<p><b>Team Meeting Schedules</b></p>
<p>It is important to have regularly scheduled team meetings. Consider linking your schedules, agendas, and meeting minutes to this section of the Goal Template. It will help tremendously with ECCI/CCI evidence collection.</p>

Team Leaders;

Goal Area 1; Literacy Improvement; Collaborative Study Groups. Janessa Wilson, Rachelle Simmons, Kaitlyn Bowen, Heath Wiltfong, Elizabeth Dailey, Andy Lemiere, Elizabeth Vickaryous, Kendall Maniulit

Goal Area 2; 6th Grade Success Team. Penelope DeSpain, Kim Allais, Mike Neves, Cody Rothwell, George Larsen, Kimberly Keatley, Jess Ackerman

Goal Area 3; Inclusion. Michelle Welch, Jennifer Hayden, Chris Wiseman, Autumn Andersen, Thressa Murphy, Allan Brown, John Fromdahl, Kayleigh Willie, Mel Bell, Tammy Trafelet

Goal Area 4; Positive School Climate. Lisa Caddel, Darcy Wishard, Rebecca Viscuso, Christina Zepeda, Grady Pearsall, Lindsay Johanesen, Fred Sunday, Adam Muir, Elizabeth Roffler, Colette Clement, Kassidy Cadwell,

# Why AVID?

<b>What are the key priorities in your school improvement plan where you feel AVID can have an impact?</b>
Goal Area 1; Structures for Collaboration, Collaborative Study Groups. WICOR in every classroom every day.

# Goal 1

<b>Plan – Goal 1:</b> x <input type="checkbox"/> New <input type="checkbox"/> Refined <input type="checkbox"/> Sustaining	
<b>This goal supports the following student outcome(s):</b> x <input type="checkbox"/> Rigorous Academic Preparedness x <input type="checkbox"/> Student Agency x <input type="checkbox"/> Opportunity Knowledge	
<b>Plan – Goal 1</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What CCI Domains/Indicators align with this goal?</b>

<p>Recognizing the significant impact of teamwork on student achievement, our next AVID instructional focus is on fostering Collaborative Study Groups. To accomplish this, all staff members are tasked with providing students with regular opportunities to engage in collaborative study groups across content areas.</p> <p>These groups will allow students to work together to analyze various content, share insights, and deepen their understanding of course material. Given the transformative nature of this approach, we acknowledge that it will be a gradual process. Therefore, it's essential to ensure that both staff and students are brought along at an appropriate pace, allowing for meaningful adoption and integration into our educational practices.</p> <p>Progress will be assessed through pre- and post-surveys from staff and iReady scores in the fall and winter in reading and math.</p> <p>By prioritizing collaborative study groups, we aim to equip students with valuable teamwork skills while enhancing their academic performance and overall learning experience.</p> <p>Our goal is for each staff member to implement one Collaborative Study Group per class in the 2024-2025 school year.</p>	<p><b>1.1.4 Higher Level Thinking</b></p> <p>(Routinely ask higher-level questions using Costa's Levels of Thinking during tutorials, Collaborative Study Groups, class discussions, and problem-solving activities in all courses.)</p> <p><b>1.1.8 Structures for Collaboration</b></p> <p>(Routinely use structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, Collaborative Group Roles, etc.) in all courses.)</p> <p><b>1.1.9 Tutorials and Collaborative Study Groups</b></p> <p>(Participate in tutorials*/ Scholar Groups* and/or Collaborative Study Groups in all courses.)</p> <p><b>What AWSP Criterion and Indicators align with this goal?</b></p> <p><b>Creating a Culture 1.1, 1.2, 1.3, 1.4</b></p> <p><b>Ensuring School Safety 2.2,</b></p> <p><b>Planning with Data 3.1, 3.2, 3.3, 3.4</b></p> <p><b>Aligning Curriculum 4.1, 4.2, 4.3</b></p> <p><b>Improving Instruction 5.1, 5.2, 5.3, 5.4, 5.5</b></p> <p><b>Managing Resources 6.2</b></p> <p><b>Engaging Communities 7.1, 7.2</b></p> <p><b>Closing the Gap 8.1, 8.2, 8.3</b></p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	



## Kelso School District School Improvement Plan, 2024-2025

In Spring of the 2023-2024 school year, 75% of Huntington Middle School students tested below grade-level on the math iReady assessment with 42% testing two or more grades below grade-level. On the reading iReady assessment, 67% of Huntington Middle School students tested below grade-level, with 47% of students testing two or more grades below grade-level.

This data shows that Huntington Middle School students are needing significant instructional support. As a group focused on instructional strategies, we plan to provide this support by implementing AVID's cross-cutting Collaborative Study Group strategies school-wide. In this way, we are aligning our need to provide significant, high-quality instructional support with Huntington Middle School's progression towards becoming an AVID School of Distinction.

### Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

This SIP goal aligns with our Kelso School District Strategic Roadmap goal of providing quality instruction by equipping staff members with the skills and confidence to meaningfully implement Collaborative Study Groups within their content areas and classrooms in order to promote critical thinking, inquiry, rigor, collaboration, and overall success. This SIP goal aligns to the Kelso SD Quality Instruction goal of "implement standards-aligned teaching and learning based on equitable and inclusionary practices." Implementation measures include ensuring all students have access to rigorous, standards-based curriculum and providing professional development to ensure instructional strategies are differentiated to meet the learning needs of all students.

Plan and Do: Goal 1		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People. The my.avid.org webpage page is resource rich with materials and modules.</i>
1. Convene in August for Goal review and resource creation. - (Whole Group)	1. August (Whole Group)	<ul style="list-style-type: none"><li>• Pre survey - Elizabeth</li><li>• Post survey - Janessa</li></ul>

Kelso School District School Improvement Plan, 2024-2025

<p>2. HMS staff professional development from Teaching and Learning department. (Lacey DeWeert)</p> <p>3. Students take the Fall math and ELA iReady exam which is used as pre-data. ML and SpEd data are disaggregated as sub-groups. (All Staff)</p> <p>4. Distribute staff pre-survey rating understanding, comfortability, and implementation of CSGs. (Elizabeth)</p> <p>5. Facilitate Professional Development for all staff to discuss CSG implementation in content groups. (Whole Team) <i>(Feedback Form, Costa's level handout, Types of AVID collaboration)</i></p> <p>6. All staff engage in a trial period to integrate CSGs into their content area.</p> <p>7. Staff complete post-survey rating</p>	<p>2. August 21st (HMS Staff, Lacey Deweert)</p> <p>3. Fall</p> <p>4. Prior to October 4th in-service day (Rachelle &amp; Elizabeth create pre-survey)</p> <p>5. Create on in-service date October 4th. Facilitation on WER (not yet assigned). Delivered by SIP members.</p> <p>6. PD training date - June</p> <p>7. Late May/June</p>	<ul style="list-style-type: none"> <li>• AVID Video or SIP team modeling of Collaboration Groups in practice for all-staff PD - Whole Group</li> <li>• Professional Development from Teaching and Learning. - Lacey DeWeert</li> <li>• CSG Powerpoint Provided by AVID</li> <li>• Pre-Work Level 1 Handout Provided by AVID</li> <li>• In-Service Day Time - Whole Group</li> </ul>
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Kelso School District School Improvement Plan, 2024-2025

understanding, comfortability, and implementation of CSGs. Staff return CSG Feedback form to SIP members. (Janessa sends out)		
8. Students complete Spring math and ELA iReady or SBA data. (All Students)	8. Late May/June	
9. SIP Team members come together in June to review data and plan for Year 2 implementation.	9. June	

**Study: Evidence**  
*What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?*

Evidence of Student Outcomes	Evidence of Educator Actions
<b>Student Success in CSGs in Classrooms as reported by Teachers.</b> <b>Spring ELA and Math iReady/SBA Scores.</b>	<b>Pre- and Post- Educator Survey Results.</b> <b>Content-Specific Discussions and In-Class Implementation.</b> <b>CSG Feedback Form</b> <b>Admin Walk-Through in Teacher’s Classrooms</b>

**Act: Next Steps, to be completed before the end of the school year.**  
*Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?*

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Goal 2

<b>Plan – Goal 2:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Sustaining <b>This goal supports the following student outcome(s):</b> <input type="checkbox"/> Rigorous Academic Preparedness x <input type="checkbox"/> Student Agency x <input type="checkbox"/> Opportunity Knowledge	
<b>Plan – Goal 2</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What CCI Domains/Indicators align with this goal?</b>
Because 25% of our 2023-2024 6th grade students failed more than one class, we must provide opportunities during PAWS to check grades and missing assignments, work on missing assignments, and visit teachers to get additional help. In addition, we offer RTI ELA and Math, and a transition day for our incoming sixth graders. Husky Excel will be offered to any 6th grader failing one or more classes following Term 1, so that all students have the skills and confidence to successfully transition to 7th grade, as measured by iReady diagnostic scores for math/ELA, passing grades in classes.	<b>WICOR</b>  <b>1.1.10</b>  <b>1.1.11</b>  <b>1.1.12</b>  <b>AVID schoolwide systems</b>  <b>2.1.6</b>  <b>2.1.7, 2.2.17</b>  <b>What AWSP Criterion and Indicators align with this goal?</b>  <b>Creating a Culture 1.1, 1.2, 1.3, 1.4</b>
<b>Baseline Data</b> <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	

**Our established baseline is at the end of first semester during the 2023-2024 school year, 25% of our sixth grade students were failing one or more classes.**

**During the 2022-2023 school year approximately 50% of sixth grade students were failing three or more of their classes (first semester). In 7th grade this group of students, 19% with two or more Fs**

**During the 2024-2025 school year, our goal is for less than 20% of sixth grade students to be failing one or more classes at the end of semester 1.**

**I-Ready data for ELA and IReady for Math Spring results for incoming fifth grader**

## Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

**The SIP goal aligns with the district's goal of CAREER, COLLEGE & COMMUNITY READY**

Every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills, and attitude to excel in post-high school opportunities. To that end, we will actively engage and partner with parents, families, and our community.

## Plan And Do: Goal 2

### Action Steps

*What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?*

**Who will be involved and what will they do?**

### Timeline

*Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.*

### Resources

*What resources will we use to advance this goal? Resources can be: Time, Money and/or People. The my.avid.org webpage page is resource rich with materials and modules.*

**Increase recognition of the four big beliefs (Respectful, Responsible, Safe, and Kind) and other appropriate actions and behaviors in the classroom by staff.**

Throughout the school year (monthly).

December, March, May  
(every two terms)

Pack Gold tickets, positive locker notes, dog bones, postcards home to students/parents.

Kimberly Keatley

Kelso School District School Improvement Plan, 2024-2025

<p><b>Student survey for Pack Gold tickets received.</b></p> <p><b>Staff will provide all students opportunities to work on missing assignments,</b></p> <p><b>Staff will provide multiple points of access for materials and assignments.</b></p> <p><b>AVID site team will work one day in August to prepare AVID lessons and materials.</b></p> <p><b>*determine attendance from 6th grade Transition day rosters</b></p> <p><b>*Skyward video including interpreters posted to Huntington Middle School's website and sent in an email blast to all families.</b></p> <p><b>*follow up with an access check (of parents) in mid-November.</b></p> <p><b>*staff will put at least one assignment a week in Skyward so parents can monitor grades/progress</b></p> <p><b>*6th grade PAWS lesson about Skyward</b></p> <p><b>*TO-DO Tuesday - dedicated day for students during PAWS to work on missing assignments, get help from a specific teacher, get assignments from other teachers</b></p>	<p>Throughout the school year</p> <p>Daily</p> <p>AVID SI, AVID site team meetings</p> <p>Rosters from 8/28</p> <p>Date TBD -- mid-October at the latest</p> <p>mid-November</p> <p>September - June</p> <p>TBD</p> <p>Sent email reminder November September - June</p>	<p>PAWS time, Husky Excel, and Intramurals</p> <p>Google Classroom, AVID strategies, school WER PD,</p> <p>AVID CCI</p> <p>6th grade PAWS teachers on day of transition, 7:45-1:00, August 28, 2024</p> <p>Penelope DeSpain</p> <p>Office staff, mid-November</p> <p>All classroom teachers</p> <p>Student ASB officers</p> <p>Time, all staff - students will need a pass from the teacher they want to get help from in order to leave their PAWS class.</p>
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Kelso School District School Improvement Plan, 2024-2025

<p><b>Collect data of student Fs (one or more) for terms 1, 2, 3, and semester 1</b></p> <p><b>Student and parent feedback survey following Fall conferences</b></p> <p><b>6th grade academic awards assembly (added 8/22/24)</b></p>	<p>End of each term and semester 1</p> <p>October</p> <p>TBD following term 2 possible bounce and battle all day activity. Kim is working on it.</p> <p>Term 1 passing all classes ~ free PAWS period.</p> <p>Restriction list enforced</p> <p>Main gym and equipment out.</p> <p>Aux gym phones and friends 6th grade Monday</p> <p>7th grade Tuesday</p> <p>8th grade Thursday.</p>	<p>Kim Allais Gunnar Guttormson for report</p> <p>6th grade success team will create survey ~ Jacqueline Radmer will assist parents/students</p> <p>Kim Allais, Chris, and Rachelle. Also Fred and Thressa.</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>		
<b>Evidence of Student Outcomes</b>		<b>Evidence of Educator Actions</b>
<p><b>iReady (Fall, Winter, and Spring)</b></p> <p><b>Track term grades</b></p> <p><b>Husky Excel assignment completion</b></p>		<p><b>Schoolwide and classroom recognition of student growth.</b></p> <p><b>Positive communication with an adult at home.</b></p> <p><b>Provide multiple points of access for materials and assignments.</b></p> <p><b>Provide opportunities during PAWS to check for missing assignments, work on missing</b></p>

	<b>assignments, and visit teachers for additional help.</b>
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	

Goal 3

<b>Plan – Goal 3:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Sustaining <b>This goal supports the following student outcome(s):</b> <input checked="" type="checkbox"/> Rigorous Academic Preparedness <input checked="" type="checkbox"/> Student Agency <input checked="" type="checkbox"/> Opportunity Knowledge	
<b>Plan: Goal 3</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What CCI Domains/Indicators align with this goal?</b>
<p>Because our SPED and ML students perform below their grade-level peers in ELA and Math, we must scaffold our instruction and assessments and offer multiple learning opportunities to provide equity and access to grade-level content by June 2025.</p> <p>Increase from 60% inclusion to 75% inclusion for full-time students during the 24/25 school year.</p> <ul style="list-style-type: none"><li>All full-time 8th graders will be 100% inclusion in the 24/25 school year.</li></ul> <p>Staff will administer CFAs and analyze data in their PLCs to guide their instructional practices.</p> <ul style="list-style-type: none"><li>How will we respond when some students do not learn it?</li><li>How will we extend the learning for students who have demonstrated proficiency?</li></ul>	<p><b>What AWSP Criterion and Indicators align with this goal?</b></p> <p><b>Systems 3.3.8</b></p> <p><b>Creating a Culture 1.1, 1.2, 1.3, 1.4</b></p> <p><b>Ensuring School Safety 2.2</b></p> <p><b>Planning with Data 3.1, 3.2, 3.3, 3.4, 3.5</b></p> <p><b>Aligning Curriculum 4.1, 4.2</b></p> <p><b>Improving Instruction 5.1, 5.2, 5.3, 5.4, 5.5</b></p> <p><b>Engaging Communities 7.1, 7.2</b></p>



<ul style="list-style-type: none"> <li>• Inclusion means students feel a sense of belonging and experience meaningful participation in learning and the community because the environment, curriculum, and assessments are accessible and equitable.</li> </ul>	<p><b>Closing the Gap 8.1, 8.2, 8.3</b></p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p><b>Total HMS population: 570</b></p> <ul style="list-style-type: none"> <li>• Current SPED ( # of students enrolled 91) 15.9%</li> <li>• Current ML ( # of students enrolled 43 ) 7%</li> <li>• Dual Identified Students (8) 1.4 %</li> </ul> <p><b><u>iReady Data Fall 2024 Window:</u></b></p> <p><b>Reading (school-wide):</b></p> <ul style="list-style-type: none"> <li>• 29% mid or above grade level/ early on grade level</li> <li>• 23% 1 grade level below</li> <li>• 12% 2 grade levels below</li> <li>• 37% 3 or more grade levels below</li> </ul> <p><b>Reading (Sped/ML) 6th grade</b></p> <ul style="list-style-type: none"> <li>• 4% mid or above grade level/ early on grade level</li> <li>• 10% 1 grade level below</li> <li>• 7% 2 grade levels below</li> <li>• 78% 3 or more grade levels below</li> </ul> <p><b>Reading (Sped/ML) 7th grade</b></p> <ul style="list-style-type: none"> <li>• 2% mid or above 6th grade level/ early on grade level</li> <li>• 2% 1 grade level below</li> <li>• 7% 2 grade levels below</li> <li>• 76% 3 or more grade levels below</li> </ul> <p><b>Reading (Sped/ML) 8th grade</b></p> <ul style="list-style-type: none"> <li>• 4% mid or above 6th grade level/ early on grade level</li> <li>• 0% 1 grade level below</li> <li>• 4% 2 grade levels below</li> <li>• 82% 3 or more grade levels below</li> </ul> <p><b>Math (school-wide):</b></p> <ul style="list-style-type: none"> <li>• 16 % early on grade level</li> <li>• 35 % 1 grade level below</li> <li>• 14 % 2 grade levels below</li> <li>• 35 % 3 or more grade levels below</li> </ul>	

**Math (Sped/ML) 6th grade**

- 2% mid or above grade level/ early on grade level
- 19% 1 grade level below
- 7% 2 grade levels below
- 69% 3 or more grade levels below

**Math (Sped/ML) 7th grade**

- 0% mid or above 6th grade level/ early on grade level
- 5% 1 grade level below
- 12% 2 grade levels below
- 71% 3 or more grade levels below

**Math (Sped/ML) 8th grade**

- 4% mid or above 6th grade level/ early on grade level
- 4% 1 grade level below
- 0% 2 grade levels below
- 86% 3 or more grade levels below

**General Population (w/o SpED/ML):**

- Early on grade level
- 1 grade level below
- 2 grade levels below
- 3 grade levels below

The percentage of time that Sped and ML students are spending in General Education classes.  
The percentage of SPED and ML students who are failing one or more classes. (END of Term)

**Alignment**

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

This SIP goal supports and aligns with the KSD Strategic Roadmap in multiple ways.

**Goal 1: Quality Instruction**

- The Essential Standards within each content are identified.
- Inclusive strategies embedded into instructional practice (Tier 1 instruction). Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning modalities, and abilities.
- Strategies could include:
  -
- Essential Standards
- WICOR in every classroom every day
- Focused Notes

- **AVID strategies**

**Goal 2: Implement standards-aligned teaching and learning based on equitable practices.**

- **Ensure that all students have access to a rigorous, standards-based curriculum**
- **Provide PD to ensure instructional strategies are differentiated to meet the learning needs of each student.**
- **Inclusion means students feel a sense of belonging and experience meaningful participation in learning and the community because the environment, curriculum, and assessments are accessible and equitable.**

**Goal 3: Implement data-informed continuous improvement processes at every level.**

- **Use frequent and timely formative assessments to adjust teaching, learning, and leadership**
- **Develop a district-wide continuum of supports to address the academic needs of all students**
- **Promote continuous improvement throughout our school system with Professional Learning Community (PLC) teams.**

Plan and Do: Goal 3		
Action Steps <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	Timeline <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	Resources <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People. The my.avid.org webpage page is resource rich with materials and modules.</i>
<p>1)Survey stakeholders to gain an understanding of their levels of comfort, knowledge, and use of differentiation/scaffolding.</p> <p>2)Based on the survey results, the following will be provided.</p> <p>a) Collaboration opportunities between stakeholders.</p> <p>b) Identified and targeted support for stakeholders.</p>	<p>1)Fall 2024 Students take survey in PAWS week of Oct. 7 - Oct. 11.</p> <p>2)Staff Survey on 10/16/24 during School WER.</p> <p>FALL 2024/2025</p>	<p>1)Student survey to be completed in PAWS: Jennifer and Michelle.</p> <p>2)Staff survey to be completed on a WER: John and Thressa</p> <p>Parent Surveys: October 2024 (Kaleigh/Michelle/Mel) (add a couple questions to the parent one for conferences)</p>

Kelso School District School Improvement Plan, 2024-2025

<p>c) Discuss Modified grading</p> <p>d) Tier 1, 2, and 3 behavioral supports</p> <p>e) Tier 1, 2, and 3 academic supports</p> <p>3) Differentiated Instruction &amp; Tier 2 will be planned during PLCs based on the results of CFA data</p> <p><b>Gather baseline data:</b></p> <ul style="list-style-type: none"> <li>-Create student survey</li> <li>-Create teacher survey</li> <li>-create groups in homeroom (ML, SPED, both)</li> <li>-iReady data</li> <li>-passing/failing rates</li> </ul>	<p>3) TIME/WHEN? Staff will use the data to improve our inclusion of students. Staff will adjust teaching practices to improve instruction. We will look at student progress in Spring 2025</p>	<p>3) WHEN? Whole team (creates resources to share and time to explore/download resources/AI) Resources in HMS Drive based on subject area. (Ask Kim for WER time to show teachers where to access)</p> <p>Jen and Michelle</p> <p>John and Thressa</p> <p>Tammy</p> <p>Autumn</p> <p>Resolution Clerk Diana</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure the effectiveness of educator actions?</i></p>		
<p><b>Evidence of Student Outcomes</b></p>	<p><b>Evidence of Educator Actions</b></p>	
<p><b>Areas of baseline data will be analyzed for improvement and growth throughout the year.</b></p> <ul style="list-style-type: none"> <li>• iReady Data</li> <li>• The percentage of time that Sped and ML students are spending in General Education classes.</li> <li>• The percentage of students who are dual identified as both Sped and ML.</li> <li>• The percentage of SPED and ML students who are failing one or more classes.</li> </ul>	<p>The stakeholder survey will be completed in a pre/post-format. The survey will communicate levels of understanding, comfort, and use of best practices.</p> <p>Goal 3 PD for staff with an exit ticket (WHEN?) to reflect current needs and understanding</p> <p>Collection of evidence (student work) WHEN? relating to previous PD and strategies employed</p>	

	Notes from each department's PLC outlining an inclusion strategy they used each semester. Or TERM? Also, CFA results and rechecks after intervention on Essential Standards.
<b>Act: Next Steps, to be completed at the end of the year</b>	
<i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	

Goal 4

<b>Plan – Goal 4:</b> <input type="checkbox"/> New <input type="checkbox"/> Refined <input checked="" type="checkbox"/> Sustaining	
<b>This goal supports the following student outcome(s):</b> X Rigorous Academic Preparedness <input type="checkbox"/> Student Agency <input type="checkbox"/> Opportunity Knowledge	
<b>Plan: Goal 4</b>  <i>What is the identified goal? What is the intended student outcome?</i>	<b>What CCI Domains/Indicators align with this goal?</b>
Because of our success in our previous goal of “...improving attendance in the 2023/2024 school year with 50% of students having 10 or fewer absences”; we must continue our goal of making our school culture so powerful that students find value in attending each day by our staff building relationships, improving parent communication, and creating learning synapses; so that by June 2025, 65% of HMS students will have missed less than 10 days during the 2024-2025 school year.	<b><i>Instruction</i></b> <b><u>1.1.13</u></b> Arrive Prepared With Course Materials  <b><i>Systems</i></b> <b><u>2.2.18</u></b> Grade Level Vertical and Horizontal Articulation  <b><u>2.4.37</u></b> AVID Trained in WICOR Methodologies  <b><u>2.4.39</u></b> Leadership Trainings  <b><i>Leadership</i></b> <b><u>3.1.1</u></b> School Mission and Vision Are Aligned With AVID

	<p><b><u>3.1.2</u></b> Communicate School Mission and Vision to Stakeholders</p> <p><b><i>Culture</i></b></p> <p><b><u>4.2.3</u></b> Community Activities</p> <p><b><u>4.2.4</u></b> College Awareness</p> <p><b><u>4.3.8</u></b> Perceived Teacher Expectations</p> <p><b>What AWSP Criterion and Indicators align with this goal?</b></p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p>The baseline data for this goal is based on the attendance data from 2023-2024 when 46% (300/652) of HMS students had 10 or fewer absences.</p> <p>The baseline data for this goal is based on the attendance data from 2022-2023 when only 30% (164/548) of HMS students had 10 or fewer absences.</p>	
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>	
<p>Attendance and connection are both huge components of 100% graduation goals. If students are connected and present, they are learning skills and goals that will transfer into all college and career paths. Attendance itself is also a transferable skill for life.</p>	

Plan and Do: Goal 4		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<p>Action Items all address two categories; barriers to regular attendance and motivation to attend.</p> <ul style="list-style-type: none"> <li>Attendance awards</li> <li>SEL PAWS Lessons (attendance, bullying, racial slurs, etc.)</li> <li>Drawings (random “must be here to win” prize)</li> <li>Spontaneous activities (eg- Andy’s coming, Dance party passing time)</li> <li>Donor Trips (teambuilding)</li> <li>PAWS teachers meet with kids individually at the end of each check point.</li> <li>End of Year Awards</li> </ul>	<p>Monthly/weekly- students with 1 or fewer absences get recognized</p> <p>multiple times per year  <i>Attendance Lesson- Interview an adult, how many sick days/tardies can you have before you get written up?</i>  <i>Racial Slur lesson</i>  10/18 Bully</p> <p>Weekly from 10/1-12/19</p> <p>Periodically through the year  -10/13 music between 5th-6th</p> <p>Team building- all grades  Grade Level earned trips</p> <p>November, January, March</p> <p>June</p> <p>TBD</p>	<p>Review choices of steps in August with the team. Select new steps if needed.</p> <p>Darcy Wishard, Kassidy Cadwell, Grady Pearsall</p> <p>Christina Zepeda, Rebecca Viscuso, Admin</p> <p>Elizabeth Roffler, Lisa Caddel, Colette Clement</p> <p>Adam Muir, Fred Sunday, Darcy Wishard, Rebecca Viscuso, Lindsey Leslie</p> <p>Admin, Fred Sunday</p> <p>PAWS teachers, Jenny Parsons</p> <p>Jenny Parsons</p>

Kelso School District School Improvement Plan, 2024-2025

<ul style="list-style-type: none"><li>• Grade Level Competitions with visuals</li><li>• We missed you cards when students are absent 2 days in a row</li><li>• <i>Optional- High flyer non-attendance Reward from the donor. Make short term, individual goals for the bottom 5% of the student body. Have teachers choose a student to support off the list???</i></li></ul>	<p>Oct-June</p> <p>Kim- evaluation and approval</p>	<p>Rebecca Viscuso, Darcy Wishard</p> <p>Adam Muir</p> <p>Counselors</p>
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>		<b>Evidence of Educator Actions</b>
<p><b>Skyward attendance</b></p> <p><b>October perfect attendance challenge</b></p> <p><b>Awards/Rewards</b></p>		<p><b>Teachers turn in attendance talk sheets to team 3 times per year.</b></p> <p><b>PAWS lessons master schedule/pre and post survey results from lessons</b></p> <p><b>Social media posts</b></p>



	<b>Pep assemblies</b>
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	

2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: Huntington MS

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Principal:	Role and Name	Signature
	Kim Allard	Kim Allard
	Teacher Colette Clement	Colette Clement
	W/AP Chris Wiseman	Chris Wiseman
Teacher	Grady Pearsall	<del>Grady Pearsall</del>
	ADAM MUIR	
	Darcy Wishard	Darcy Wishard
	Michelle Benson-Welch	Michelle Benson-Welch
	Kendall Manivit	Kendall Manivit
	Elizabeth Roffler	Elizabeth Roffler
	Lisa Caddel	Lisa Caddel
	Kaleigh Willie	Kaleigh Willie
	Kaitlyn Bowen	Kaitlyn Bowen
	Janessa Wilson	Janessa Wilson

2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: HMS #2

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal:	
Penelope DeSpain (teacher leader)	Penelope DeSpain
Jessalyn Ackerman	Jessalyn Ackerman
Cody Rathwell	Cody Rathwell
Tyler Parsons	Tyler Parsons
Johna Frommelt	Johna Frommelt
Kimberly Keatley	Kimberly Keatley
Fred Sunday	Fred Sunday
Melody Bell (Instructional Coach)	Melody Bell
Rachelle Simmons	Rachelle Simmons
Christina Lopez	Christina Lopez



# KELSO

*2024 - 2025*

# HIGH SCHOOL



SCHOOL IMPROVEMENT  
PLAN (SIP)





## Enrollment

Enrollment  
2023-24 School Year

1,396

Low-Income  
2023-24 School Year

57.4%

English Language Learners  
2023-24 School Year

6.4%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$16,620

## Attendance



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

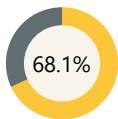
61.0%

## Assessment

### Foundational Grade-level Knowledge (and above)

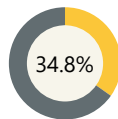
ELA

2023-24 School Year



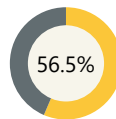
Math

2023-24 School Year



Science

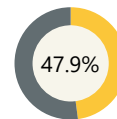
2023-24 School Year



### Consistent Grade-level Knowledge (and above)

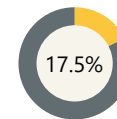
ELA

2023-24 School Year



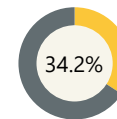
Math

2023-24 School Year



Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



20.0

Teacher Count  
2022-23 School Year



91

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



69.2%

Teacher Experience  
2022-23 School Year



13.7

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

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

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



# KELSO HIGH SCHOOL

## DEMOGRAPHIC DATA

2023-24

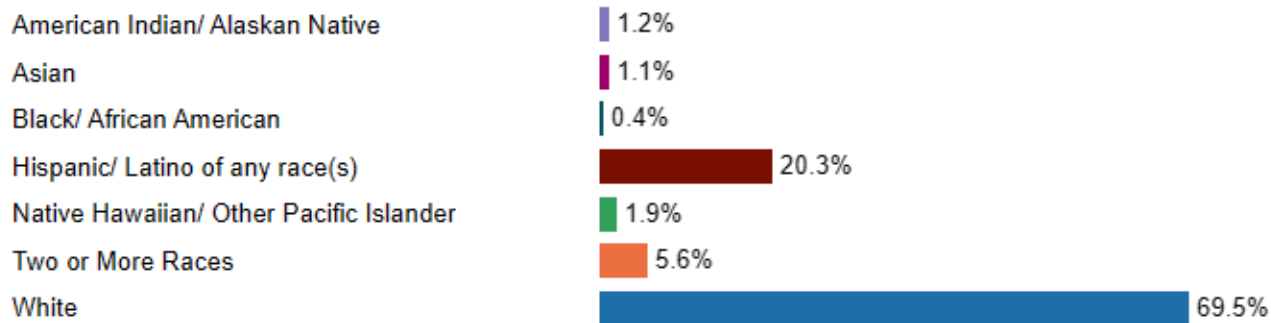
### Total Student Enrollment

1,396

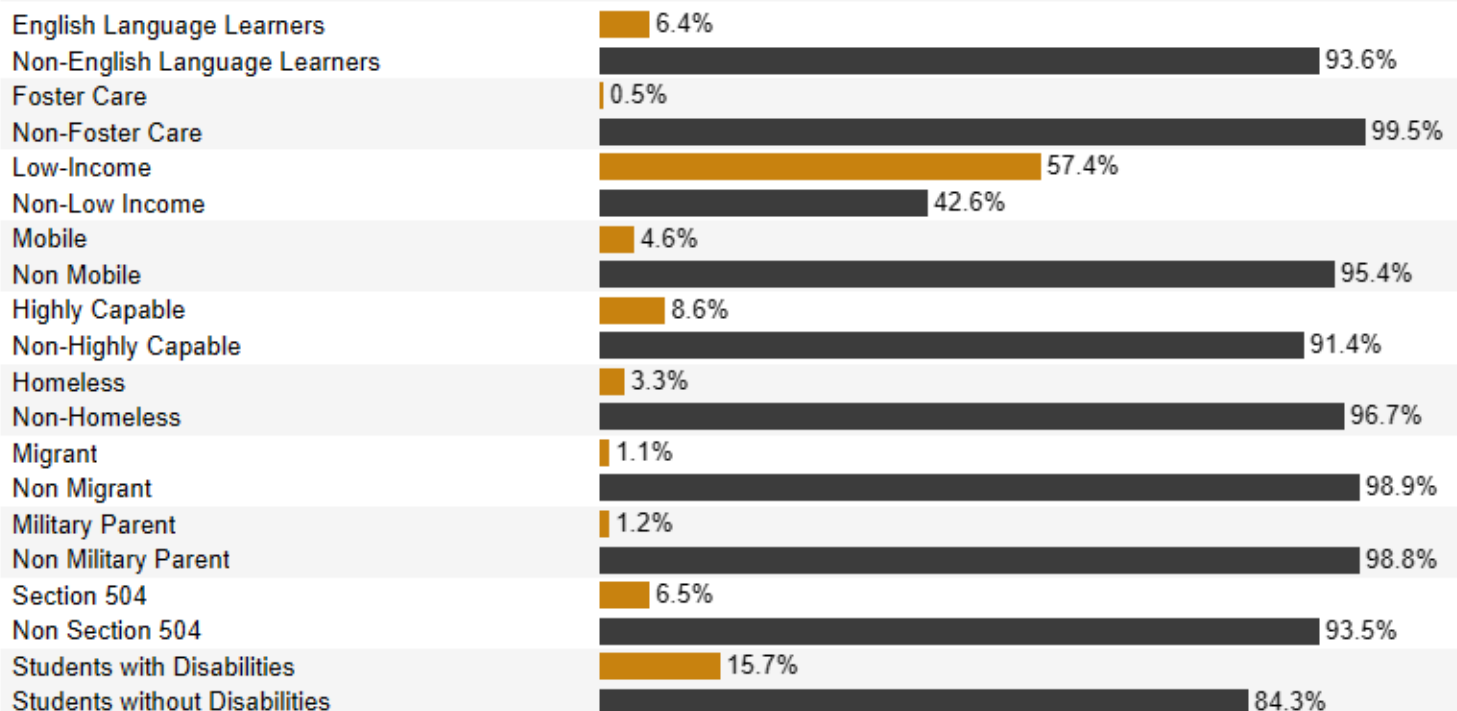
### Gender



### Race/Ethnicity



### Program and Characteristic



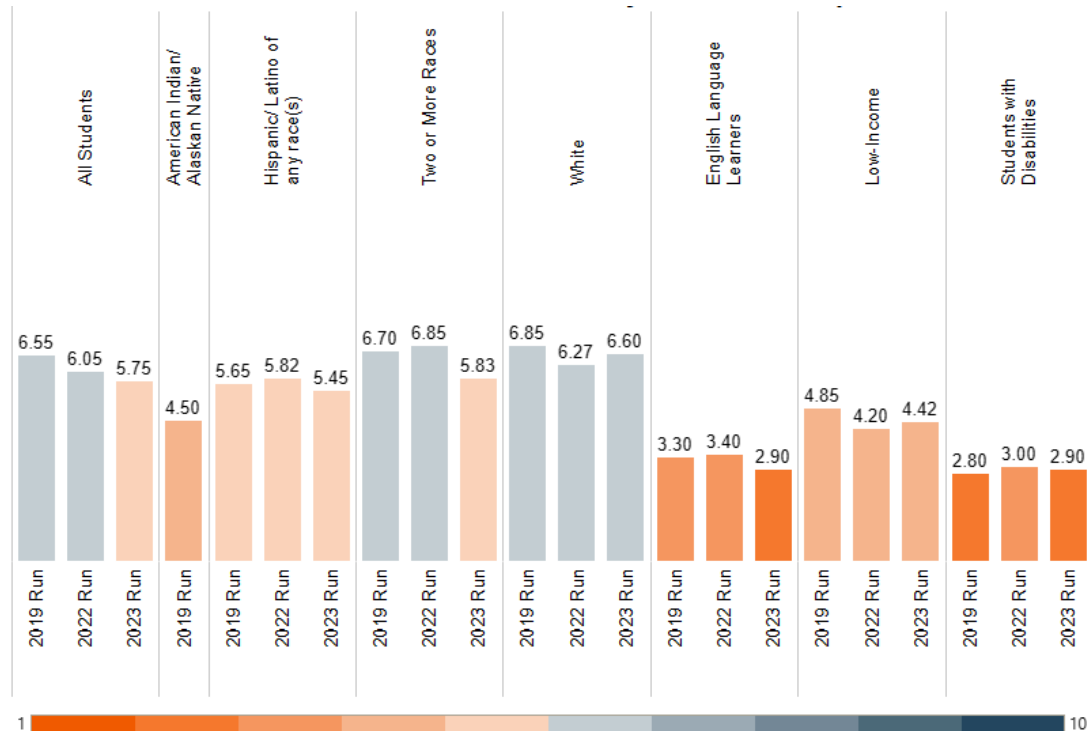




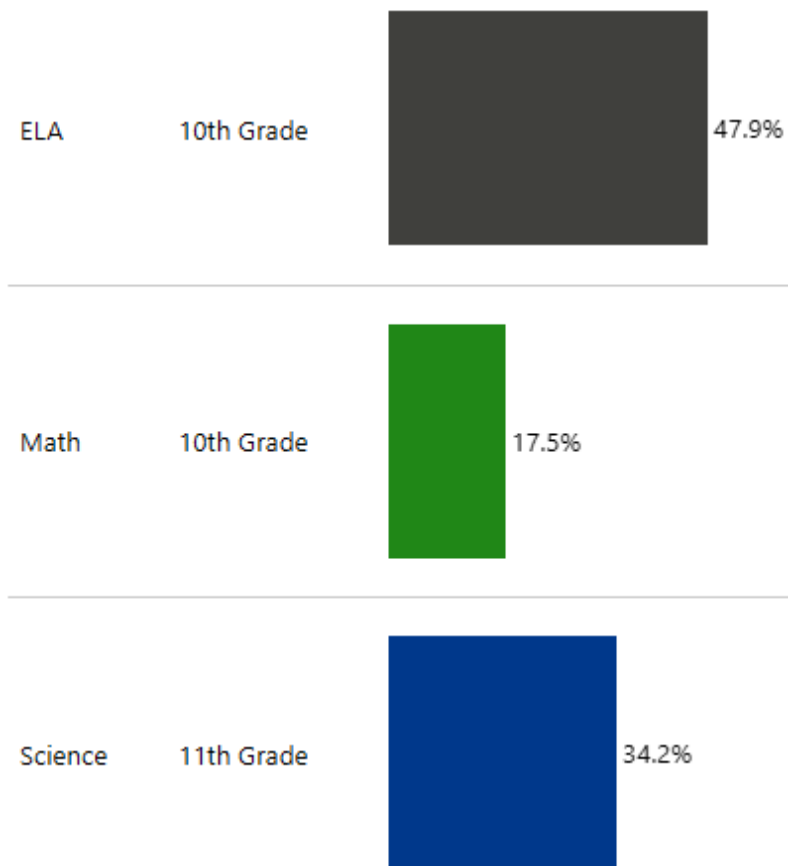
# KELSO HIGH SCHOOL

## ASSESSMENT DATA

### STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

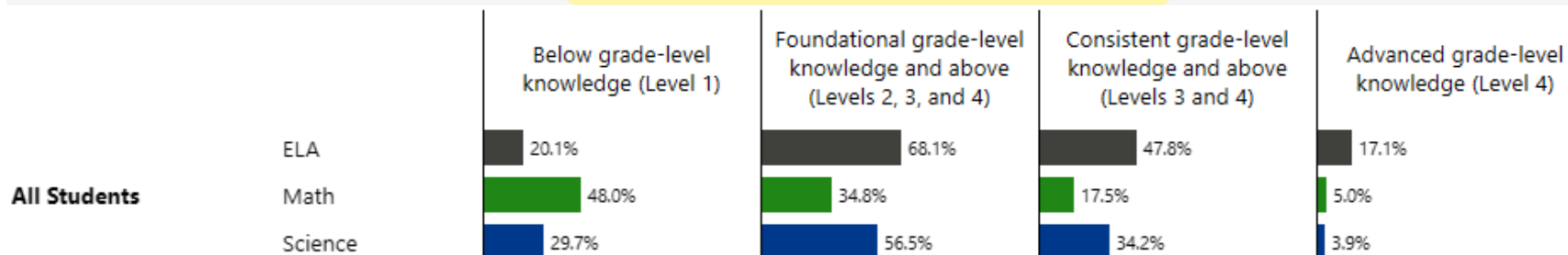


### GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



### Achievement Levels

### STUDENT GRADE-LEVEL KNOWLEDGE 2023-24





# KELSO HIGH SCHOOL

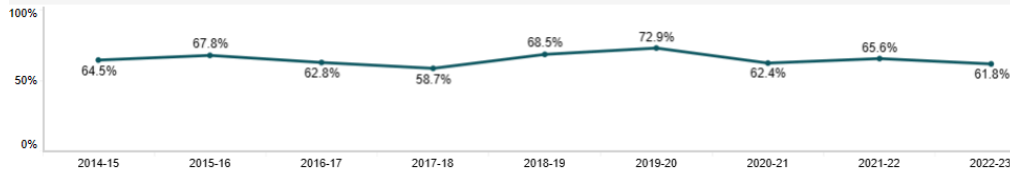
## GRADUATION, DUAL CREDIT, AND 9TH GRADE DATA

**2023-2024  
GRAD RATE**

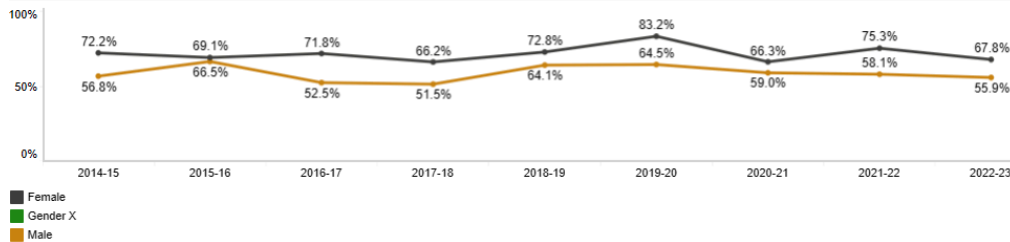
**92.7%**

### All Students

#### STUDENTS WHO PASSED ALL THEIR COURSES IN NINTH GRADE - OVER TIME

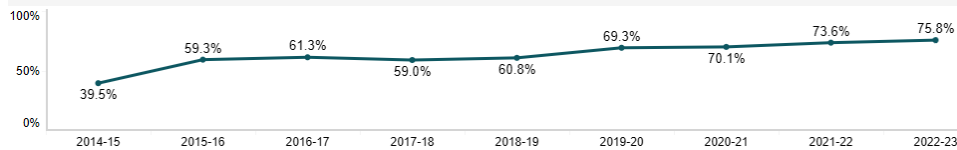


### Gender



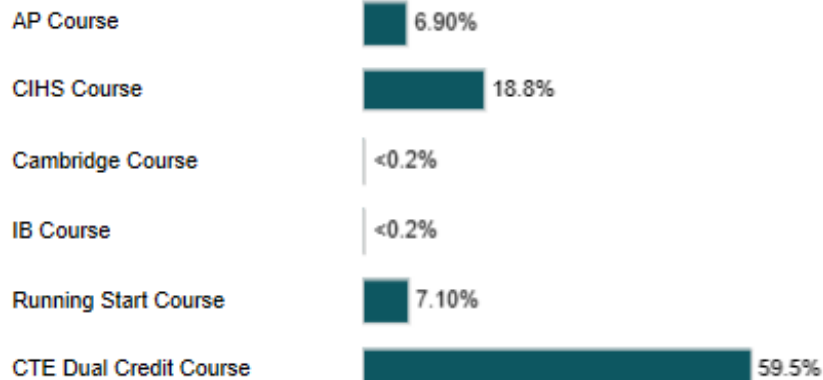
### All Students

#### STUDENTS WHO COMPLETED A DUAL CREDIT COURSE - OVER TIME



#### TYPES OF DUAL CREDIT COURSES STUDENTS COMPLETED

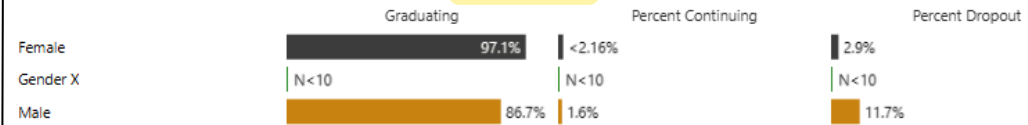
**2022-2023**



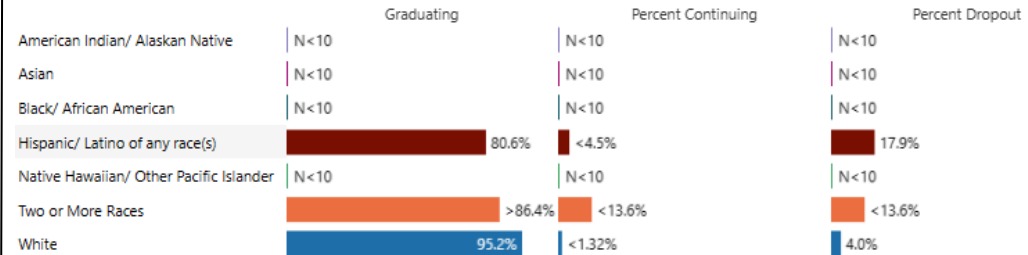
#### PERCENTAGE OF STUDENTS WHO GRADUATED IN FOUR YEARS

### Gender

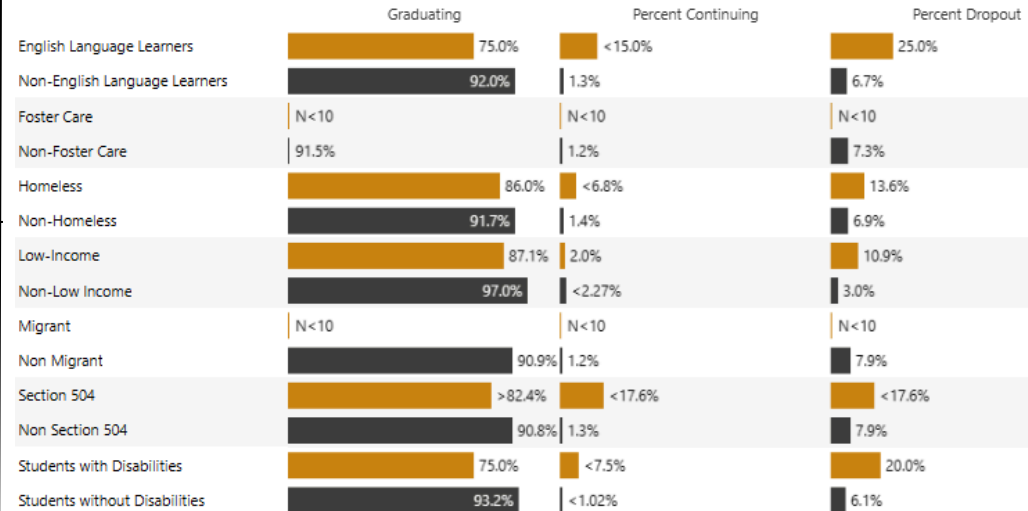
**2022-2023**



### Federal Race/Ethnicity

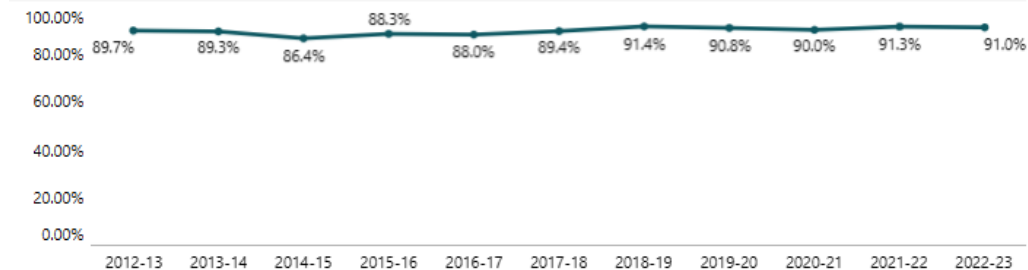


### Program and Characteristic



#### PERCENTAGE OF STUDENTS WHO GRADUATED IN FOUR YEARS - OVER TIME

### All Students



## Site Information

**School Name:** Kelso High School

**Principal:** Lacey Deweert

**AVID Site Coordinator(s):** Jason Coburn

**School Improvement Plan Completion Date:** Oct. 14, 2024

**Implementation:** ☐ Elementary ☒ Secondary

**Site:** ☐ New ☒ Returning

**Principal Signature**



**Date**

10/14/24

**AVID Site Coordinator(s) Signature**



**Date**

10/21/2024

## Team Meeting Schedules

SIP Teams:

**Instruction Admin:** Erin Hanson, **Team Leads:** Lynda Carlson & Darin Gardner **Team Members:** Nick Burke, Matthew Butler, Josh Cardinale, Jenny Earnest, Haley Falash-Wright, Chris Fugleberg, Ryan Iddings, Michelle Mury, Jesse Norris, Tatyana Prudnikova, Justin Roberts, Lane Salvig, Tammy Smith, Katie Surritt, Nick Crowe, Jillane Baros.

**Freshman Success:** **Admin:** Lacey Deweert, **Team Lead:** David Kilian, **Team Members:** Liz Babayan, Abby Booth, Catherine Covington, Dan Dahlke, Megan Elam, Megan Lamb, Brent LiaBraaten, Aaron Madsen, Joe McWilliam, Grace Middlestadt, Megan Moon, Jon Rice, Justin Sitch, John Heasley, Andrew Johnson

**Tier 1:** **Admin:** Jason Coburn, **Team Lead:** Wendy Droke, **Team Members:** Ty Finkas, Janet Hruska, Joe Kinch, Karen Krieder, Zac McRobert, Andrea Phillips, Rachel Schlangen, Brandon Sitch, Eric Strassner, Taylor Tate, Kylie Thiessen, Joe Tivnan, Shawn Conrad, Jason Langenbach.

**High School and Beyond PLAN:** **Admin:** Melissa Boudreau, **Team Lead:** Angie Knowles, **Team Members:** Jamie Amrine, Steve Amrine, Terri Beck, Cody Brogan, Brenda Cowan, Kelsey Davis, Darin Dollemore, Bob Freund, TJ Frey, Kevin Gustafson, Bob Gustin, Shanelle Hillberry, Liz Hoopfer, Lisa Hunt, Peter Kooiman, Sharayah Lovell, Michelle Mahitka, Steven Mahitka, Holly McMahon, Jenny Megli, Casey Ripp, Carri Smith, Charemon Smith, Casey Sorenson, Megan Thomas.

**Team Meeting Schedules**

It is important to have regularly scheduled team meetings. Consider linking your schedules, agendas and meeting minutes to this section of the Goal Template. It will help tremendously with ECCI/CCI evidence collection.

Instructional Leadership Team Weekly Meeting Agenda (Every Friday, 8:00) [2024-25 WER Plan](#) [2024-25 WER Calendar](#)

Each SIP Team will meet the second hour of our School WERs and during our state in-service days: KHS School WER Dates: 9/4, 9/18, 10/2, 11/6, 11/13, 12/4, 12/18, 1/08, 2/19, 2/26, 3/19, 3/26, 4/2, 5/21, 6/4; District WER Dates: 10/30, 2/05; State In-service Dates: 10/4, 3/14

Freshman Success Team Agenda 2024-25

## Why AVID?

**What are the key priorities in your school improvement plan where you feel AVID can have impact?**

**High School and Beyond PLAN:** Encourages taking most rigorous courses which allows students to get to the dual credit part of their pathway. This makes students more career, college, community ready.

**Freshman Success Team (FST):** Best teaching practices for AVID school wide will lead to students achieving higher grades, keeping them on track and allowing them to take more rigorous courses. AVID supports our 100% graduation goal.

**Instruction/AVID:** UDL strategies benefit all students (inclusion). Encourage discourse which creates a stronger community of learners. Expert learners.

**Tier 1:** Core Values activities tie in really well with community building activities (AVID focus on community building). Tier 1 behavior matrix aligns well with the AVID essential skills for students.

## Goal 1

**Plan – Goal 1:** ☐ New      ☒ Refined      ☐ Sustaining

**This goal supports the following student outcome(s):**

- ☒ Rigorous Academic Preparedness
- ☒ Student Agency
- ☒ Opportunity Knowledge

# Kelso School District School Improvement Plan, 2024-2025

<b>Plan – Goal 1</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What CCI Domains/Indicators align with this goal?</b>
<p><b>INSTRUCTION:</b> Because we want all students to be college, career, and community ready, we will work to remove barriers to ensure equity and encourage students to utilize productive habits and rigorous thinking. We will accomplish this through the continued use and sharing of AVID strategies and UDL framework. By June 2025, we will see increased growth for all students as measured by teacher PLC’s connected to Instruction SIP team work as well as student and teacher perception data.</p> <p><b>SIP Goal focus:</b> Because we want all students to be college, career, and community ready, with a focus on quality instruction we will create ways to provide access and opportunities for rigorous thinking and engagement by designing learning experiences for students to practice and develop learner agency.</p>	<p>Domain: INSTRUCTION</p> <p>Indicator(s):</p> <p>CCSI: Domain 1 AVID Schoolwide</p> <p>Instruction 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15</p> <p>Domain 2 AVID Schoolwide Systems: 2.19, 2.38, 2.40</p> <p>Domain 3 AVID Schoolwide Leadership 3.1, 3.2</p> <p>Domain 4 AVID Schoolwide Culture 4.1, 4.2</p> <p>What AWSP Criterion and Indicators align with this goal?</p> <ul style="list-style-type: none"> <li>● Criterion 1 Creating a Culture 1.1, 1.2, 1.3, 1.4, 1.5</li> <li>● Criterion 3 Planning with Data 3.4,3.5</li> <li>● Criterion 4 Aligning Curriculum 4.1, 4.2, 4.3</li> <li>● Criterion 5 Improving Instruction 5.1, 5.2</li> <li>● Criterion 7 Engaging Families &amp; Communities 7.1, 7.2, 7.3</li> </ul>
<b>Baseline Data</b> <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	
<p>Cycle of Inquiry / Professional Learning Communities data</p> <p>Student perception feedback about their learning and learning experience will be sought consistently and used to inform planning and instruction</p> <p>Teacher perception data collected through exit slips at SIP team meetings</p> <p>Grades</p> <p>Graduation rate</p> <p>Access to and enrollment in rigorous courses</p>	

## Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

### Kelso School District Strategic Roadmap

**100% Graduation, Career, College & Community Ready:** Our goal is keeping students on track to graduate and be prepared to enter college, career, or community ready to be successful.

**Quality Instruction:** Our work in the Instruction team will directly remove barriers, increase student voice and autonomy to increase access to rigorous learning opportunities so that all students will graduate from Kelso High School ready to succeed in their post high school goals.

## Plan and Do: Goal 1

<b>Action Steps</b>  <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b>  <i>Create a timeline for the action steps. Dates of trainings, meetings, progress checks, data reviews, etc.</i>	<b>Resources</b>  <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People. The my.avid.org webpage page is resource rich with materials and modules.</i>
<ol style="list-style-type: none"> <li>1. Instruction Team will Provide Professional Development in the use of UDL to plan lessons with an AVID focus. Create a UDL lesson planning tool with embedded link to strategies and resources</li> <li>2. Building partnerships within the PLCs and with Instructional Coaches, the Instruction team members will plan lessons using UDL principles and targeted AVID strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. School WER Agendas Sept-June</li> <li>2. Providing time during School WER days in Oct - May</li> </ol>	<ol style="list-style-type: none"> <li>1. Darin, Lynda, and Erin will lead this work with the assistance of the Instruction SIP team</li> <li>2. Other team members instructional coaches and admins will provide feedback to teachers to promote reflection and growth Darin and Lynda will research and present possible templates to the team. Team members, Instructional Coaches, and Admin will provide feedback through instructional rounds.</li> </ol>

## Kelso School District School Improvement Plan, 2024-2025

<p>3. Create a library of strategies accessible for all staff that align to UDL, AVID, PLC Q3 and PLC Q4, SEL, CRE, SIOP</p>	<p>3. Darin, Lynda and Erin will observe these in classrooms weekly, showcasing a teacher using strategies in action</p>	<p>3. What Works Wednesday emails (ERIN) Google Classroom list of strategies (ERIN) Google Classroom links to AVID Pathway books by content (LYNDA)</p>
<p>4. Time in Instruction SIP to co-plan lessons and/or analyze lesson plans for implementation of quality instructional practices.</p>	<p>4. Team data analysis template from Cycles of Inquiry (Oct-Feb)</p>	<p>4. Team members supply from their data and share their experiences</p>
<p>5. Instruction team members will engage in their PLC to tie learning in Instruction group to the CFAs and post-intervention data Gather data points from COIs within the PLC</p>	<p>5. Team members, Instructional Coaches, and Admin will provide feedback through instructional rounds. (Dec-June (2 per trimester) Walkthrough forms that could be used during peer observation and feedback walkthroughs</p>	<p>5. Team members, Instructional Coaches, and Admin will provide feedback through peer observation</p>
<p>6. Develop a walkthrough protocol document for peer observations</p>	<p>6. Lesson plans and designs from early adopters. Teacher and student perception and reflection. Share lesson outcomes with team (January-June)</p>	<p>6. Team members, Instructional Coaches, and Admin will provide feedback through instructional rounds.</p>
<p>7. STUDENT FEEDBACK: Work with students to identify their own barriers, set realistic goals, and advocate for themselves across all classes Share Student Feedback data collection and collection sheets with SIP team members</p>	<p>7. Student goal sheets; student tracking sheets; reflections on barriers.</p>	<p>7. Instruction SIP Team will gather evidence from their students.</p>
<p>8. STUDENT FEEDBACK: Regular and consistent feedback on impact of Instruction, engaging students in progress toward goal, identifying approaches to learning, and identifying how students are feeling about the learning progress, experience, and outcome</p>	<p>8. Students will be surveyed on their experience with classroom learning. Student perception surveys (Pre and Post), Exit tickets specifically targeting student identification of barriers, Goal statements and goal tracking. Develop a template for teachers to utilize and implement</p>	<p>8. Instruction SIP Team will gather evidence from their students.</p>
<p>9. Share progress and experiences with PLC teams</p>	<p>9. Slide decks for WER Instruction Team</p>	<p>9. Instruction SIP team during School WERs</p>

## Kelso School District School Improvement Plan, 2024-2025

10. Core AVID strategy learning and planning around that new learning. (Review the basics) Basics will be identified AND examples provided in different content areas Add “the basics” to a shared folder for staff to access and implement	10. September to June. Ongoing	10. SIP team members with Lynda and Darin support
11. Going deeper with UDL framework with all staff to scaffold tier 1 instruction to support addressing PLC questions #3 and #4	11. September to June. Ongoing	11. Erin, Darin, Lynda create the WER plan
12. Connect our work to the revised student growth goal rubrics	12. September to June. Ongoing	12. Erin, Darin, Lynda planning Instructional Sessions

### Study: Evidence

*What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?*

Evidence of Student Outcomes	Evidence of Educator Actions
<ul style="list-style-type: none"> <li>● Graduating all students with enrollment in post secondary programs.</li> <li>● Student enrollment in stretch courses</li> <li>● Increased graduation rate of all students and subgroups</li> <li>● Student voice through consistent feedback will empower students to own their learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher participation in instructional rounds.</li> <li>● Teacher use of walkthrough document during instructional rounds.</li> <li>● Teacher participation in AVID summer institute.</li> <li>● UDL strategies evident in planning and instruction to remove barriers for students.</li> <li>● Teacher participation in AVID site team meetings</li> <li>● All Instruction teachers will collect evidence of student growth through the Cycles of Inquiry</li> <li>● All Instruction teachers will solicit student feedback on their learning consistently and apply that feedback to their planning and instruction</li> </ul>



**Act: Next Steps, to be completed before the end of the school year.**

*Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine the goal to deepen impact? How will you ensure sustainability for an achieved goal?*

Goal 2

<div><b>Plan – Goal 2:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Sustaining</div> <div><b>This goal supports the following student outcome(s):</b><div><input checked="" type="checkbox"/> Rigorous Academic Preparedness</div><div><input checked="" type="checkbox"/> Student Agency</div><div><input checked="" type="checkbox"/> Opportunity Knowledge</div></div>	
<div><b>Plan – Goal 2</b> <i>What is the identified goal? What is the intended student outcome?</i></div>	<div><b>What CCI Domains/Indicators align with this goal?</b></div>
<p>Because we want all students to be college, career and community ready, we must track, monitor and support freshman who need interventions and supports to increase our 9th grade on track rate from 66.4%in June of 2024 to 70% by June of 2025 so that the implementation of FST tier one strategies ensures all students have the skills necessary to access and succeed in rigorous coursework.</p>	<div><b>CCI Domain: SYSTEMS</b> Indicator(s): Domain 1 AVID Schoolwide Instruction 1.11, 1.6, 1.13, Domain 2 AVID Schoolwide Systems 2.6, 2.18, 2.19, 2.26, 2.31 Domain 3 AVID Schoolwide Leadership 3.1, 3.2, 3.3, 3.5, 3.6, Domain 4 AVID Schoolwide Culture 4.2</div> <div><b>What AWSP Criterion and Indicators align with this goal?</b> AWSP:<ul style="list-style-type: none"><li>● Criterion 1 Creating a Culture 1.1, 1.2, 1.3, 1.4, 1.5,</li><li>● Criterion 3 Planning with Data 3.1, 3.2, 3.3, 3.4,3.5,</li><li>● Criterion 5 Improving Instruction 5.1, 5.2, 5.3, 5.4,</li></ul></div>

	<ul style="list-style-type: none"><li>● Criterion 7 Engaging Families &amp;</li><li>● Communities 7.1, 7.2, 7.3,</li><li>● Criterion 8 closing the Gap 8.1, 8.2, 8.3, 8.4</li></ul>
<b>Baseline Data</b> <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	
<p>20-21 on track rate was 62.4% (OSPI Data)</p> <p>21-22 on track rate was 65.1% (OSPI Data)</p> <p>22-23 on track rate was 66% (CCHS Data)</p> <p>23-24 on track rate was 66.4% (CCHS Data)</p> <p>Highest failure rates in required 9<sup>th</sup> grade courses for 23-24 :</p> <ul style="list-style-type: none"><li>● English 9 A/B            100</li><li>● Integrated Physics      53</li><li>● Integrated Earth        29</li><li>● Alg 1 A/B                70</li><li>● Tech Tools              50</li><li>● Health                    43</li></ul> <p><a href="#">KHS F Reports for each trimester</a></p> <p><a href="#">KHS 5 year historical trends in F rates by course</a></p> <p>OSPI Report Card</p> <p>Center for High School Success (CHSS) data – weekly data report</p> <p>BAG report in Homeroom</p> <p>Discipline data disaggregated by 9th grade students</p> <p>Attendance rates for 9th grade students</p>	

## Kelso School District School Improvement Plan, 2024-2025

### Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

#### [Kelso School District Strategic Roadmap](#)

**Career, College, Community Ready** - our goal is keeping students on track to graduate and be prepared to enter college, career, or community ready to be successful.

**School Climate** - Kid Talks - This aids a strong connection to school, an adult champion for students who need a little more help. Positive connections with students who can get off track easily. Builds relationships and shared focus among school staff all working toward a common focus. Equitable grading practices fosters a culture where students feel safe and respected and see opportunities to improve while taking academic risks.

**Quality Instruction** - As teachers of freshmen students specifically, we are working on ways to improve our instruction to best meet the unique needs of 9th grade students. We are working as a team to identify interventions that can be used by all teachers to remove barriers to student success.

### Plan And Do: Goal 2

Action Steps	Timeline	Resources
<p><i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i></p> <p><b>Who will be involved and what will they do?</b></p>	<p><i>Create a timeline for the action steps. Dates of trainings, progress checks, data reviews, etc.</i></p>	<p><i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People. The my.avid.org webpage page is resource rich with materials and modules.</i></p>
<p>Modify Freshman Success Team participants and roles within the group</p> <p>Weekly planning meeting</p> <p>8th Grade Tier 2 Empathy Interviews</p>	<p>June 17, 2024</p> <p>Weekly–Thursdays 8:00 am via Zoom</p> <p>May 28, 2024</p>	<p>School WERs</p> <p>FST grant money from OSPI, 2 year grant, \$20,000</p> <p>David Kilian, Grace Middelstadt, Abby Booth, Megan Elam, Justin Sitch</p>

## Kelso School District School Improvement Plan, 2024-2025

Identify our FST Goal	May 30, 2024	Co-leads with Lacey DeWeert and David Killian
Roadmap Success – Revisit and evaluate the interventions already in place to support Freshman Success at KHS	June 25, 2024	CHSS Coach, Melissa Rysemus, David Kilian, Lacey DeWeert & all FST members
Plan for and modify 9th grade transition day		FST Team
Identify Roles for FST <ul style="list-style-type: none"> <li>David Kilian, Team Lead</li> <li>Grace Middelstadt, Data Champion</li> <li>Kid Champions &amp; Empathy Interviews</li> </ul>	June and August 2024	Team Lead
Establish Trimester 1 Goal	August 2024	FST Team
Develop Individual Teacher Tri 1 Goals and individual action steps to achieve them	August 2024	FST Team
9th Grade Transition Day	August 28, 2024	FST Team
Work with PLCs to identify common interventions	Through out the school year	FST Team
Meet monthly & Examine data	Monthly School WERs	FST Team
Conduct Empathy Interviews and Kid Talks monthly, identify student champion, follow up kid talks to measure impact of interventions	Weekly meetings with coach &	FST Team Team Lead ,Lacey DeWeert

Kelso School District School Improvement Plan, 2024-2025

Measure success of Tri 1 Goal Repeat for Tri 2 & Tri 3	bimonthly FST meetings	Team Lead, FST members
Identify 9th grade Tier 2 students to develop small group interventions	6 week groups, a total of two per trimester	Team Lead, FST members

<b>Study: Evidence</b>  <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>	
Evidence of Student Outcomes	Evidence of Educator Actions
<ul style="list-style-type: none"><li>• Student F rates (weekly &amp; by trimester)</li><li>• Trimester on-track rates</li><li>• Trimester Final Grades by course</li><li>• 9th grade attendance rates</li><li>• 9th grade discipline data</li><li>• Tier 2 Small Groups</li></ul>	<ul style="list-style-type: none"><li>• Communication with families, school community, and students</li><li>• Kid champions</li><li>• Empathy interviews</li><li>• Small group facilitation</li><li>• 8th grade information night</li><li>• Data collection</li><li>• Assessing achievement of on-track goals throughout the year</li></ul>
<b>Act: Next Steps, to be completed at the end of the year</b>  <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	

## Goal 3

**Plan – Goal 3:** ☐ New ☒ Refined ☐ Sustaining

**This goal supports the following student outcome(s):**

☐ Rigorous Academic Preparedness

☒ Student Agency

☐ Opportunity Knowledge

**Plan: Goal 3**

*What is the identified goal? What is the intended student outcome?*

Tier 1 Team

Because we want all students to be college, career, and community ready, we must continue our Tier 1 work by targeting our work around 3 focus areas for the 2024-25 school year; (1) Improving attendance by 5% over 2023-24, (2) embedding our core values within our school culture so that each student feels a sense of belonging in the Hilander community, (3) Keeping students in class with continued work around bathroom and hall pass procedures.

**What CCI Domains/Indicators align with this goal?**

**Domain: LEADERSHIP**

Indicator(s):

CCI:

Domain 2 AVID Schoolwide  
Instruction 1.2, 2.5, 3.1

Domain 3 AVID Schoolwide  
Leadership 3.2, 3.3, 3.5, 3.8

**What AWSP Criterion and Indicators align with this goal?**

- Criterion 1 Creating a Culture 1.1, 1.2, 1.3, 1.4, 1.5,
- Criterion 2 Ensuring School Safety 2.1, 2.2, 2.3,
- Criterion 3 Planning with Data 3.1, 3.2, 3.3, 3.4,
- Criterion 4 Aligning Curriculum 4.1, 4.2, 4.3,
- Criterion 7 Engaging Families & Communities 7.1, 7.2, 7.3,
- Criterion 8 Closing the Gap 8.1, 8.2, 8.3

## Kelso School District School Improvement Plan, 2024-2025

### Baseline Data

*What data do we have to validate this goal? Using that data, what is our established baseline?*

Student Survey Data - Belonging & Needs Assessment

Listening Tours data - Last year's listening tours guide our work, and this year's listening tours will refine that work.

Student Voice Panel - meet monthly with student groups representing all student groups for partnership in school improvement.

Staff survey and feedback on each focus area

Discipline Data – decrease fights & discipline that disrupts school function

Attendance and Tardy Rates – 2023-24 KHS overall attendance rate was 43.45%; Freshman 56.21%, Sophomore 40.75%, Juniors 41.19%.

Bathroom repair costs were large last year

### Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

#### [Kelso School District Strategic Roadmap](#)

**School Climate:** Core Values work reflect the skills we want students to demonstrate. The expectation matrix goes into detail about how these values look in action.

Getting to and staying in class is important to the learning environment for KHS.

**Culture of Belonging (priority)** The sticker recognition plan recognizes desired student skills, which creates a safe environment for students and staff. By identifying students with exemplary use of core values, students will feel like a valued member of the Kelso High School community.

**Community Ready:** Teaching and recognition of our core values will create community members that are more respectful, responsible, kind, and resilient.

Regular attendance is invaluable to successful work life after high school. Teaching the importance of regular attendance creates responsible and work ready students



Plan and Do: Goal 3		
<b>Action Steps</b>  <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b>  <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<b>Resources</b>  <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People. The my.avid.org webpage page is resource rich with materials and modules.</i>
<p><a href="#">Tier 1 Planning Document</a></p> <p>Implement school wide agreements (Tier 1 Team to whole staff):</p> <ul style="list-style-type: none"> <li>• Bathroom passes.</li> <li>• Student Recognitions</li> <li>• At the door greetings</li> <li>• 10/10 Rule</li> <li>• Accurately track tardies in Skyward</li> <li>• Make attendance a focus of class discussion</li> </ul> <p>Create focus area teams to drive the work for 2024-25 school year</p> <p>Create an attendance team to work on improving whole school attendance. Core values team to continue work on embedding core values into classroom interactions. Hall/Bathroom pass group to continue to press positive hall/bathroom behavior</p>	<p>August 2024</p> <p>August 2024</p> <p>Focus at start of year + all year follow up</p> <p>Monthly reviews of Attendance/Tardy data throughout 2024-2025 school year.</p>	<p>Time to meet with SIP team for planning during school WERs and once a month with district SEL team. Tier 1 team will meet the second hour of each School WERs and during our state in-service days: TBD. School based budget and LAP-HP pays for stickers, pins, posters.</p> <p>Shared planning document</p> <p>Homeroom and skyward attendance data (continue to work with Gunnar on building meaningful attendance reports)</p>

# Kelso School District School Improvement Plan, 2024-2025

<p>Develop year long communication plan for each focus area. Continued revision of this plan</p> <p><b><u>Attendance</u></b></p> <p>Develop a recognition plan for students with great attendance</p> <p>Regular staff communication; Positive messages to share with students; Share data; Ideas on embedding attendance messaging into day to day classroom interactions; clearly ask staff to share with students</p> <p>Regular communication with students and families about the importance of regular attendance</p> <p>Create common Data Reports to track progress</p> <p><b><u>Bathroom/Hall Passes</u></b></p> <p>Hallway and bathroom expectations roll out to staff , collect data from staff</p> <p>Survey results shared with staff. Revise, re-stress policies</p> <p>Continued surveys for staff and students</p> <p>Monitor for successes and adjust as needed based on data</p> <p>Communicate progress and changes to plan</p> <p><b><u>Core Values</u></b></p> <p>Teach the Hilander Core Values via classroom expectations. All teachers will make direct</p>	<p>September 2024</p> <p>September, Ongoing during School WER time</p> <p>WER and SIP times; Ongoing/Yearlong</p> <p>Ongoing/Yearlong</p> <p>October/Ongoing</p> <p>August Staff Days/ November/ After Winter Break</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>September/Ongoing/SIP Times</p>	<p>Time in front of the whole staff for shared expectations (August In-service, school WERs TBD).</p> <p>Tier 1 team in conjunction with Jake Alabiso and Jason Coburn</p> <p>Need time in front of staff to share the plan</p> <p>Create communications and calendar out communications delivery</p> <p>Create the emails and calendar the communications</p> <p>Homeroom, Skyward, Homeroom Connect</p> <p>Email to staff.</p> <p>Google surveys, Google Classroom,</p> <p>WER/SIP time</p>
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Kelso School District School Improvement Plan, 2024-2025

<p>connections to the core values and behavior expectations in the classroom. Lessons will be developed by the Tier 1 team. The Tier 1 team shares the lessons with teachers.</p> <p>We are working to have students develop and deliver lessons about core values.</p> <p>Leadership/video production students create videos teaching core values.</p> <p>Training/scripts for how to contact parents</p> <p>Tier 1 team create multiple templates for teachers to use for syllabus wording around core values + ways to present to students.</p>		<p>September/Ongoing/SIP Times</p> <p>September/November/March</p> <p>September/November/March</p>	<p>WER/SIP time</p> <p>Time at the August Inservice day + revisit at end of tri 1 at a School WER</p> <p>Regular Email communication to staff</p> <p>Access to video equipment and leadership students</p> <p>Partnership with district SEL team, meet monthly with Jake, Don, Chris, Bianca, and Jason.</p> <p>present at a School WER sometime mid year</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>			
<p><b>Evidence of Student Outcomes</b></p>		<p><b>Evidence of Educator Actions</b></p>	
<p>Attendance and Tardy data monthly</p>		<p>All teachers will demonstrate school wide agreements.</p> <p>Teachers will use the core values in lessons, specifically as it</p>	

Kelso School District School Improvement Plan, 2024-2025

<p>Track grade trends, access to rigorous courses, attendance with grades</p> <p>Connection with students and families increases with Attendance interventions</p> <p>Survey each trimester of parents about if they have noticed changes in their students.</p> <p>Get feedback at parent conferences - possible text or email to parents with a link to get feedback</p> <p>Student attendance rates will improve</p> <p>Discipline rates will decrease</p>	<p>ties into classroom norms and expectations in the classroom.</p> <p>Teachers will use the behavior matrix in reference to expectations.</p> <p>Teachers will use the SEL guide.</p> <p>Schoolwide focus on improving attendance</p>
<p><b>Act: Next Steps, to be completed at the end of the year</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>	

## Goal 4

<p><b>Plan – Goal 4:</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Refined <input type="checkbox"/> Sustaining</p> <p><b>This goal supports the following student outcome(s):</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Rigorous Academic Preparedness</li> <li><input checked="" type="checkbox"/> Student Agency</li> <li><input checked="" type="checkbox"/> Opportunity Knowledge</li> </ul>	
<p><b>Plan: Goal 4</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p><b>What CCI Domains/Indicators align with this goal?</b></p> <p><b>What AWSP Criterion and Indicators align with this goal?</b></p>
<p>Because we want all students to be college, career and community ready, we ensure that every student will CREATE a personalized and ACTIONABLE HSBP that aligns with their unique post-secondary goals. This approach will prepare students for a successful transition from high school and will EMPOWER them to take charge of their future, making informed decisions that align with their life aspirations. Data from senior exit interviews and annual student surveys will inform district stakeholders of student post-graduation intent.</p> <p><a href="#">See board policy 2410P</a></p> <ul style="list-style-type: none"> <li>● Subcommittees formed <ul style="list-style-type: none"> <li>○ 1) Recruiting and retention - <ul style="list-style-type: none"> <li>■ (Course, Club, Pathway Awareness)</li> </ul> </li> <li>○ 2) Parent Communication - <ul style="list-style-type: none"> <li>■ (Parent/Staff Communications)</li> </ul> </li> <li>○ 3) Best practices during forecasting process -</li> <li>○ 4) Data Collection</li> </ul> </li> </ul> <p>To Be Determined:</p> <p>Need a subcommittee to work on the grade level assemblies</p> <p>Session at 8th grade parent night to learn about course request process</p> <p>This is an information session would be for all grade levels</p>	<p><b>Domain: CULTURE</b></p> <p>AVID Domain &amp; Indicator(s):</p> <p>Domain 2 AVID Schoolwide Systems 2.6, 2.7, 2.18, 2.28, 2.30,</p> <p>Domain 3 AVID Schoolwide Leadership 3.1, 3.2, 3.5, 3.6, 3.8,</p> <p>Domain 4 AVID Schoolwide Culture 4.4, 4.5, 4.7, 4.8, 4.9</p> <p><b>AWSP Criterion &amp; Indicators:</b></p> <ul style="list-style-type: none"> <li>● Criterion 1 Creating a</li> <li>● Culture 1.1, 1.2, 1.3, 1.4, 1.5,</li> <li>● Criterion 3 Planning with Data 3.1, 3.2, 3.3, 3.4,</li> <li>● Criterion 6 Managing</li> <li>● Resources 6.2, 6.3, 6.4,</li> <li>● Criterion 7 Engaging Families &amp; Communities 7.1, 7.2, 7.3</li> <li>● Criterion 8 8.1, 8.2, 8.3</li> </ul>

<p>Differentiated staff trainings</p> <p><b>Level 1 - “<i>I know nothing about the course request process</i>”</b></p> <p><b>Level 2 - “<i>I am comfortable completing the process with my students</i>”</b></p> <p><b>Level 3 - “<i>I could lead the work and mentor another teacher</i>”</b></p> <p>Dedicated WER for teacher to review course request forms</p> <ul style="list-style-type: none"> <li>○ M, T (credit check, course selection) W teacher review TH, F one on one conversation and finalize course request forms.</li> </ul>	
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p>Abl Analytics data from 20-21, 21-22, 22-23</p> <p>21-22 eligible to enroll data</p> <p>Number of students completing a CTE pathway</p> <p>Enrollment in advanced courses data</p> <p>Transcript analysis</p> <p>Senior Exit interviews</p> <p>Student attendance to post secondary presentations</p> <p>Graduation data and trends</p> <p>Student enrollment in post secondary programs</p>	
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>	
<p><a href="#"><u>Kelso School District Strategic Roadmap</u></a></p> <p><b>Career, College, and Community Ready</b></p> <p>Students will graduate with the knowledge, skills, and attitude to excel in post-high school opportunities.</p>	

**Quality Instruction**

Students will experience high quality standards-based instruction that fosters critical thinking and high levels of academic achievement.

Individualized schedules connected to post secondary goals emphasizes a climate that fosters student safety and respect.

Built the master schedule for 2023-24 to support students accessing most rigorous courses.

Exit interviews align to the goal of communicating goals for post secondary plans.

Kelso School District School Improvement Plan, 2024-2025

Plan and Do: Goal 4		
<b>Action Steps</b>  <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b>  <i>Create a timeline for the action steps. Dates of trainings, progress checks, data reviews, etc.</i>	<b>Resources</b>  <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<p>Refine SIP Goal and Draft Action Plan</p> <p>Discuss Secondary and Master Schedule Timeline</p> <p>Forecasting and Master Schedule Timeline Overview</p> <p>SIP Team Makes Pathway Champion Groups</p> <p>Pathway Groups Create <a href="#">Course Sequence</a> Suggestions within Pathways</p> <p><a href="#">New Course Proposal Form</a> to Dept Chairs and Teachers</p> <p>All proposals to Faculty Council (FC) (If needed: dept chair comes back to FC with answers to questions or concerns about proposals)</p> <p>FC Reviews All Submissions and Approves/Denies Course Proposals</p>	<p>Updated at beginning of school year</p> <p>Mid-Sept 2024</p> <p>Sept 20, 2024</p> <p>Sept 20, 2024</p> <p>SIP Team Meetings on WERs (9/20, 10/4, 11/1, 11/8, 12/6). Goal to be completed before course catalog final draft, Dec 2024.</p> <p>Sept 29, 2024</p> <p>October FC Meeting</p> <p>Mid-October 2024</p>	<p>Alternate schedule for forecasting</p> <p>Skyward pulls for data</p> <p>Feedback from teachers, students, families</p>



# Kelso School District School Improvement Plan, 2024-2025

<a href="#">Course Catalog Edits</a> : Final Recs to DO	November FC Meeting	
FC Review Catalog Final Draft	First-ish week of Nov 2024	
Send Final Draft to Print Shop	December FC Meeting	
Grade-Level Meetings: Staff Overview	December 2024	
Grade-Level Meetings	Jan 8, 2025 WER	
Career Pathway Tests	Second Week of Jan 2025	
Paper Communication Home to ALL Parents about Forecasting	Second Week of Jan 2025	
Parent-Teacher Conferences	Jan 17, 2025	
<a href="#">Incoming Freshman Parent Night</a>	Jan 30, 2025	
<a href="#">KHS Students Forecasting</a>	4 Dates in Jan 2025	
<a href="#">8th Grade Forecasting</a>	Jan 31-Feb 2, 2025	
Forecasting Completed	Feb 2025	
Forecasting Entered into Skyward	March 1, 2025	
FTE for 24-25 Calculated	March 4-9, 2025	
KSD HR Meet with KHS to review FTE Allocations for 24-25	March 2025	
<a href="#">Senior Exit Interviews</a> : Round One		

# Kelso School District School Improvement Plan, 2024-2025

3rd Cabinet Visit	End of April 2025	
<a href="#">Senior Exit Interviews</a> : Round Two	May 1, 2025	
Master Schedule Completed	May 2025	
	June 1, 2025	

## Study: Evidence

*What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?*

Evidence of Student Outcomes	Evidence of Educator Actions
<p>Increased rate of 12th grade students taking a 4th year math course.</p> <p>Increased numbers of forecasting requests for advanced/dual credit courses.</p> <p>Increased enrollment in advanced/dual credit courses.</p> <p>Feedback from students, community members and teachers who participated in senior exit interviews.</p> <p>Increased graduation rate - all students and sub groups</p> <p>Post secondary enrollment data.</p>	<p>Development of forecasting plan.</p> <p>Development of updated course catalog.</p> <ul style="list-style-type: none"> <li>• <a href="#">Staff Training Slide Deck</a></li> <li>• <a href="#">Forecasting 23.24 (Teacher Resource Presentation)</a> <ul style="list-style-type: none"> <li>○ <a href="#">24-25 KHS Course Catalog</a></li> <li>○ <a href="#">Off Campus Courses</a></li> </ul> </li> </ul>

## Act: Next Steps, to be completed at the end of the year

*Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?*




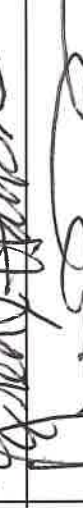









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2024-2025

# School Improvement Plan (SIP) Team Signature Page

School: Kelso High School

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Lacey DeWeert	
Assistant Principal <u>Jason Coburn</u>	
Instructional Coach <u>Darin Gardner</u>	
Assistant Principal <u>Erin Hansen</u>	
Melissa Boudreau cte director	
Instructional Coach <u>Lynda Carlson</u>	
Teacher <u>Jaime Amrine</u>	
Teacher - <u>Aaron Madsen</u>	
Counselor - <u>Kylie Thompson</u>	
TEACHER - <u>JOSHUA CARDINALE</u>	
Teacher - <u>Joe Timpan</u>	
TEACHER - <u>RYAN JORDENS</u>	
Teacher - <u>Chris Fugleberg</u>	



# KELSO VIRTUAL ACADEMY

*2024 - 2025*



SCHOOL IMPROVEMENT  
PLAN (SIP)





## Enrollment

Enrollment  
2023-24 School Year

240

Low-Income  
2023-24 School Year

57.9%

English Language Learners  
2023-24 School Year

2.1%

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$14,353

## Attendance



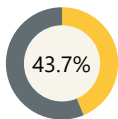
Students Attending 90% or  
More of School Days in the  
2022-2023 School Year

98.7%

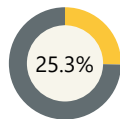
## Assessment

### Foundational Grade-level Knowledge (and above)

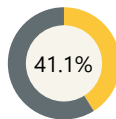
ELA  
2023-24 School Year



Math  
2023-24 School Year

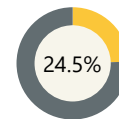


Science  
2023-24 School Year

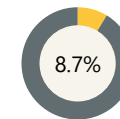


### Consistent Grade-level Knowledge (and above)

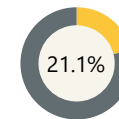
ELA  
2023-24 School Year



Math  
2023-24 School Year



Science  
2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



14.7

Teacher Count  
2022-23 School Year



13

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



69.2%

Teacher Experience  
2022-23 School Year



15.1

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

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

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



# KELSO VIRTUAL ACADEMY

## DEMOGRAPHIC DATA

2023-24

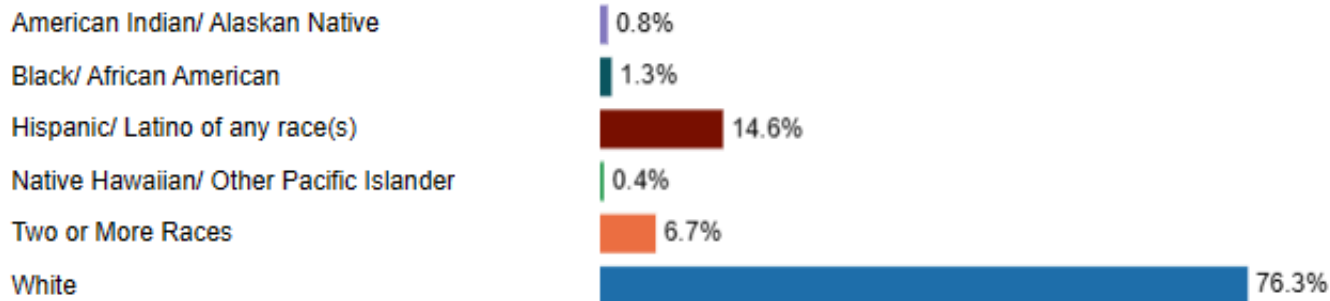
### Total Student Enrollment

240

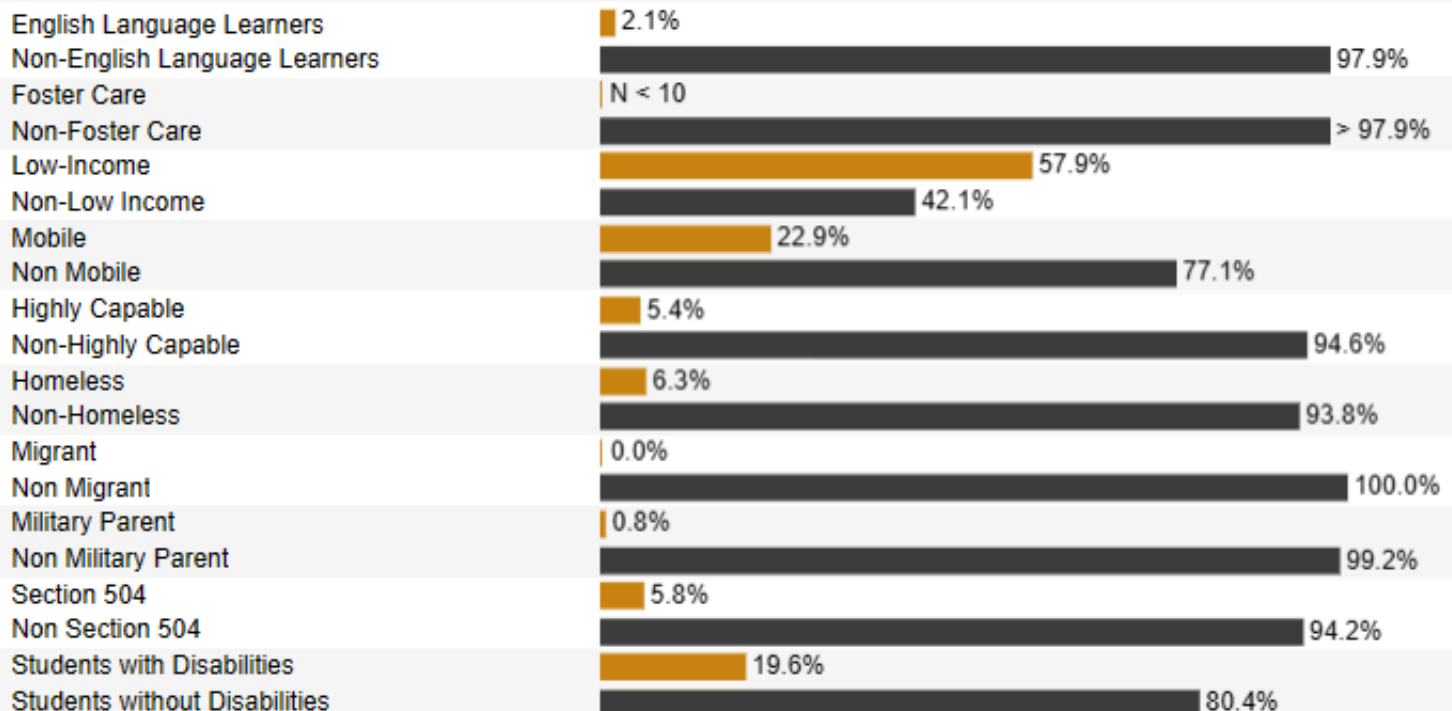
### Gender



### Race/Ethnicity



### Program and Characteristic







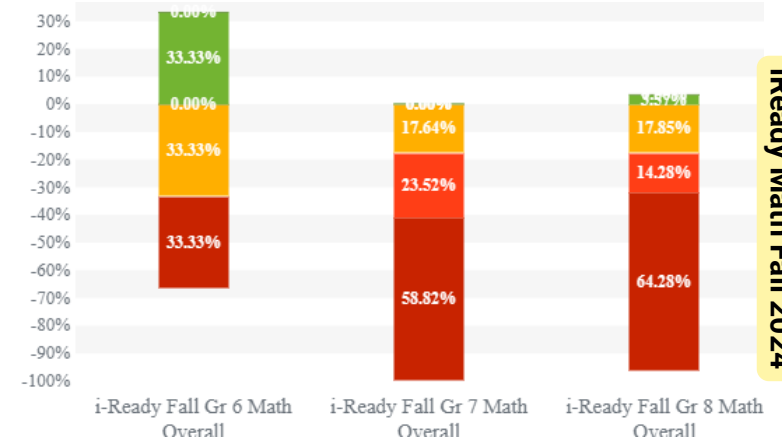
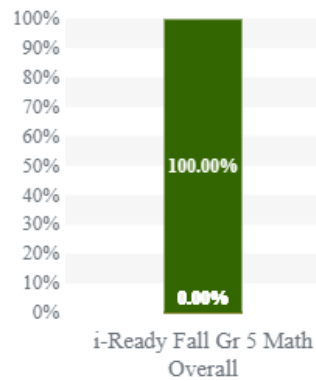
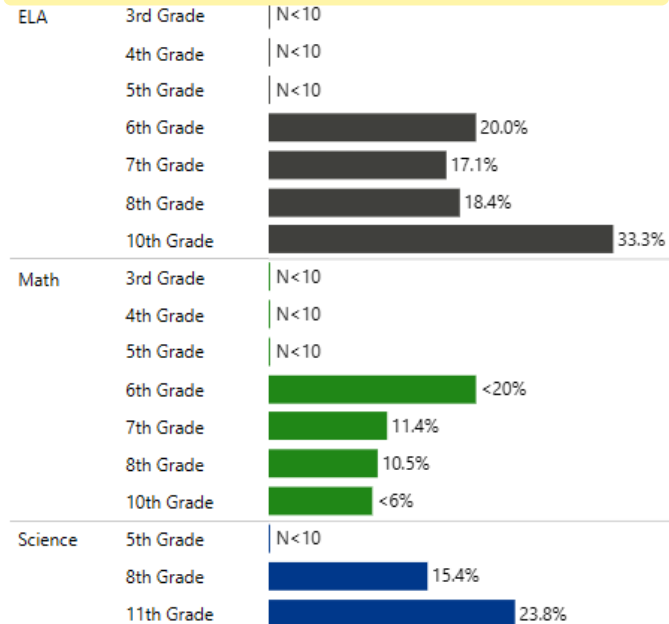
# KELSO VIRTUAL ACADEMY

## ASSESSMENT DATA

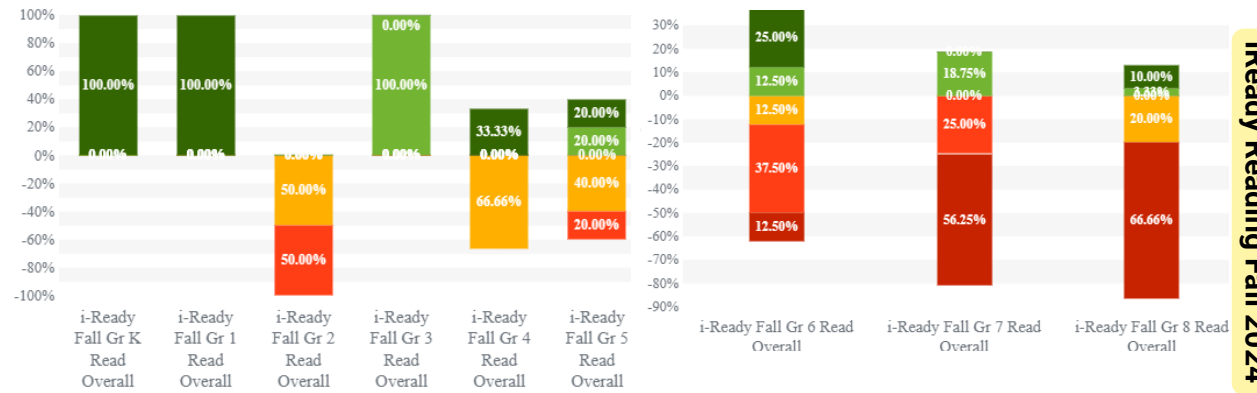
### STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)



### GRADE LEVEL STANDARDS MET ON THE SPRING 2023-24 SBA & WCAS



iReady Math Fall 2024

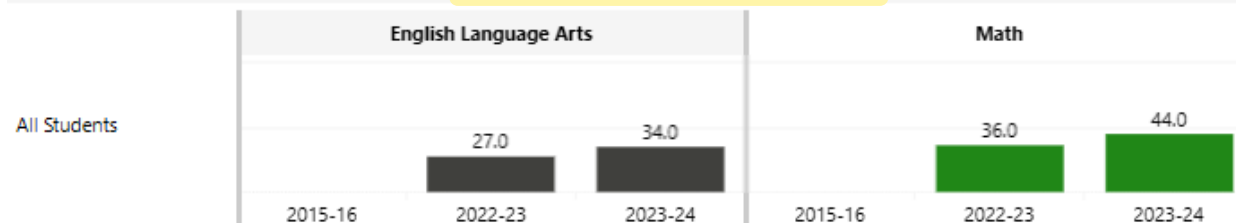


iReady Reading Fall 2024

Performance Levels  
One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below Early On Grade Level Mid or Above Grade Level

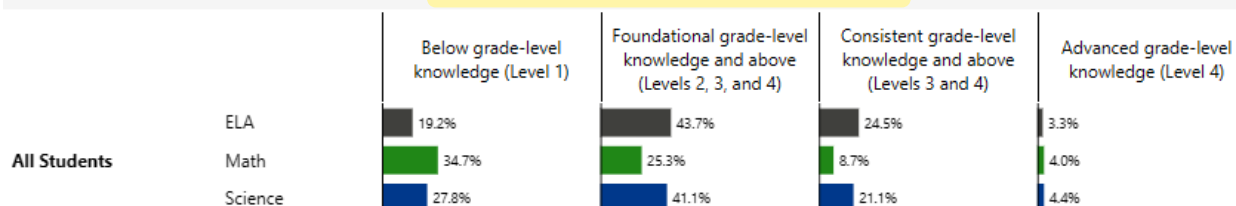
### All Students

#### STUDENT LEARNING GROWTH OVER TIME



### Achievement Levels

#### STUDENT GRADE-LEVEL KNOWLEDGE 2023-24





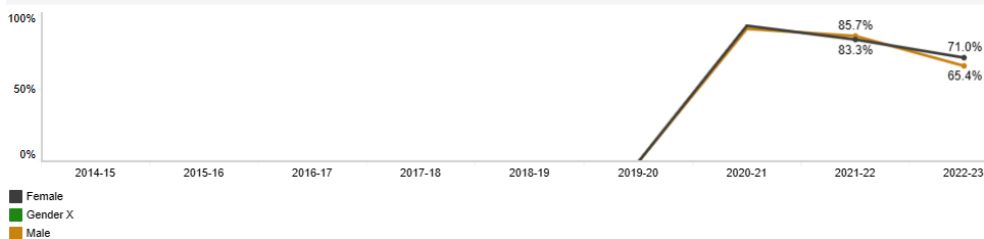
# KELSO VIRTUAL ACADEMY

## GRADUATION, DUAL CREDIT, AND 9TH GRADE DATA

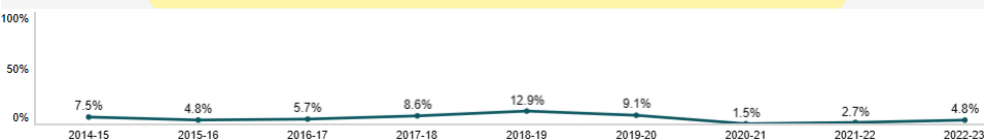
### All Students STUDENTS WHO PASSED ALL THEIR COURSES IN NINTH GRADE - OVER TIME



### Gender



### All Students STUDENTS WHO COMPLETED A DUAL CREDIT COURSE - OVER TIME



### TYPES OF DUAL CREDIT COURSES STUDENTS COMPLETED

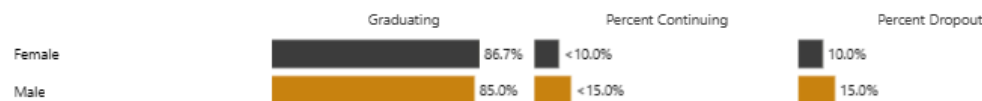
2022-2023



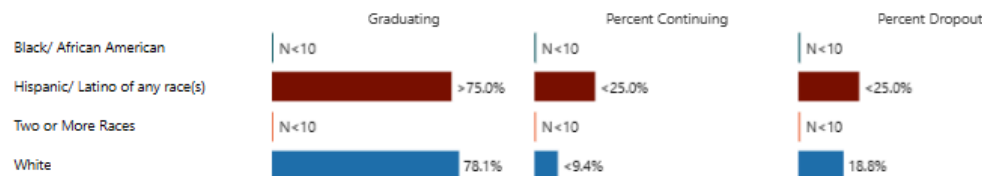
### PERCENTAGE OF STUDENTS WHO GRADUATED IN FOUR YEARS

2022-2023

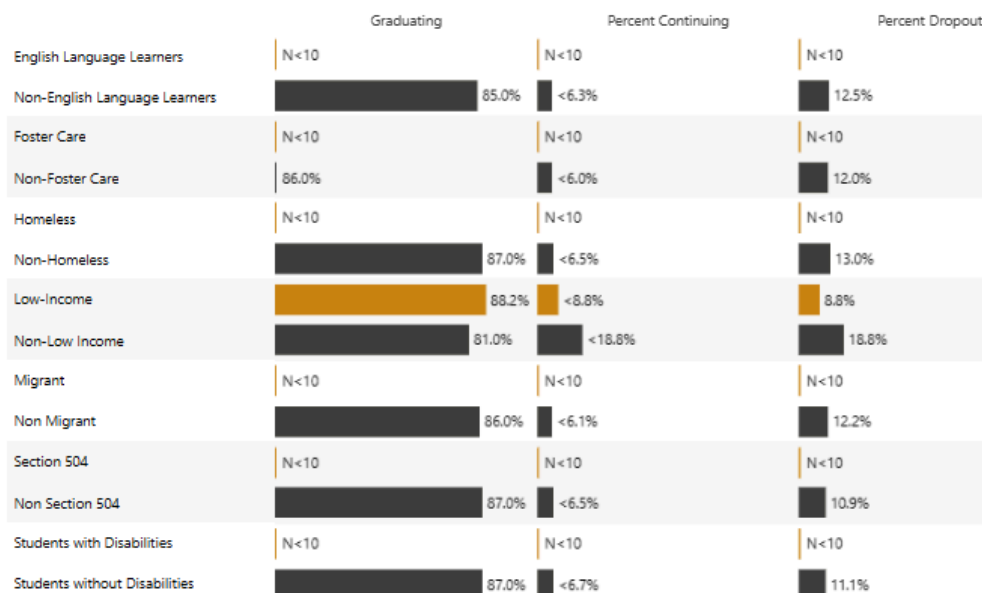
### Gender



### Federal Race/Ethnicity

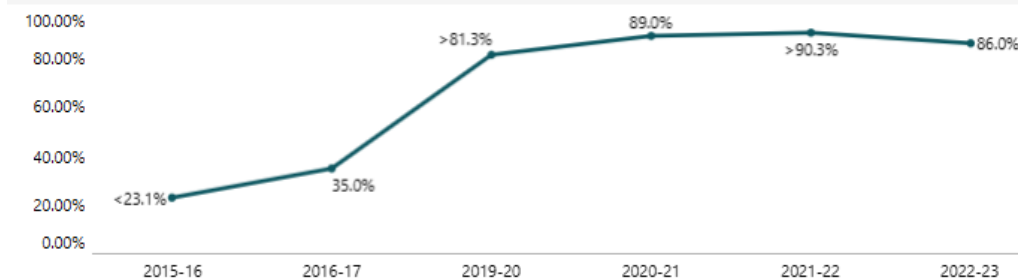


### Program and Characteristic



### PERCENTAGE OF STUDENTS WHO GRADUATED IN FOUR YEARS - OVER TIME

### All Students



## 2024 - 2025 SCHOOL IMPROVEMENT PLAN

**School Name: Kelso Virtual Academy**

**Principal: Cindy Cromwell**

**School Improvement Plan Completion Date: October 14, 2024**

Principal Signature

*Cindy Cromwell*

Date

*Oct 21, 2024*

# Goal 1

<b>Plan – Goal 1:</b> <input type="checkbox"/> New <input type="checkbox"/> Refined <input checked="" type="checkbox"/> <b>Sustaining</b> This goal supports the following student outcomes:  <div><input type="checkbox"/> Increase student achievement in core subjects <input type="checkbox"/> Reduce achievement gaps <input type="checkbox"/> Enhance graduation rates <input checked="" type="checkbox"/> <b>Improve attendance rates</b> <input type="checkbox"/> Strengthen social and emotional learning <input type="checkbox"/> Enhance college and career readiness <input type="checkbox"/> Foster a positive school climate and culture <input type="checkbox"/> Increase parent and community engagement <input type="checkbox"/> Utilize data-informed instruction</div>	
<b>Plan – Goal 1</b> <i>What is the identified goal? What is the intended student outcome?</i>	What AWSP Criterion and Indicators align with this goal?
<p>Increase the weekly attendance rate of students participating in two way weekly engagement with their teacher to 100% by June 2025.</p> <p>Because we know that attendance is a requirement for students to stay enrolled in Kelso Virtual Academy we must work diligently to ensure that students meet weekly with their teacher so that they can meet one of the two primary requirements for enrollment.</p>	<p><b>Criterion 1: Creating a Culture</b></p> <p>Fostering a positive, inclusive, and engaging school environment can contribute to better attendance as students feel more connected and motivated to attend their weekly required meetings and engage in two way communication.</p> <p><b>Criterion 6: Managing Resources</b></p> <p>The criterion focuses on creating a school culture that promotes positive student behavior including regular attendance. It involves using data and resources to track attendance patterns, implementing strategies to engage families, and addressing barriers that may prevent students from attending their weekly meetings.</p>
<b>Baseline Data</b> <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	

<p>The k-12 average weekly attendance for all Kelso Virtual Academy students was 94.9%. This means that on average throughout the 2023-2024 school year each week 94.9% students met the requirement of meeting weekly with their Kelso Virtual Academy teacher.</p>
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>
<p><b>Climate and Culture-</b></p> <p>Improving attendance rates boosts student engagement, leading to stronger relationships between teacher and students. Consistent attendance supports better academic outcomes, which enhances overall school morale and culture. Additionally, higher attendance fosters stronger parental involvement and reduces dropout rates, contributing to a culture of success and community.</p>

Plan and Do: Goal 1		
<p><b>Action Steps</b></p> <p><i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i></p> <p><b>Who will be involved and what will they do?</b></p>	<p><b>Timeline</b></p> <p><i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i></p>	<p><b>Resources</b></p> <p><i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i></p>
<p>All staff will provide students with times that work for their family and/or student to meet with them. If a student does not show for their once a week meeting we will seek out additional ways to make contact.</p>	<p>Each month KVA teacher, administrator, counselor, and resource teacher meet to review student progress. Each student is discussed independently and we consider weekly attendance as a point for end of the month evaluations.</p>	<p>We will utilize time to discuss each student by the classroom teacher, administrator, counselor, and resource teacher (when applicable).</p>

Kelso School District School Improvement Plan, 2024-2025

All fulltime certificated staff will participate in a Kelso Virtual Academy PLC to focus on essential standards in the area of SEL and research best practices to support student engagement and attendance.	Twice a month fulltime certificated staff will participate in PLC meetings in addition to utilizing various school WER and in-service days. Each Friday staff will collect data on their weekly attendance and share their attendance with the entire Kelso Virtual team.	We will utilize time within our PLC work and will also address attendance of each student at our end of the month student reviews.
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>	<b>Evidence of Educator Actions</b>	
We will monitor the number of students that receive a satisfactory or unsatisfactory at the end of each month.	Weekly attendance documentation provide by staff.	
<b>Act: Next Steps, to be completed before the end of the school year.</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

Goal 2

Plan – Goal 2:

☐ New

☒ Refined

☐ Sustaining

This goal supports the following student outcomes:

☐ Increase student achievement in core subjects

☐ Reduce achievement gaps

<input type="checkbox"/> <b>Enhance graduation rates</b> <input type="checkbox"/> Improve attendance rates <input type="checkbox"/> Strengthen social and emotional learning <input type="checkbox"/> Enhance college and career readiness <input type="checkbox"/> Foster a positive school climate and culture <input type="checkbox"/> Increase parent and community engagement <input type="checkbox"/> Utilize data-informed instruction	
<b>Plan – Goal 2</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What AWSP Criterion and Indicators align with this goal?</b>
<p>Increase the percentage of students achieving a satisfactory rating during alternative learning experiences required monthly meeting ratings based on two way communication and academic engagement to 95% by June 2025.</p> <p>Because we know a monthly satisfactory rating is a requirement for students to stay enrolled in Kelso Virtual Academy we must work diligently to ensure students successfully engage each week in their coursework with our online curriculum so they can meet one of the two primary requirements for continued enrollment.</p>	<p><b>Criterion 5: Monitor, Assist, and Evaluate Effective Instruction and Assessment Practices.</b></p> <p>Creating and sustaining a school environment where students are engaged and motivated to participate. It emphasizes the principal's role in ensuring instruction is relevant, engaging, and effective, which naturally encourages students to be more involved and consistent in attendance.</p> <p>Criterion 5 emphasizes the monitoring or instruction and developing of plans to support the learning of students.</p>
<b>Baseline Data</b> <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	
<p>For the entire 2023-2024 school year 81% of end of the month satisfactory vs. unsatisfactory ratings were deemed a satisfactory. This rating is based on two way communication and academic engagement.</p>	
<b>Alignment</b> <i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i>	

<p><b>Climate and Culture</b></p> <p>Increased attendance and engagement lead to better academic performance. When students feel successful and confident in their learning, it boosts morale and reinforces a positive academic culture. Success will breed motivation, and motivated students contribute positively to the overall school climate.</p> <p>Teachers benefit when students are consistently attending and engaged. This leads to more effective instruction and connection to our greater school community.</p> <p>High levels of attendance and engagement reduce the likelihood of students dropping out, which contributes to a more stable and supportive environment. It also contributes to a healthier and more vibrant school climate and culture.</p> <p><b>Quality Instruction</b></p> <p>Consistent attendance and academic engagement allow students to stay on track with the curriculum, reducing the failure rate. This also leads to a smoother, more cohesive learning experience in the online virtual environment. Active student engagement also enables teachers to assess understanding in real time and better support the individual needs of students.</p>
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Plan And Do: Goal 2		
Action Steps <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	Timeline <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	Resources <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
School counselor and general education staff will provide various class meeting opportunities to build relationships with students and help them connect to other virtual students.	October 2024-June 2025	Calendar, self reflections-surveys
Creation of intervention plans that utilize highly effective practices to engage students with discussions and evaluation of process, strategies, and evaluation of	October 2024-June 2025	Monthly progress monitoring meetings



Kelso School District School Improvement Plan, 2024-2025

effective implementation within KVA PLC’s utilizing SEL Standards.		
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>	<b>Evidence of Educator Actions</b>	
Calendar, self reflections-surveys, end of the month ratings, student development of intervention plans	Monthly progress monitoring meetings	
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

Goal 3

**Plan – Goal 3:** ☐ New    ☐ **Refined**    ☐ Sustaining

This goal supports the following student outcomes:

- ☐ Increase student achievement in core subjects
- ☐ Reduce achievement gaps
- ☐ **Enhance graduation rates**
- ☐ Improve attendance rates
- ☐ Strengthen social and emotional learning
- ☐ Enhance college and career readiness
- ☐ Foster a positive school climate and culture
- ☐ Increase parent and community engagement
- ☐ Utilize data-informed instruction

<b>Plan: Goal 3</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What AWSP Criterion and Indicators align with this goal?</b>
<p>Increase the review and updating of High School and Beyond Plans and on track credit status between staff member(s) and all students in grades 9-12 to each trimester for the 2024-2025 school year. Develop initial High School and Beyond Plans for all eighth graders in the spring 2025.</p> <p>Because we know:</p> <ul style="list-style-type: none"> <li>• monitoring of high school credits helps students stay on track for meeting graduation requirements.</li> <li>• By tracking credits, students can better plan their schedules to take required classes and explore electives that align with their academic and career goals.</li> <li>• Identifying potential careers early allows students to focus on relevant coursework, internships, or extracurricular activities that build skills and experiences for future career paths.</li> </ul> <p>We must work directly with students to update, modify and assess their High School and Beyond Plan so students are able to monitor their progress towards graduation and have the opportunity to explore careers to make informed choices about post-secondary options.</p>	<p><b>Criteria 7 Engaging Communities</b></p> <p>Updating High School and Beyond Plans involves collaboration with families, counselors, teachers, (of both Kelso Virtual and the students neighborhood school) and the community to support students' post-high school planning.</p>
<b>Baseline Data</b> <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	
<p>Currently students must update their High School and Beyond Plan a minimum of one time each year during their 9-12 grade year. Students are encouraged to meet with their counselor to review credits and all families receive on track letters from our counselor once a year. We attempt to review HSBPs each trimester but it has been hit and miss depending upon mode of weekly meetings and whether the student is fulltime KVA or a hybrid.</p>	
<b>Alignment</b>	

<i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i>
<b>Career, College, and Community Ready</b>  Monitoring and updating High School and Beyond Plans (HSBPs) help students align their educational pathways with evolving interests and career goals, ensuring they make informed decisions about course selections and extracurricular activities. This process fosters skill development, accountability, and adaptability, allowing students to address skill gaps and seize new opportunities as they arise. Additionally, it promotes college and career readiness while encouraging community engagement, ultimately preparing students for success in their post-high school pursuits.

Plan and Do: Goal 3		
Action Steps <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	Timeline <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	Resources <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
Mid-year and end of the school year student conferences with a staff member to review, update, and plan activities/schedule.  Middle school teachers will support students with a career exploration activity and begin the High School and Beyond Plan for all 8th grade students.	A designated window during each trimester.  Spring 2025	Time for training, PLC time to calibrate grade level expectations.  Time for training, collaboration amongst PLC middle school staff.
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
Evidence of Student Outcomes		Evidence of Educator Actions

<p>We will be able to monitor the percentage of students with updated plans mid-year and at the end of the school year.</p> <p>Seniors will not be waiting till the last minute to submit their High School and Beyond Plan as a graduation requirement.</p>	<p>Documentation from PLCs, on track letters and participation lists of students who met with counselor or another adult to discuss credits.</p>
<p><b>Act: Next Steps, to be completed at the end of the year</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>	

## Goal 4

<p><b>Plan – Goal 4:</b> <input type="checkbox"/> New    <input type="checkbox"/> Refined    <input type="checkbox"/> <b>Sustaining</b></p> <p>This goal supports the following student outcomes:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Increase student achievement in core subjects:</li><li><input type="checkbox"/> Reduce achievement gaps</li><li><input type="checkbox"/> <b>Enhance graduation rates</b></li><li><input type="checkbox"/> Improve attendance rates</li><li><input type="checkbox"/> Strengthen social and emotional learning</li><li><input type="checkbox"/> Enhance college and career readiness</li><li><input type="checkbox"/> Foster a positive school climate and culture</li><li><input type="checkbox"/> Increase parent and community engagement</li><li><input type="checkbox"/> Utilize data-informed instruction</li></ul>	
<p><b>Plan: Goal 4</b></p> <p><i>What is the identified goal? What is the intended student outcome?</i></p>	<p><b>What AWSP Criterion and Indicators align with this goal?</b></p>

<p>Decrease the Algebra math course failure rate of ALL Kelso Virtual Academy students in grades 9-12 from a combined 7% failure rate in Algebra reflected in the 2023-2024 school year to 5% as measured by Odysseyware completion report from the 2024-2025 school year.</p> <p>Because we know it is critical students pass Algebra as it is the foundation for advanced math and science, problem solving-and critical thinking we must support our unique student needs in specifically the area of math so that students can succeed in future classes and be able to open doors to careers in science, technology, engineering and math.</p>	<p><b>Criterion 5 Improving Instruction</b></p> <p>The criterion focuses on creating an environment that improves student learning and instructional supports, that can enhance students’ understanding and success in core subjects such as Algebra. A key piece for Kelso Virtual Academy will be the continue collaborative teaching culture where teachers can share best practices, tools, and strategies to support student success.</p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p>Research underscores the critical importance of passing algebra in high school as it serves as a gateway to advanced mathematics courses, which correlate with higher college readiness and success. Proficiency in algebra increases opportunities for careers in STEM fields and leads to better economic stability. Studies indicate that students who master algebra are more likely to graduate high school and pursue post-secondary education, thereby reducing educational inequities. Additionally, learning algebra enhances critical thinking and problem-solving skills, contributing to overall cognitive development. Interventions aimed at improving algebra understanding have shown effectiveness, further highlighting its foundational significance in education.</p> <p>During the 2023-2024 school year 85 out of 88 students passed Algebra I.</p> <p>During the 2023-2024 school year 51 out of 56 students passed Algebra II.</p> <p>These are statistics we must maintain to ensure our students are prepared and ready for higher level math. This is why the Kelso Virtual Academy staff feel it is critical to continue to focus on.</p>	
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>	

**Quality Instruction**

Continued focus on the passage rate of algebra classes at Kelso Virtual Academy will foster a positive learning environment, increases student engagement, and builds confidence, leading to a culture of achievement. It encourages targeted professional development for teachers and data-driven decision-making, enhancing overall instructional quality. Additionally, higher passage rates support equity in education, better preparing students for post-secondary success and workforce readiness.

Plan and Do: Goal 4		
Action Steps	Timeline	Resources
<i>What must administrators and educators do to accomplish this goal?</i> <i>What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	<i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
School counselor and principal will evaluate math progress with staff on a monthly basis and establish a triage list that will include additional meetings and monitoring of math progress on a weekly basis.  Provide math tutoring support in the area of math for students in grades 6-12. This will be used on a voluntary basis or built within a student's intervention plan.  Provide time for secondary teacher team	September 2024-June 2025          September 2024-June 2025          Embed within School WER and inservice days	Evaluation of course completion progress through the use of Odysseyware curriculum.          Staff that are competent in math and the financial supports to pay for their tutoring services.          Time to share, protocol for sharing, "place" for

Kelso School District School Improvement Plan, 2024-2025

to share, create, and post intervention ideas and strategies for math supports that could be utilized by students.		holding information and ensure all high school staff have access.
<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>		
<b>Evidence of Student Outcomes</b>	<b>Evidence of Educator Actions</b>	
Evaluation of course completion progress through the use of Odysseyware curriculum  Participants in math supports, identification of students not at expected completion rate within mathematics curriculum	Evaluation of course completion progress through the use of Odysseyware curriculum  Participants in math supports, identification of students not at expected completion rate within mathematics curriculum	
<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>		

**2024-2025**  
**School Improvement Plan**  
**Kelso Virtual Academy**

Participant Name Signature

Name and Title

Cindy Cromwell  
April Huff  
Liz Slape  
Yeni Woodall  
Julia Jabusch  
Robbin Treadway  
Angela Green  
Jennifer Frost  
Amy Mitchell  
Mandie Robertson  
Tamara Hyde  
Jasmine Saccio  
Diane Hutchison  
Billea Smith  
Andrew Krale  
Shelley Kylo  
Asha Mormon

Cindy Cromwell, Principal  
April Huff, Registrar  
Liz Slape, Office Clerk  
Yeni Woodall, Counselor  
Julia Jabusch, K-6 Teacher  
Robbin Treadway, Middle School Teacher  
Angela Green, Middle School Teacher  
Jennifer Frost, High School Teacher  
Amy Mitchell, High School Teacher  
Mandie Robertson, High School Teacher  
Tamara Hyde, High School Teacher  
Jasmine Saccio, High School Teacher  
Diane Hutchison, High School Teacher  
Billea Smith, Resource Teacher  
Andrew Krale, Instructional Aide  
Shelley Kylo, Instructional Aide  
Asha Mormon, Instructional Aide



# LOOWIT

*2024 - 2025*

## HIGH SCHOOL



SCHOOL IMPROVEMENT  
PLAN (SIP)





## Enrollment

Enrollment  
2023-24 School Year

8

Low-Income  
2023-24 School Year

75.0%

English Language Learners  
2023-24 School Year

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$36,781

## Attendance



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

50.0%

## Assessment

### Foundational Grade-level Knowledge (and above)

ELA

2023-24 School Year

Math

2023-24 School Year

Science

2023-24 School Year



### Consistent Grade-level Knowledge (and above)

ELA

2023-24 School Year

Math

2023-24 School Year

Science

2023-24 School Year



## Educators

Average Class Size  
2022-23 School Year



7.1

Teacher Count  
2022-23 School Year



2

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



100.0%

Teacher Experience  
2022-23 School Year



15.8

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

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

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



# LOOWIT HIGH SCHOOL

## DEMOGRAPHIC DATA

2023-24

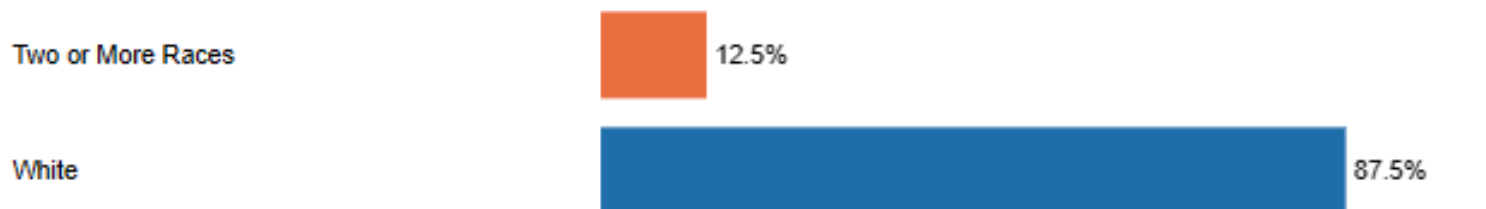
### Total Student Enrollment

8

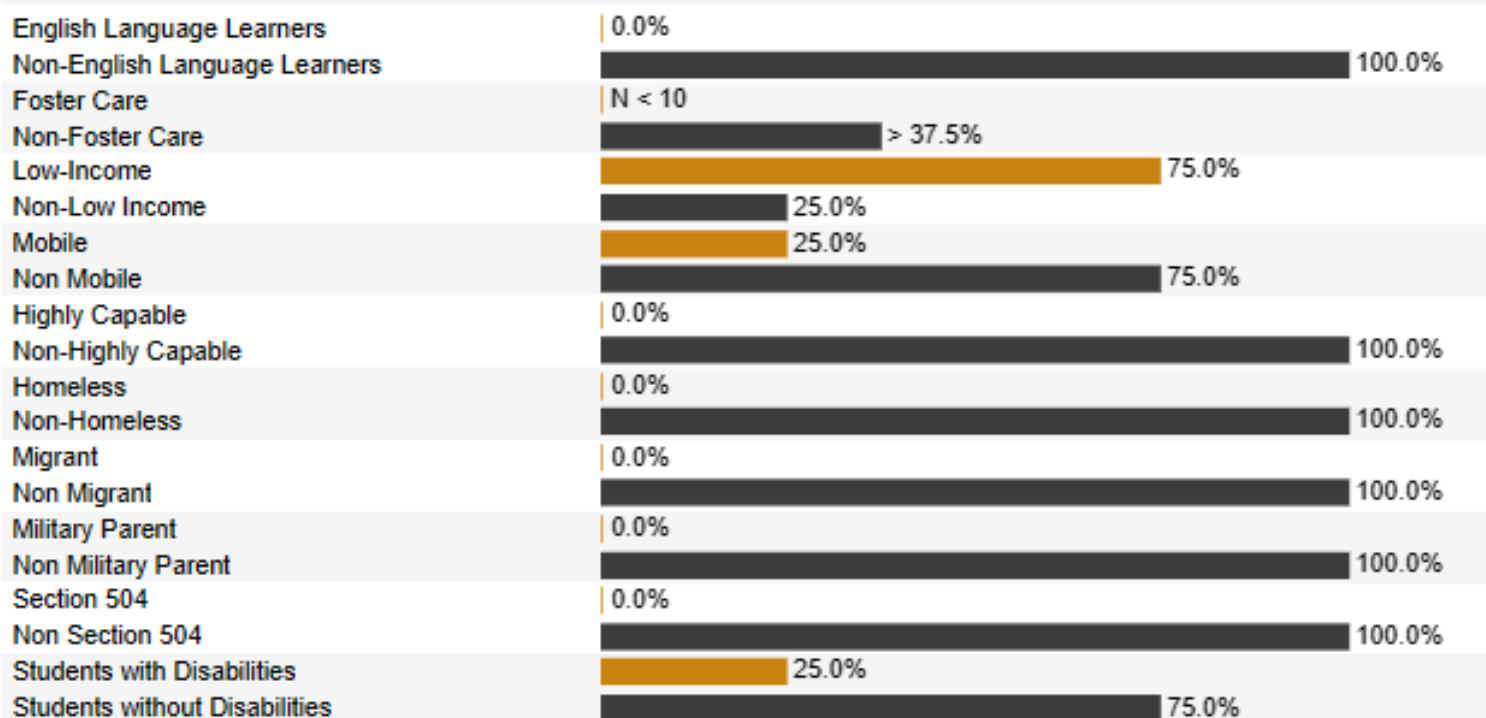
### Gender



### Race/Ethnicity



### Program and Characteristic

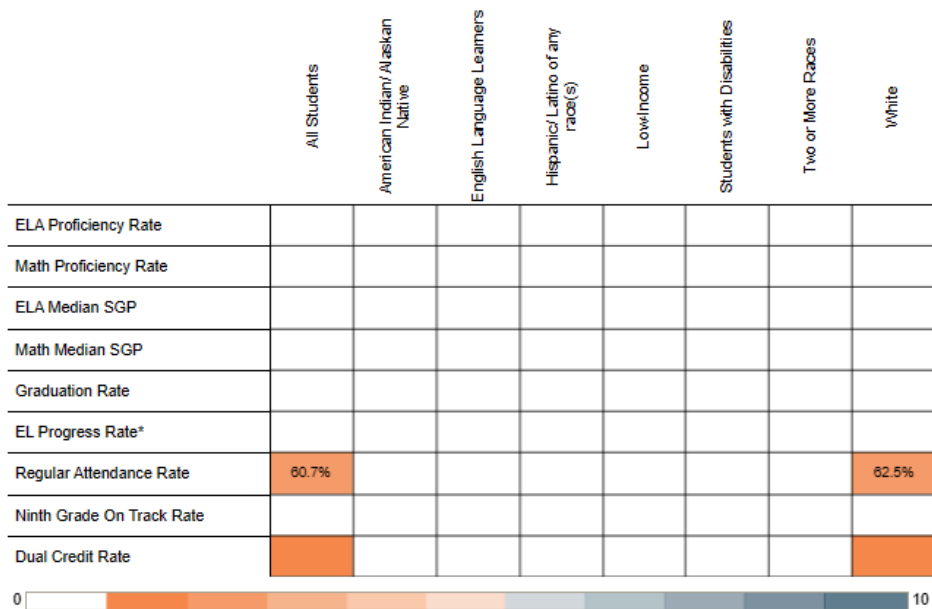




## All Students



## 100.00%



# 2024 - 2025 SCHOOL IMPROVEMENT PLAN

**School Name: Loowit High School**

**Principal: Jason Coburn**

**School Improvement Plan Completion Date: October 14, 2024**

Principal Signature



Date

10/21/2024

## Goal 1

**Plan – Goal 1:** ☒ New ☐ Refined ☐ Sustaining

This goal supports the following student outcomes:

- ☒ -Increase student achievement in core subjects
- ☒ -Reduce achievement gaps
- ☒ -Enhance graduation rates

<div> <input checked="" type="checkbox"/> <del>Improve attendance rates</del>  <input type="checkbox"/> Strengthen social and emotional learning  <input checked="" type="checkbox"/> <del>Enhance college and career readiness</del>  <input checked="" type="checkbox"/> <del>Foster a positive school climate and culture</del>  <input checked="" type="checkbox"/> <del>Increase parent and community engagement</del>  <input type="checkbox"/> Utilize data-informed instruction         </div>	
<b>Plan – Goal 1</b> <i>What is the identified goal? What is the intended student outcome?</i>	What AWSP Criterion and Indicators align with this goal?
<p><b>Because the regular attendance rate at Loowit was at 22.2% in the 2023-24 school year and is at 18.75% for the month of September 2024, we must work to improve our attendance rate by 10%, so that students can remain on track or get back on track towards on-time graduation.</b></p>	<p><b>1.1 Clear vision for improvement of teaching and learning</b></p> <p><b>1.2 Engages in essential conversations for ongoing improvement of the school</b></p> <p><b>1.4 Promotes and distributes leadership</b></p> <p><b>1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner</b></p> <p><b>2.1 Provides for physical safety</b></p> <p><b>2.2 Provides for social, emotional, and intellectual safety</b></p> <p><b>3.2 Using data to monitor student progress</b></p> <p><b>3.4 Implements data informed improvement plans</b></p> <p><b>4.1 Assists staff in aligning curriculum to state and local district learning goals</b></p> <p><b>5.3 Assists staff in developing student growth plans and identifying valid, reliable sources of evidence for effectiveness</b></p> <p><b>7.1 Partners with families to promote student learning</b></p>

	<p><b>7.2 Incorporates strategies that engage all families, particularly those who have been underserved.</b></p> <p><b>7.3 Engages with communities to promote learning</b></p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p><b>3/16 (18.75%) of Loowit students met the 90% attendance threshold for September 2024</b></p> <p><b>22% of Loowit students met the 90% attendance threshold for 2023-24 school year</b></p> <p><b>Baseline will be an improvement on 2023-24 regular attendance rate for 2024-25 school year</b></p>	
<p><b>Alignment</b></p> <p><i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i></p>	
<p><b>Career, College and Community Ready- Regular attendance builds essential habits to employability and college readiness. Students develop the consistency needed to succeed in the workforce</b></p> <p><b>Climate and Culture - Proactively engaging with students and families helps build trusting partnerships. Focus on attendance fosters a positive, results oriented, inclusive school climate</b></p> <p><b>Quality Instruction - Maximization of learning time leading to deeper learning outcomes. Provide equity by helping to close instructional gaps</b></p>	



Plan and Do: Goal 1		
<b>Action Steps</b> <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	<b>Timeline</b> <i>Create a timeline for the action steps. Dates of training, meetings, progress checks, data reviews, etc.</i>	<b>Resources</b> <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<b>Track attendance month to month and share with all stakeholders; Students, parents, teacher, principal</b>	End of month each month.	Homeroom data
<b>Set individual attendance goals with each student as part of their academic goals</b>	Jesse will have students track these goals weekly	Attendance data from skyward
<b>Attendance letters set up and mailed for Loowit</b>	October 2024 and ongoing	Skyward set up; Megan Sari sending letters home; Attendance team meeting with students to create interventions
<b>Get Loowit on the Robo Call attendance list</b>	October	Jason will work with Kelly and Terry to get this done
<b>Partner with parents with attendance calls home, letters, emails, etc</b>	October and ongoing	Jason, Jesse, Rosa can make calls home
<b>Create an attendance contract for students with attendance concerns</b>	Trimester 1; Loowit standing meeting times	Jason and Jesse during thursday meeting times

<b>Study: Evidence</b> <i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i>	
<b>Evidence of Student Outcomes</b>	<b>Evidence of Educator Actions</b>
Improved regular attendance rates for Loowit students Increased on-track rate for all students Improved sense of belonging and connections to our school and community (Student and parent survey)  Increased student engagement Enhanced SEL outcomes leading to better peer relationships and other SEL competencies	Teacher to have regular, proactive conversations around attendance with students, parents, and admin  Focus on improving attendance  Personalized student support plans  Collaboration with Admin and support staff
<b>Act: Next Steps, to be completed before the end of the school year.</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	

Goal 2

<b>Plan – Goal 2:</b> <input type="checkbox"/> New <input type="checkbox"/> Refined <input type="checkbox"/> Sustaining
This goal supports the following student outcomes:
<div><input checked="" type="checkbox"/> <del>Increase student achievement in core subjects</del></div> <div><input type="checkbox"/> Reduce achievement gaps</div> <div><input checked="" type="checkbox"/> <del>Enhance graduation rates</del></div> <div><input type="checkbox"/> Improve attendance rates</div>

<div> <input type="checkbox"/> Strengthen social and emotional learning         <input checked="" type="checkbox"/> <del>Enhance college and career readiness</del> <input checked="" type="checkbox"/> <del>Foster a positive school climate and culture</del> <input type="checkbox"/> Increase parent and community engagement         <input checked="" type="checkbox"/> <del>Utilize data-informed instruction</del> </div>	
<b>Plan – Goal 2</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What AWSP Criterion and Indicators align with this goal?</b>
<p>Because Loowit is an alternative setting where students are behind in credits or they face challenges with staying on track for graduation and completing courses successfully, we must Increase our on track rates. We will do this by implementing targeted interventions, provide academic support, and monitor progress closely, So that every student has the opportunity to be fully prepared for graduation and their post-high school goals.</p>	<p><b>1.3 Facilitates collaborative process leading toward continuous improvement</b></p> <p><b>1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner</b></p> <p><b>2.2 Provides for social, emotional, and intellectual safety</b></p> <p><b>3.1 Recognizes and seeks out multiple data sources</b></p> <p><b>3.3 Creates data driven plans for improved teaching and learning</b></p> <p><b>3.4 Implements data-informed improvement plans</b></p> <p><b>4.1 Assists staff in aligning curriculum to state and local learning goals</b></p> <p><b>5.3 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness</b></p> <p><b>7.1 Partners with families to promote student learning</b></p> <p><b>8.2 Creates plans to dismantle barriers and increase achievement</b></p> <p><b>8.3 Implements and monitors plans to shrink achievement gaps</b></p> <p><b>8.4 Provides evidence of growth in student learning</b></p>

<b>Baseline Data</b> <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	
<b>Current on track data- 7 of 15 are credit deficient and in danger of not graduating.</b> <b>September Odysseyware percentages - Need to be at 24% in each class to be on track in Sept</b> <b>Credit Mapping for all students -</b> <b>HSBP information for all students -</b>	
<b>Alignment</b> <i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i>	
<b>Career, College and Community Ready:</b> Addressing the academic foundation needed for post secondary opportunities.  <b>Quality Instruction:</b> Targeted interventions help ensure that instruction meets the individual needs of each student.	

Plan And Do: Goal 2		
Action Steps <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	Timeline <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	Resources <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<b>Weekly tracking of student progress</b>	Sept - June/ ONgoing  Sept - June/Ongoing	Jesse has tracking sheet and plans

Kelso School District School Improvement Plan, 2024-2025

<p><b>Individual student goal setting and tracking</b></p> <p><b>Provide targeted interventions to students in classes of concern</b></p> <p><b>Provide alternative assessments for showing competency</b></p> <p><b>Partner with families on goal setting and tracking</b></p> <p><b>Individualized learning plans for students</b></p> <p><b>Consistent HSBP review</b></p> <p><b>Career and community exploration to identify and solidify post secondary plans</b></p>	<p>Sept- June/Ongoing</p> <p>Sept-June/Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>3 times per year. Oct/Feb/May Trimester 2 Start with one or two students</p>	<p>Jesse has tracking sheet and plans</p> <p>Jesse and Jason working with different departments for extra help. Tue/Thur homework help</p> <p>Jesse and Jason working with departments to provide alt pathways to passing OW assessments</p> <p>Counselors, teacher and students. Credit mapping with long term plan</p> <p>Access to HSBP for each student. Work with career center Online career interest survey. Student core value exploration Create a journal for each student to reflect on personal growth</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>		
<p><b>Evidence of Student Outcomes</b></p>	<p><b>Evidence of Educator Actions</b></p>	
<p><b>Improved On-track rates lead to higher graduation rates</b></p> <p><b>Improved academic performance</b></p> <p><b>Success in post high school transitions (HSBP)</b></p> <p><b>Credit checks</b></p> <p><b>Student tracking sheets</b></p> <p><b>Student goal sheets</b></p>	<p><b>Individual student learning plans</b></p> <p><b>Progress data</b></p> <p><b>Parent communication logs</b></p> <p><b>Collaboration with departments around alt assessment opportunities</b></p> <p><b>Alt assessment data for student achievement</b></p>	

<b>Act: Next Steps, to be completed at the end of the year</b> <i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i>	

Goal 3

<b>Plan – Goal 3:</b> <input type="checkbox"/> New <b>XX</b> Refined <input type="checkbox"/> Sustaining	
This goal supports the following student outcomes:	
<div><input checked="" type="checkbox"/> <del>Increase student achievement in core subjects</del></div> <div><input type="checkbox"/> Reduce achievement gaps</div> <div><input checked="" type="checkbox"/> <del>Enhance graduation rates</del></div> <div><input checked="" type="checkbox"/> <del>Improve attendance rates</del></div> <div><input type="checkbox"/> Strengthen social and emotional learning</div> <div><input checked="" type="checkbox"/> <del>Enhance college and career readiness</del></div> <div><input type="checkbox"/> Foster a positive school climate and culture</div> <div><input checked="" type="checkbox"/> <del>Increase parent and community engagement</del></div> <div><input type="checkbox"/> Utilize data-informed instruction</div>	
<b>Plan: Goal 3</b> <i>What is the identified goal? What is the intended student outcome?</i>	<b>What AWSP Criterion and Indicators align with this goal?</b>

<p>Because we want our students to be confident that they are college and career-ready, we must provide opportunities for students to explore different career and community options so that students can find a path to success beyond high school. We will start with having 1 student volunteer to help kick this off.</p>	<p><b>1.5- Creates and sustains a school culture that values and responds to the characteristics and needs of each learner</b></p> <p><b>2.2 - Provides for social, emotional, and intellectual safety</b></p> <p><b>3.5 - Provides evidence of student growth that result from the school improvement process</b></p> <p><b>4.1- Assists staff in aligning curriculum to state and local district learning goals</b></p> <p><b>4.2 - Assists staff in aligning instructional practice to state and local district learning goals</b></p> <p><b>4.3- Assists staff in aligning assessment practices to state and local district learning goals</b></p> <p><b>6.4 - Managing fiscal resources</b></p> <p><b>7.3 - Engages communities to promote learning</b></p> <p><b>8.4 - Provides evidence of growth in student learning</b></p>
<p><b>Baseline Data</b></p> <p><i>What data do we have to validate this goal? Using that data, what is our established baseline?</i></p>	
<p><b>Currently, we have no students exploring career, community, and/or post secondary options</b></p> <p><b>Student survey on career interest and knowledge/ How many have certs</b></p> <p><b>Career interest surveys</b></p>	

## Alignment

*How does this SIP goal align to and support the Kelso School District Strategic Roadmap?*

**Career, College and Community Ready:** Students connect their academic goals with post-secondary goals. Helps students understand the skills, qualifications, and pathways necessary for success in the workforce.

**Climate and Culture:** Students feel valued and supported in their individual pathways. Real world connections to learning leads to student ownership and engagement

**Communication:** Building partnerships with community resources helps promote KSD improvement processes and helps Loowit connect community needs with curriculum

**Quality Instruction:** Students take ownership in their own learning and pathway(s). Students build projects based on their own needs with guidance of instructional staff. Students become more engaged, driven, and invested in their own success. Projects are cross curricular and allow for many different ways to assess student achievement

Plan and Do: Goal 3		
Action Steps	Timeline	Resources
<p><i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i></p> <p><b>Who will be involved and what will they do?</b></p>	<p><i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i></p>	<p><i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i></p>
<p><b>Freshmen and Sophomores will take a Career Interest Survey and identify a minimum of one career pathway that interests them.</b></p> <p><b>Juniors and Seniors will take the ASVAB and participate in the career exploration activity.</b></p>	<p>Trimester One</p> <p>October-November</p> <p>October/February/May</p>	<p>Jesse will direct each student to complete the Pathway Identification activity that is attached to their HSBP.</p> <p>The KHS Career Center is administering the ASVAB on October 30 and the career exploration is November 20</p> <p>HSBP's for students</p>



Kelso School District School Improvement Plan, 2024-2025

<p><b>All students will update their HSBP each Trimester.</b></p> <p><b>Students will be supported in obtaining desired Industry Recognized Credentials that increase employability i.e. Food Handlers Card, CPR/First Aid</b></p> <p><b>Create a curriculum for a Loowit elective around career and personal exploration</b></p> <p><b>Work to build partnerships with community groups/industry</b></p> <p><b>Work with departments to find cross curricular connections to projects</b></p> <p><b>Bring in Guest speakers for different careers</b></p> <p><b>Partner with career center to bring in college speakers.</b></p>	<p>Ongoing</p> <p>Before second trimester</p> <p>Ongoing</p> <p>Ongoing</p> <p>November - Ongoing</p> <p>December</p>	<p>Fees for certs; transportation to tests;</p> <p>Darin, Bob Johanson, Jason, Jesse. Build system for recording student work</p> <p>Jason and Melissa Boudreau reaching out to community</p> <p>Department reps; System for recording work and progress</p> <p>Melissa Boudreau can assist in finding speakers.</p> <p>Melissa, Nicole Johnson can assist. Different schools for different purposes (LCC, Perry Tech)</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>		
<p><b>Evidence of Student Outcomes</b></p>	<p><b>Evidence of Educator Actions</b></p>	
<p><b>At least 1 student working on career and post secondary exploration</b></p> <p><b>Students finding interests beyond HS</b></p> <p><b>HSBP's reflect student interest and work</b></p>	<p><b>Positive partnerships with community and industry</b></p>	

<p><b>Students feel more confident in post high school plans</b></p> <p><b>Students feel a sense of belonging in the great Cowlitz County community</b></p> <p><b>Student perception data</b></p>	<p><b>Creating of competency based projects for students</b></p> <p><b>Partnerships with Loowit and KHS instructional staff</b></p> <p><b>Individualized student projects/Curriculum</b></p>
<p><b>Act: Next Steps, to be completed at the end of the year</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>	

## Goal 4

Plan – Goal 4: **XX** New      ☐ Refined      ☐ Sustaining

This goal supports the following student outcomes:

☐ Increase student achievement in core subjects:

☐ Reduce achievement gaps

☐ Enhance graduation rates

☒ ~~Improve attendance rates~~

☒ ~~Strengthen social and emotional learning~~

☒ ~~Enhance college and career readiness~~

☒ ~~Foster a positive school climate and culture~~

☐ Increase parent and community engagement

☐ Utilize data-informed instruction

<b>Plan: Goal 4</b>  <i>What is the identified goal? What is the intended student outcome?</i>	<b>What AWSP Criterion and Indicators align with this goal?</b>
<p>Because we want more of our Loowit students to find connection within our community, we must increase Loowit students joining clubs, sports, and taking more classes in KHS so that students have an increased sense of belonging within the school community.</p>	<p><b>1.5- Creates and sustains a school culture that values and responds to the characteristics and needs of each learner</b></p> <p><b>2.1 - Provides for physical safety</b></p> <p><b>2.2- Provides for social, emotional, and intellectual safety</b></p> <p><b>2.3 - Creates and protects identity safety</b></p> <p><b>7.3 - engages with communities to promote learning</b></p> <p><b>8.1 - Assess data to identify barriers</b></p> <p><b>8.2 - Creates plans to dismantle barriers and increase achievement</b></p> <p><b>8.3 Implements and monitors plans to shrink achievement gaps</b></p>
<b>Baseline Data</b>  <i>What data do we have to validate this goal? Using that data, what is our established baseline?</i>	
<p><b>We only 1 student out of 13 who are participating in any club or sport. (This student will be going back to full time KHS after trimester 1)</b></p> <p><b>There are 1 of 13 students taking more than 1 course at KHS for their HSBP purposes (This student will be going full time KHS after trimester 1)</b></p>	

<b>Alignment</b>  <i>How does this SIP goal align to and support the Kelso School District Strategic Roadmap?</i>
<b>Career, College, and Community Readiness:</b> Extra-curricular participation help students develop highly valued skills such as teamwork, leadership, communication, and time management,  <b>Climate and Culture:</b> Helps to build sense of connection to broader community, strengthens relationships with school community, promotes engagement, encourages positive behavior, and creates opportunity for shared experiences.

Plan and Do: Goal 4		
Action Steps  <i>What must administrators and educators do to accomplish this goal? What action steps do we think will generate improvement?</i>  <b>Who will be involved and what will they do?</b>	Timeline  <i>Create a timeline for the action steps. Dates of training, progress checks, data reviews, etc.</i>	Resources  <i>What resources will we use to advance this goal? Resources can be: Time, Money and/or People.</i>
<b>Consistent Communication to students about what is available, how to join clubs, Final Forms training</b>	October - June	List of clubs and advisors Times clubs meet How do we join each club?
<b>Communication with parents regarding what else is available to student participation</b>	October/Early December/Early March	Thrillshare, email, skyward. Create the communication
<b>During HSBP meetings, discuss</b>	October, December, April	Access to HSBP's and transcripts

Kelso School District School Improvement Plan, 2024-2025

<p>forecasting for courses in KHS that will support the HSBP</p> <p>Using data from career interest exploration to help forecast for courses at KHS.</p> <p>Encourage participation in clubs that are tied to courses our students are already taking, i.e. ASL Club</p>	<p>Jesse and Jason will plan a career interest, community based project for students to choose to work on. Elective credit for Loowit</p> <p>Ongoing</p>	<p>Find Survey, Build curriculum, Partner with core teachers for cross curricular connections</p> <p>Information about clubs to share with students.</p>
<p><b>Study: Evidence</b></p> <p><i>What evidence will we use, and what data will we track to measure progress toward desired student outcomes? What evidence will we use to measure effectiveness of educator actions?</i></p>		
<p><b>Evidence of Student Outcomes</b></p>	<p><b>Evidence of Educator Actions</b></p>	
<p><b>More students involved in Extra-Curricular activities in our school community</b></p> <p><b>Increased sense of belonging for students</b></p> <p><b>Creation of connections to a broader community</b></p> <p><b>Increase the number of students taking stretch courses that fit with HSBP</b></p>	<p><b>Relationship building between families, students, and staff at Loowit</b></p> <p><b>Collaboration with club advisors, sports coaches, and Athletic Director</b></p> <p><b>Collaboration with counselors and school staff to find dual credit and stretch course opportunities</b></p>	
<p><b>Act: Next Steps, to be completed at the end of the year</b></p> <p><i>Did you achieve this goal? Will you continue with this goal? How will you build upon this goal? How will you refine this goal to deepen impact? How will you ensure sustainability for an achieved goal?</i></p>		

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2023-2024

School Improvement Plan (SIP) Team Signature Page

School: Loowit High School

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Jason Coburn	
Teacher: Jesse Spellmeyer	
Counselor: Megan Giltinan	





# KELSO GOLD

*2024 - 2025*



SCHOOL IMPROVEMENT  
PLAN (SIP)





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Kelso Goal Oriented Learning Design

Address and Phone

404 LONG AVE  
KELSO, WASHINGTON 98626  
3602325001

## Enrollment

Enrollment  
2023-24 School Year

Low-Income  
2023-24 School Year

69.4%

English Language Learners  
2023-24 School Year

## Finance



Per Pupil Expenditure  
2022-23 School Year

\$5,363

## Attendance



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

## Assessment

### Foundational Grade-level Knowledge (and above)

ELA  
2023-24 School Year

Math  
2023-24 School Year

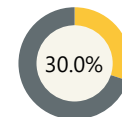
Science  
2023-24 School Year

### Consistent Grade-level Knowledge (and above)

ELA  
2023-24 School Year

Math  
2023-24 School Year

Science  
2023-24 School Year



## Educators

Average Class Size  
None School Year



Teacher Count  
2022-23 School Year



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



Teacher Experience  
2022-23 School Year



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

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

If you have questions or comments, contact [ReportCardRedesign@k12.wa.us](mailto:ReportCardRedesign@k12.wa.us).



# KELSO GOLD

## DEMOGRAPHIC DATA

2023-24

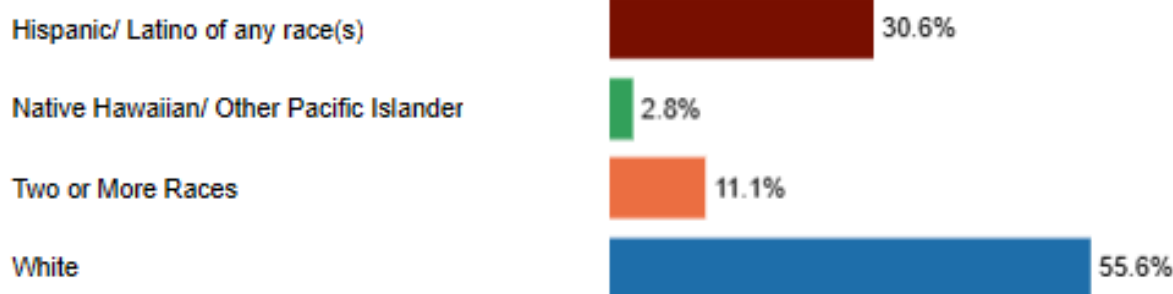
### Total Student Enrollment

36

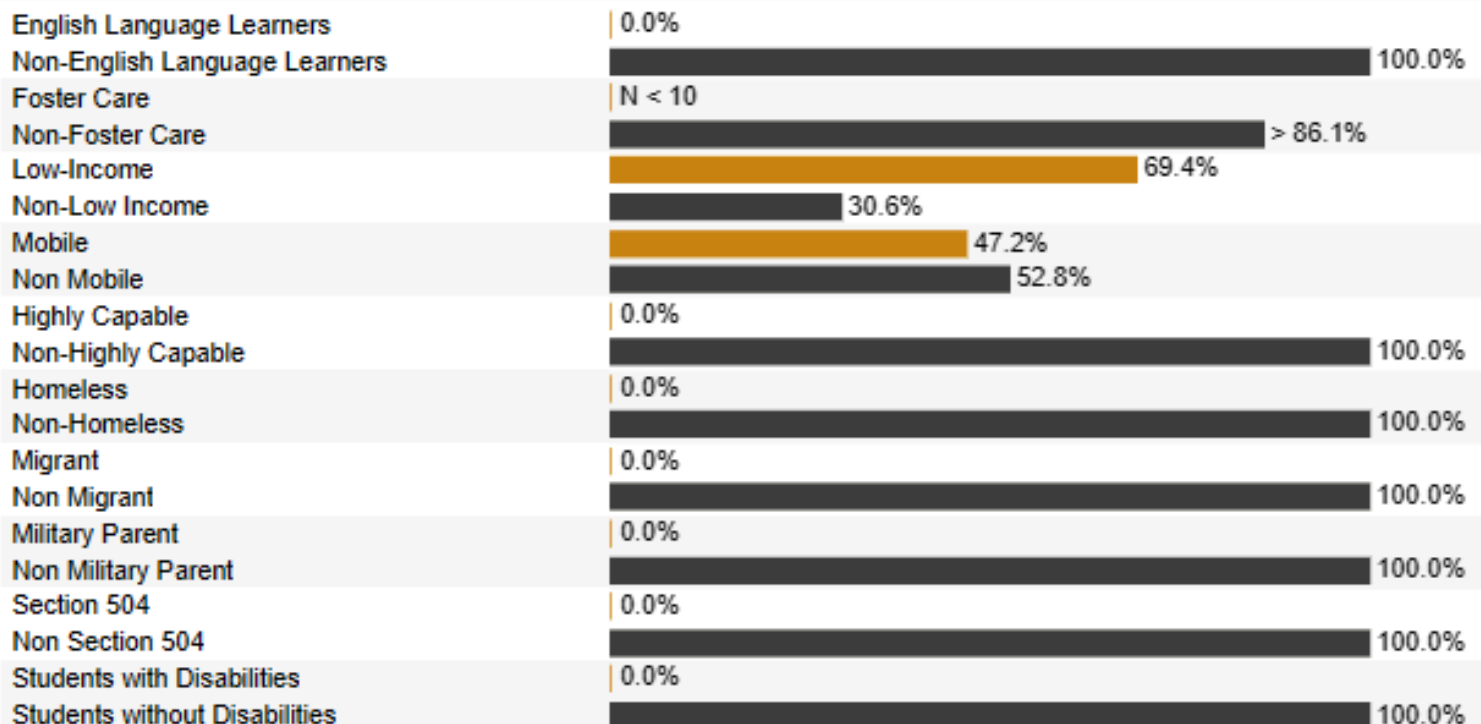
### Gender



### Race/Ethnicity



### Program and Characteristic

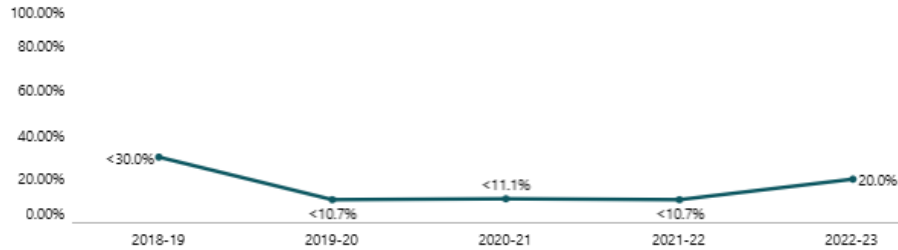




# KELSO GOLD DATA

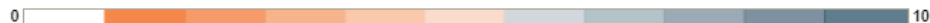
## PERCENTAGE OF STUDENTS WHO GRADUATED IN FOUR YEARS - OVER TIME

### All Students



## STUDENT GROUP PERFORMANCE ON THE WASHINGTON SCHOOL IMPROVEMENT FRAMEWORK (WSIF)

	All Students	American Indian/Alaskan Native	Black/African American	English Language Learners	Hispanic/Latino of any race(s)	Low Income	Native Hawaiian/Other Pacific Islander	Students with Disabilities	Two or More Races	White
ELA Proficiency Rate										
Math Proficiency Rate										
ELA Median SGP										
Math Median SGP										
Graduation Rate	7.1%					6.6%				4.8%
EL Progress Rate*										
Regular Attendance Rate										
Ninth Grade On Track Rate										
Dual Credit Rate										



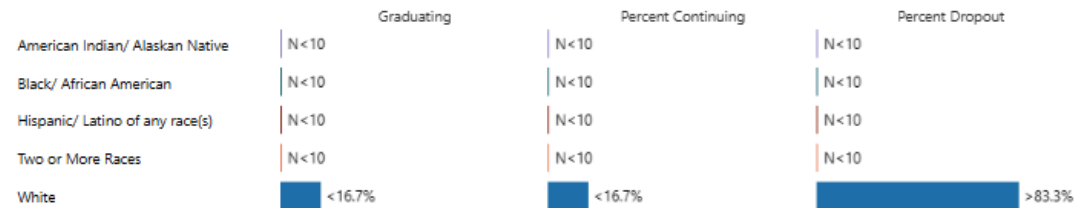
## PERCENTAGE OF STUDENTS WHO GRADUATED IN FOUR YEARS

2022-2023

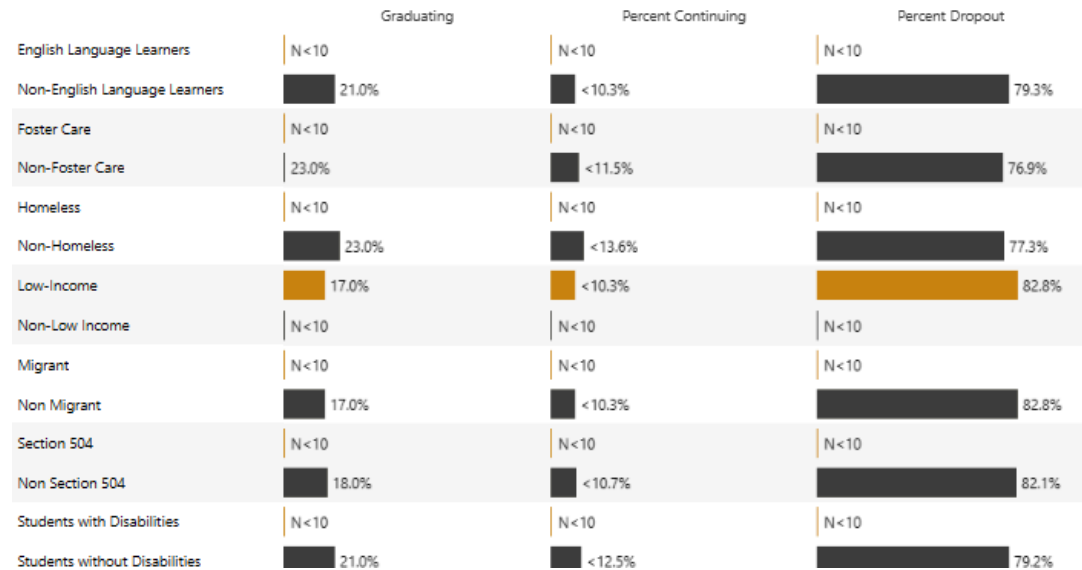
### Gender



### Federal Race/Ethnicity



### Program and Characteristic



# OSPI School Improvement Plan 2024–2025

[Step-by-Step School Improvement Planning and Implementation Guide](#)

*Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, please use the Consolidated School Improvement Template to satisfy the appropriate Components.*

## Building data

Please provide your school district and building name below.

School District: Kelso School District
Building Name: Kelso GOLD
School Code: 5547
Date: 06-21-2024
Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, which one? (Please note each school with a school code must submit a separate School Improvement Plan)Click or tap here to enter text.

## School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Lacey DeWeert, KSD Associate Director of Teaching & Learning	Veronica LaRose, KSD Truancy Specialist
Jason Coburn, Principal of Kelso GOLD	Nancy Baldwin, Homeless Liaison
Jesse Spellmeyer, Teacher, Kelso GOLD	Heather Ogden, KSD Director of Special Programs

## WSIF Cycle Identification and Report Card Data

Please use the 2023 WSIF Cycle 3 data from the [Washington State Report Card](#) to complete the table below. School Improvement Plans for schools identified for tiered support under WSIF are required to align their goals with their WSIF Cycle Identification. The data included in the table below will help align the focus on the Comprehensive Needs Assessment, SMARTIE Goals, and evidence-based practices used in this plan.

Use the 2023 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle Identification Tier 3 Plus Graduation Rate
WSIF Data Measures	2023 WSIF Identification Score (indicate Not Applicable with N/A)
Comprehensive (All Student Group)	7.10%

Comprehensive Graduation Rate	7.10%
<b>Student Group</b>	
American Indian/Alaska Native	N<20
Asian	N<20
Black/African American	N<20
Hawaiian/Other Pacific Islander	N<20
Hispanic/Latino	N<20
Two or more races	N<20
White	4.80%
English Learner	4.80%
Low Income	6.60%
Special Education	N<20

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is required of all schools identified for improvement under the [Washington School Improvement Framework](#). In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

<p><b>What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?</b></p> <p>This year with the systems we started, we saw our retention rate increase from 36% to 52% for students staying active in the program. The real system driver to making all of this happen was the addition of our reReengagement specialist, paid for out of OSSl funding. Even though we will have to replace the person who was in this role last year. We have a solid foundation to onboard them into their duties.</p>
<p><b>Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.</b></p> <p>Our inequities are in onsite physical classroom space. Right now, our on-site program shares space in our alternative high school. So this creates an overlap of Loowit students and Kelso GOLD students in the same space for academic support. Another inequity is in the registrar work. Kelso GOLD is an additional duty to the registrars at Kelso High School for credit transcription and enrollment needs. In addition, Kelso GOLD students have to access counselors and the assistant principal at Kelso High School to receive any individualized counseling or post-secondary needs.</p>
<p><b>What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?</b></p> <p>Root causes are:</p> <div><div>1) An academic career of high absenteeism has caused our students to be far behind their peers in academic skills.</div><div>2) An expansion of other programs/classes has created a space shortage within the Kelso School District</div></div>

3) Open Doors only being incorporated into the district budget based upon FTE only. Because enrollment is small, there isn't enough students to generate funding for a single registrar, counselor, principal or even teacher. The Kelso GOLD on-site teacher is shared with Loowit High School.

**Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.**

Highest priority area is to improve the graduation rate.

2024-25 School Improvement Plan

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

SMARTIE Goals

*What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based practices (interventions, activities, or strategies) being used to achieve the SMARTIE Goal?*

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

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

Questions to ask and answer when addressing inclusion and equity:

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

**SY 2024–2025 SMARTIE Goal #1: Because the graduation rate at Kelso GOLD is historically so low, we must pursue and expand the means/options for students to earn their high school diploma. So that by June 2025, we will see a 25% increase in students earning a high school diploma.**

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

- Current graduation rate of 7.1%, as reported on the 2023 WSIF.
- Mid-year, we hope to see more students enrolled in the high school diploma route and of those students, they are retained to complete the diploma.
- We will progress monitor students weekly to ensure engagement is occurring.



<ul style="list-style-type: none"> <li>We will progress monitor students quarterly when grades are posted.</li> </ul>
<p>Who will monitor the progress of this overarching <b>goal</b>?</p> <p>Lacey DeWeert, Associate Director of Teaching and Learning</p>
<p>When/how often will they monitor progress toward this overarching <b>goal</b>?</p> <p>This goal will be monitored monthly, in conversation with the Longview School District and the Kelso GOLD teacher</p>

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

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

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
<p><b>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</b></p> <p>What student groups will benefit and why?</p>	<p>What short-and long-term <b>data</b> will be collected to measure the impact of implementing this <b>evidence-based practice (intervention, activity, or strategy)?</b></p> <p>How will the impact on equitable learning or behavior change be measured?</p>	<p>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur? What was/is the projected length of time?</p> <p><b>When or how often</b> (please be as specific as possible) <b>will progress be monitored or data reviewed?</b></p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting <b>the evidence-based practice (intervention, activity, or strategy)?</b></p> <p>Who else will be involved?</p>	<p>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</p>
<p>The Kelso School District and the Longview School District will work collaboratively to create an intra-district option for Kelso GOLD students to earn their high school diploma.</p> <p>This option will allow students to pursue their high school diploma online, similar to our Goodwill program for earning a GED.</p> <p>This program will work well for our students who are working during the day and for students with anxiety.</p>	<p>Enrollment data between Kelso GOLD and Discovery HS in Longview.</p> <p>Progress monitoring of students pursing their high school diploma</p>	<p>This plan will run the course of the school year and there will be monthly meetings between Kelso and Longview to review student data and discuss pending enrollments.</p>	<p>Lacey DeWeert</p> <p>Mike Kleiner,</p> <p>Jason Coburn</p> <p>Kelso GOLD ReReengagment Specialist</p>	<p>Time for meetings, Outlook Calendars, running Google docs of agendas and meeting notes</p>

<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. At this time, there is no funding required to make this goal work.</p>

SY 2024–2025 SMARTIE Goal #2: By June 2025, we will see a 25% retention increase in our students staying engaged with our Open Doors programs. This increase in retention will be a result of our youth reengagement specialist who will serve as the conduit of keeping kids engaged in school and other supports they need to be successful. Because of this work, we will be able to increase the whole child support needed for these students to keep their educational opportunity attainable.
<p>What data will be used to determine the extent to which the school is on track to meet this overarching <b>goal</b>? What does the school expect to see mid-year to know if they are on track to meet the overarching <b>goal</b>?</p> <ul style="list-style-type: none"> <li>Enrollment rates and whether or not students are staying active in the program. At the mid-year, we should see a greater rate of retention in the program as shown in an increase of GED and high school diploma completions. In 2022-23, our retention rate was 36%, in 2023-2024 we improved to 52%.</li> </ul>
<p>Who will monitor the progress of this overarching <b>goal</b>?</p> <ul style="list-style-type: none"> <li>Kelso Gold Reengagement Specialist and Associate Director of Teaching and Learning</li> </ul>
<p>When/how often will they monitor progress toward this overarching <b>goal</b>?</p> <ul style="list-style-type: none"> <li>We will monitor this monthly and progress will be measured at the end of each quarter.</li> </ul>

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

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

<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<p><i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i></p> <p><i>What student groups will benefit and why?</i></p>	<p>What short-and long-term <b>data</b> will be collected to measure the impact of implementing this <b>evidence-based practice (intervention, activity, or strategy)?</b></p> <p>How will the impact on equitable learning or behavior change be measured?</p>	<p>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur? What was/is the projected length of time?</p> <p><b>When or how often</b> (please be as specific as possible) <b>will progress be monitored or data reviewed?</b></p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting <b>the evidence-based practice (intervention, activity, or strategy)?</b></p> <p>Who else will be involved?</p>	<p>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</p>
<p>The students being served in Kelso GOLD are students who are typically; (1) the furthest away from equity, (2) often represented in our disproportionality data (3) lack the required credits to graduate on time, (4) view dropping out of school as a viable option, or (5) have dropped out of high school. We have found that these students are often those who have a trauma background,</p>	<p>Short Term Data</p> <p>–# of weekly contacts for students currently engaged in Kelso GOLD</p> <p>–# of weekly contacts with students needing re-entry support</p> <p>–# of contacts with FCRC staff to help connect McKinney-Vento students who need to</p>	<p>Our youth engagement specialist will be on a 143 day contract. Data will be monitored weekly via a Google calendar/contact log.</p> <p>Data will be reviewed by Kelso High School at the end of each trimester to be able to identify potential Kelso GOLD students and offer interventions prior to needing to enroll in Kelso GOLD.</p>	<p>Our youth <b>Reengagement</b> specialist will be hired as a result of this grant. District Oversight - Lacey DeWeert, Assoc. Dir. of Teaching &amp; Learning Other Involved in Implementation: Kelso GOLD Principal - Jason Coburn Family &amp; Community Resource Center Specialist - Don Iverson</p>	<p>In order to complete this goal, we will be using funds from OSSI/WSIF to hire a half time Youth Reengagement Specialist Training will be conducted with: Lacey DeWeert, Assoc. Dir. of Teaching &amp; Learning</p> <p>Kelso GOLD Principal – Jason Coburn</p>

<p>lack access to mental and physical health and are often identified as McKinney Vento or Foster Care Youth. These youth often lack the systemic connections with meaningful adults and are often left to their own means.</p> <p>The addition of a Youth Reengagement Specialist will provide the essential connections, support and reengagement to youth who have dropped out of Kelso High School or from one of our Open Doors community partner programs.</p> <p>The Youth Engagement Specialist will work to reconnect with these youth, listen to their needs and reengage them back to an established educational pathway that meets their current needs and where they are in life.</p> <p>This individual will facilitate communications between: Kelso GOLD, our Family Community Resource Center Staff, Open Doors community partners and be a collaborative partner with local agencies; including but not limited to physical health and mental health partners. The Youth Engagement Specialist will case manage youth, provide needs assessments, establish reentry and</p>	<p>move into Kelso GOLD. -# of contacts with Jason Coburn and Kelso High School counselors in regards to students on the verge of needing to transition to Kelso GOLD.</p> <p>Long Term Data –# of students who stay engaged in Kelso GOLD after connecting with Youth Reengagement Specialist</p> <p>Our youth Reengagement specialist will be on a 143 day contract. Data will be monitored weekly via a Google calendar/contact log. Data will be reviewed by Kelso High School at the end of each trimester.</p>	<p>The Youth Reengagement Specialist will work to reconnect with these youth, listen to their needs and reengage them back to an established educational pathway that meets their current needs and where they are in life. This individual will facilitate communications between: Kelso GOLD, our Family Community Resource Center Staff, Open Doors community partners and be a collaborative partner with local agencies; including but not limited to physical health and mental health partners. The Youth Reengagement Specialist will case manage youth, provide needs assessments, establish reentry and personal action plans, assist youth in gaining employment and be an advocate for youth by attending student-based wrap-around meetings within the school and community, as well as providing wellness check-ins, facilitating classroom support, and other case management duties.</p> <p>The weekly schedule will be created in cooperation with the Kelso GOLD principal,</p>	<p>or from one of our Open Doors community partner programs.</p> <p>The Youth Reengagement Specialist will work to reconnect with these youth, listen to their needs and reengage them back to an established educational pathway that meets their current needs and where they are in life. This individual will facilitate communications between: Kelso GOLD, our Family Community Resource Center Staff, Open Doors community partners and be a collaborative partner with local agencies; including but not limited to physical health and mental health partners. The Youth Reengagement Specialist will case manage youth, provide needs assessments, establish reentry and personal action plans, assist youth in gaining employment and be an advocate for youth by attending student-based wrap-around meetings within the school and community, as well as providing wellness check-ins, facilitating classroom support, and other case management duties.</p>	<p>Kelso GOLD teacher – Jesse Spellmeyer</p>
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personal action plans, assist youth in gaining employment and be an advocate for youth by attending student-based wrap-around meetings within the school and community, as well as providing wellness check-ins, facilitating classroom support, and other case management duties.		Kelso GOLD teacher and the Family Community Resource Center Staff.	The weekly schedule will be created in cooperation with the Kelso GOLD principal, Kelso GOLD teacher and the Family Community Resource Center Staff.	
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<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.</p>
<p>1. OSSI, \$41,000 to cover the salary and benefits for our halftime (4 days per week, 9:30am-2:30pm) Reengagement Specialist</p>

<p><b>SY 2024–2025 SMARTIE Goal #3: By June 2024, we will become part of PLC for administrators/teachers /case managers of Open Doors in order to support students of the highest needs and to work collaboratively to support and grow local/statewide partnerships.</b></p>
<p>What data will be used to determine the extent to which the school is on track to meet this overarching <b>goal</b>? What does the school expect to see mid-year to know if they are on track to meet the overarching <b>goal</b>?</p> <p>Calendar creation and meeting agendas and notes for planning area administrator Open Doors PLC.</p>
<p>Who will monitor the progress of this overarching <b>goal</b>?</p> <p>Lacey DeWeert, Associate Director of Teaching and Learning</p>
<p>When/how often will they monitor progress toward this overarching <b>goal</b>?</p> <p>Monthly</p>

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

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


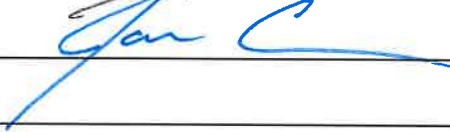
<u>Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal</u>	Data Measures	Timeframe	Lead	Resources
<i>What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal?</i>  <i>What student groups will benefit and why?</i>	<i>What short-and long-term <b>data</b> will be collected to measure the impact of implementing this <b>evidence-based practice (intervention, activity, or strategy)?</b></i>  <i>How will the impact on equitable learning or behavior change be measured?</i>	<i>When will this <b>evidence-based practice (intervention, activity, or strategy)</b> occur?</i> <i>What was/is the projected length of time?</i>  <i><b>When or how often</b> (please be as specific as possible) <b>will progress be monitored or data reviewed?</b></i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting <b>the evidence-based practice (intervention, activity, or strategy)?</b></i>  <i>Who else will be involved?</i>	<i>What resources will be used to implement this <b>evidence-based practice (intervention, activity, or strategy)</b> (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Establishment of PLC for administrators/ teachers/case managersin charge of their district Open Doors program. This group will work collaboratively to strengthen and grow Open Doors practices and options in SW Washington. and across the state.  I would like to invite: Longview, Woodland, Kalama, Vancouver, Evergreen and Camas school districts to join the PLC.	Monthly agendas and resulting meeting minutes.  We should see collaborative practices evolve from this group that streamline Open Doors in our area and the opportunity to grow local partnerships with the community, especially around vocational certification.	This activity will be the initial formation of an Open Doors PLC in our area.  We will meet monthly via Zoom  Progress will be monitored by meeting attendance, and resulting meeting notes with action steps.	Lacey DeWeert, KSD Associate Director of Teaching and Learning  Invited to participate: the Open Doors administrators/teachers/case managers for Longview, Woodland, Kalama, Vancouver, Evergreen and Camas school districts, in conjunction with a state wide Open Doors PLC zoom.	Time, Outlook Calendar Invites, Zoom Links, Agendas and meeting minutes.  Connections to area schools that offer various vocational training – cosmetology, CNA, heavy equipment, etc.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.				
1. No OSSI funds will be needed for this goal				

2024-2025

School Improvement Plan (SIP) Team Signature Page

School: Kelso Gold

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal:	
Lacey DeWeert - Dist. Office	
Jason Coburn - Kelso High School	



## Sexual Discrimination and Sex-Based Harassment of Students Prohibited - Grievance Procedure Procedure 3205P.1

The district is committed to providing an educational environment that is free from sex discrimination, sex-based harassment, and retaliation for engaging in any protected activity as required by Federal and State laws for all students.

The district has jurisdiction over these complaints pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

This procedure sets forth the district's process for receiving, investigating, and resolving reports or complaints of sex discrimination. It is designed to provide for a prompt, thorough, and equitable investigation of complaints and to take appropriate steps to resolve such situations. If sex discrimination is found to have occurred, the district must also take immediate action to eliminate the discrimination, prevent its reoccurrence, and address its effects.

Under Washington State law, anyone may file a complaint with the district alleging any action that Federal, State, or local sex-based nondiscrimination laws and regulations would prohibit. However, the grievance procedure below was developed to meet the district's obligations under Title IX and is aligned with Washington State laws and regulations that define sex discrimination, including those that prohibit sex-based harassment. As discussed in Section III.B, the district will assess complaints under this procedure and may refer them to other district policies and procedures.

For questions about this procedure, contact the District's Title IX Coordinator, who can be reached at:

<https://www.kelso.wednet.edu/page/student-services>

### I. General Definitions

**"Administrator,"** can be a counselor, behavior intervention specialist, assistant principal, principal, or the Title IX Coordinator.

**"Complainant,"** as defined by Federal law, Title IX, means a student, employee, or other person who was participating or attempting to participate in a District education program or activity who is alleged to have been subjected to sex discrimination.

In some instances, the person who files a complaint may not be the student, employee, or other person who was alleged to have been subjected to sex discrimination. In those cases, the person who filed the complaint is referred to as the "Complaint Requestor," and the student, employee, or person subjected to the alleged sex discrimination is referred to as "the Complainant" in documents related to the complaint.

**"Complaint"** means an oral or written request to the district that can be objectively understood as a request for the district to investigate and determine whether alleged sex discrimination occurred.

**"Informal Resolution Facilitator"** - can be the Title IX Coordinator, as long as the Title IX Coordinator is not the investigator or decisionmaker in the District's grievance procedure; in addition to the general Title IX training required of all employees, the informal resolution facilitator (regardless of who it is) must also receive training on the District's informal resolution process and how to be impartial.

**"Party" or "Parties"** means a Complainant(s) or Respondent(s).

**"Prohibited Conduct"** means legally prohibited sex discrimination and harassment. Specific prohibited conduct is defined in Section VI below.

**"Remedies"** means appropriate measures provided after the district determines that sex discrimination occurred to restore or preserve a Complainant or any other person's equal access to the recipient's education program or activity.

**"Reasonable Opportunity"** refers to the time period provided to parties to respond to the evidence or to the accurate description of the evidence as noted by the Department of Education.

**"Respondent"** means a person who is alleged to have violated the district's prohibition of sex discrimination and can be a student, employee, or other third party. (If the complaint is not against an individual or group of individuals but is based solely on a policy or practice of the district, it will be considered a complaint of

sex discrimination against the district. Parts of this procedure that apply to a “Respondent” will not apply, but all other parts of the procedure will be applied.)

**“Student with a disability”** means a student who is an individual with a disability as defined in Section 504 of the Rehabilitation Act of 1973 (Section 504) or a child with a disability as defined in the Individuals with Disabilities Education Act (IDEA).

**“Supportive Measure Review Administrator,” (SMRA)** can be the Principal, the Title IX Coordinator, or the Superintendent so long as whoever serves as the SMRA is trained and has higher authority.

**“Written notice”** means written or electronic notice in a language the party can understand, which may require language assistance for parties with limited English proficiency in accordance with Title VI of the Civil Rights Act. The term parties include the parent(s)/caregiver(s) of any minor student.

## **II. Responding to Notice or Report of Sex Discrimination**

Upon receipt of notice, reports, or knowledge about alleged sex discrimination, including sex-based harassment, the district will take steps, as necessary, to address information that is reported to it by others to the extent that it is feasible to do so while maintaining the confidentiality of the affected student or employee.

The district is on notice and required to take action when any employee knows, or in the exercise of reasonable care should know, about possible sex discrimination. This includes verbal or written reports made to any employee, including anonymous complaints.

Upon notice of possible sex discrimination, employees will always notify the Title IX Coordinator. Additionally, employees will also inform an appropriate supervisor or professional staff member when they receive complaints of sex-based harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

The district will make every effort to protect the Parties' privacy. However, in the event of an alleged sexual assault of a minor (under age 18) student or employee, the school principal will immediately inform law enforcement consistent with mandatory reporting requirements at RCW 26.44.

In the event of an alleged sexual assault, the school principal will also immediately notify the student, parent or caregiver, or employee of their right to file a criminal complaint with law enforcement and a sex-based harassment complaint with the district. With the consent of the student or employee or when there is a legal requirement to do so, the Principal may also help them contact law enforcement.

## **III. Supportive Measures, Notice of Applicable Policy/Procedure, and Other Considerations**

Once the Title IX Coordinator has been notified of possible sex discrimination, the Title IX Coordinator or a designee will promptly contact the affected student or employee to:

- discuss the availability of supportive measures and consider their wishes with respect to supportive measures;
- explain the district’s procedure and resolution options, including the informal resolution process; and
- provide a copy of the applicable District policy and procedure, including the district’s grievance procedure.

### **A. Supportive Measures**

Upon notice of allegations of sex discrimination, the Administrator will offer and coordinate supportive measures as appropriate for the Complainant and Respondent.

At the time that supportive measures are offered, if a complaint has not been filed, the district will provide written notice that the Complainant may file a complaint with the district at any time. The Administrator will work with a party to ensure that their wishes are considered with respect to any planned and implemented supportive measures.

If a Complainant does not want to file a complaint or engage in informal resolution options, a reported concern may be resolved by offering and, upon request, providing supportive measures (only). The Administrator will document any supportive measures provided, and provide that information to the Title IX Coordinator.

#### **1. Providing Supportive Measures**

Supportive measures are designed to protect the safety of the parties or the district’s



educational environment. They also provide support during the informal resolution process and grievance process. They are designed to restore or preserve access to the district's education program or activity. They are offered without fee or charge to the Parties, and must not unreasonably burden either party.

Supportive measures cannot be imposed against a Respondent for punitive or disciplinary reasons.

Supportive measures are available to both parties and may vary depending on what is reasonably available, but may include:

- A request that an administrator address allegations by meeting with the Respondent(s) (with or without the Complainant) to discuss concerning behavior, school policies, and expectations. Such a conversation must be non-disciplinary, non-punitive, and Respondent(s) cannot be required to attend such meetings, nor are they required to provide any information if they attend. If a meeting takes place, the conversation will be documented.
- An opportunity for a Complainant student or employee, upon request and voluntarily, to meet with an Administrator and an alleged harasser to explain to the alleged harasser that their conduct is unwelcome, offensive, or inappropriate, either in writing or face-to-face;
- A written statement from a Complainant student or employee to an alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district's sex-based harassment policy without identifying the Complainant;
- Developing a safety plan; adjustments;
- Mutual restrictions on contact between the parties;
- Increased security and monitoring of certain areas of the campus or school building;
- Providing employee and/or student training;
- Remote or alternative learning environments for students or leaves of absence for employees;
- Counseling or a referral to the Employee Assistance Program;
- Changes in class or extracurricular or any other activity;
- Modifications of work or class schedules, including extensions of deadlines and other course-related whether there is or is not a comparable alternative; and
- Training and education programs related to sex discrimination or harassment.

If either party is a student with a disability, the Title IX Coordinator may consult, as appropriate, with an individual or office designated to provide support to students with disabilities about how to comply with Section 504 or the IDEA in the implementation of supportive measures.

For allegations other than sex-based harassment or retaliation, the district is not required to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

## **2. Privacy and Supportive Measures**

To ensure the parties' privacy, the district must not disclose supportive measures to anyone other than the people to whom they apply about the supportive measures, including the other party.

Except, the district may disclose some information to carry out the purposes of supportive measures, including to address conduct that reasonably may constitute sex discrimination. For example, the district may need to tell specific staff, the other party, or a third party of a supportive measure to implement or document it. But the district may not need to disclose why the supportive measure is being provided.

The following are other exceptions that may apply:

- (1) A person with the legal right to consent to the disclosure provides written consent.
- (2) The information is disclosed to a parent, caregiver, or other authorized legal representative of the person at issue.

- (3) As required by laws, regulations, or to comply with State or Federal grant awards or other funding agreements.
- (4) When required by Federal, State, or local law, including FERPA, and those laws do not conflict with Title IX.

Application of State laws may prohibit disclosure even where permissible under those exceptions. As stated in Policy 3230 - Searches of Students and Student Privacy, Washington State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents/caregivers, and what activities the student will participate in.

Additionally, as stated in Procedure 3211P Gender Inclusive Schools, information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to others may violate privacy laws. To ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive status to others, including other school personnel, other students, or the parents/caregivers of other students, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

### **3. District Modifications or Termination of Supportive Measures**

As appropriate, the district may modify or terminate supportive measures at the conclusion of an informal resolution or investigation process, or the district may continue them beyond that point.

### **4. Opportunity for Modification or Reversal of Supportive Measures**

The district must also provide a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

If either party wants to modify or reverse the district's decision to provide, deny, modify, or terminate supportive measures applicable to them, they may request an opportunity for modification or reversal from the Supportive Measure Review Administrator (SMRA), this is the Superintendent or designee.

## **B. Title IX Coordinator Determinations and Explanation of Applicable Policies**

### **1. Who Can File Under this Procedure**

For complaints of sex-based harassment, these people also have the right to file complaints under this procedure:

- a person who meets the definition of "Complainant" above,
- a parent, caregiver, or other authorized legal representative of the Complainant,
- or the Title IX Coordinator

For other forms of sex discrimination that are not sex-based harassment, the following people have the right to make a complaint under this procedure:

- a person who meets the definition of "Complainant" above,
- a parent, caregiver, or other authorized legal representative of the Complainant,
- the Title IX Coordinator,
- any student or employee, or
- any other person participating or attempting to participate in a district education program or activity at the time of the alleged sex discrimination.

If an individual wishes to file a sex-based discrimination complaint, but does not fit this definition, they should use the process for students at Procedure 3210P Non Discrimination or the process for employees or applicants at Procedure 5010P Nondiscrimination and Affirmative Action.

If a person filed a complaint of sex-based harassment but does not have the right to make that type of complaint, the Title IX Coordinator or designee will inform the person, in writing, that the district cannot proceed with an investigation. The notice will also state that the district will treat the complaint as a report of sex-based harassment and take steps, as necessary, to address the information to the extent that it is feasible to do so while maintaining the confidentiality of the affected student or district employee.

## **2. Determining What Procedure Applies**

The Title IX Coordinator or a designee will determine what procedure applies. If the sex discrimination alleged occurred prior to August 1, 2024, and is not ongoing, the Title IX Coordinator will inform the affected student or district employee of the policies and procedures in effect at the time of the alleged discriminatory act or conduct and proceed accordingly under those.

If the alleged sex-based discriminatory act or conduct occurred on or after August 1, 2024, this procedure will apply.

When ongoing sex-based harassment is alleged, the district will consider the totality of circumstances and, therefore, will look at all incidents of alleged harassment and apply the policy that was in place on the date of the latest incident of harassment.

If more than one discriminatory event is alleged or other types of discrimination are alleged, the district will consider each alleged discriminatory act and may apply different policies to each event or may apply a single policy provided it is the policy that provides the highest level of due process.

## **C. Other Considerations**

### **1. Students with Disabilities**

If either party is a student with a disability, the Title IX Coordinator or a designee will consult with one or more members, as appropriate, of the student's Section 504 or Individualized Education Program (I.E.P.) team to determine how to comply with Section 504 and IDEA requirements throughout the implementation of this grievance procedures.

### **2. Discipline Prohibit Until Determination**

A Respondent who is accused of sex discrimination under Title IX is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The district may not impose any disciplinary sanctions or other actions that are not supportive measures against the Respondent until the district has determined that the Respondent was responsible for the sex discrimination at the conclusion of the grievance process.

### **3. Emergency Removals for Alleged Sex-Based Harassment under Title IX**

The district may remove a student Respondent from school on an emergency basis consistent with Policy 3241 and Procedure 3241P – Student Discipline and the associated student discipline regulations for emergency expulsion *provided* that the district:

- (1) undertakes an individualized safety and risk analysis,
- (2) determines that an imminent and serious threat to the health or safety of a Complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and
- (3) provides the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

Such removal does not modify any rights of students under the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, or the Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

The district may also place an employee Respondent on administrative leave from employment responsibilities during the grievance process. Such leave does not modify any rights under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, or the Americans with Disabilities Act of 1990, 42 U.S.C. 12101 et seq.

## **IV. Informal Resolution**

If a report or notice provided to the district alleges sex discrimination by an individual or group of individuals, the parties may elect to participate in an informal resolution process with a district designee trained on impartiality and the district's informal resolution processes.

The purpose of informal resolution is to provide the parties with an opportunity to resolve the allegations and reach a mutually acceptable resolution without an investigation and determination of responsibility

under Section V.G below.

It is not necessary to pursue informal resolution before filing a complaint and requesting an investigation under Section V below.

Either party may request informal resolution at any time, including after a complaint has been filed but before a complaint determination is issued under Section V.G below.

The informal resolution process is at the discretion of the district's Title IX Coordinator or a designee. However, as required by Federal law, the district does not allow informal resolution for allegations that an employee engaged in sex-based harassment of a district student.

The process requires the parties' voluntary, written consent. Before beginning the informal resolution process the parties must receive notice that explains:

- (1) the allegations,
- (2) the requirements for the process,
- (3) the right to withdraw from the process and to start or continue the grievance process (described in Section V) any time prior to reaching agreement,
- (4) if a resolution agreement is reached the parties will be prevented from starting or continuing the grievance process of the same allegations,
- (5) potential terms that can be requested or offered, include but are not limited to restrictions on contact or participation in programs, activities, attendance at specific events,
- (6) notice that any agreement is only binding on the parties, and
- (7) The parties may agree, as a condition of engaging in informal resolution, that if informal resolution is not successful that any statements made, notes taken, or evidence shared during the informal resolution process will be kept confidential to the extent agreed to by the parties. However, any statements and evidence obtained by an investigator or decision maker outside the informal resolution process will not be shielded from admissibility in the determination process. However, the following will not be confidential or privileged and may be disclosed as necessary or required by law:
  - o Any resulting written resolution agreement signed by the parties;
  - o Threats of violence or plans to commit or conceal a crime; and
  - o Unreported child abuse under mandatory reporting requirements.

**A. Accepted Responsibility by the Respondent**

The Respondent may accept responsibility for any or all of the allegations at any point during the involuntary resolution process. If the Respondent indicates an intent to accept responsibility for **all** allegations that violate district policy, the ongoing investigation process will be paused, and the Title IX Coordinator or designee will determine whether informal resolution is an option.

If informal resolution is available, an **"Informal Resolution Facilitator"** will determine whether all parties and the district are able to agree, in writing, on responsibility, restrictions, sanctions, restorative measures, and/or remedies.

This informal resolution is not subject to appeal once all parties indicate their written agreement to all resolution terms.

When a signed, written resolution agreement is reached, the Superintendent or designee will accept a finding that the Respondent is in violation of the district's policy and accept agreed-upon restrictions and remedies. The appropriate sanction(s) or responsive actions will be promptly implemented by the Title IX Coordinator and appropriate Administrators to effectively stop the discrimination or harassment, prevent its recurrence, and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

When the parties or the district cannot agree on all terms of accepted responsibility by the Respondent, the parties can attempt informal resolution between the parties or proceed with a complaint.

**B. Informal Resolution Between the Parties**

The purpose of informal resolution between the parties is to provide the parties an opportunity to reach a mutually acceptable resolution without an agreed upon finding of responsibility or an investigation and determination of responsibility under Section V.G below.

The parties will have forty-five days to engage in the informal resolution process, unless there is a good cause for extension.

If a complaint was filed, the Title IX Coordinator has discretion to determine if an investigation will be paused, limited, or continued during the informal resolution process.

If the parties agree to a resolution at the conclusion of the informal resolution process, they will not be able to initiate or resume a complaint under Section V.B. concerning the same allegations.

If either party withdraws from the informal resolution process or the process has not concluded within forty-five calendar days without a good cause extension, then the Informal Resolution Facilitator or Title IX Coordinator will end the informal resolution process.

When the informal resolution process ends without a resolution agreement between the parties:

1. If no complaint was filed, the Title IX Coordinator will provide written notice to the parties and remind the Complainant of the right to file a complaint.
2. If a complaint was filed and the Complainant has not withdrawn the entire complaint in writing, the Title IX Coordinator will provide the parties with written notice that the complaint, in whole or part, will be investigated and a determination issued under Section V.G of this procedure.

#### **C. Mediation with the District for Complaints of General Discrimination**

The district may not require the waiver of the right to an investigation and adjudication of a complaint of sex discrimination as a condition of enrollment, employment, or enjoyment of any other right, nor may the district require the parties to participate in an informal resolution process.

If the complaint does not have an individual Respondent because it concerns a policy or practice of the district, at any time during the complaint procedure, the district may, at its own expense, offer mediation. The Complainant and the District may agree to extend the complaint process deadlines to pursue mediation.

The purpose of mediation is to provide both the Complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. Either party may terminate mediation at any time during the mediation process. It may not be used to deny or delay a Complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

- 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education-related services to a student who is the subject of the complaint being mediated; or
- 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district solely because they serve as a mediator.

If the parties reach an agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions, including both verbal statements and any written notes or documents, that occurred during the course of mediation will remain confidential and privileged and may not be used as evidence in any subsequent complaint, due process hearing, or civil proceeding. However, the following will not be considered privileged and may be disclosed as necessary or required by law, such as:

1. Any resulting written agreement signed by all the parties;
2. Threats of violence or plans to commit or conceal a crime;
3. Unreported child abuse that falls under mandatory reporting requirements; and
4. Other exceptions to privilege are spelled out in Washington's Uniform Mediation Act at RCW 7.07.050.

The agreement must be signed by the Complainant and a district representative who has the authority to bind the district.

## **V. Grievance/Complaint Procedure**

### **A. Basic Requirements of the District's Sex Discrimination Grievance Procedures**



**1. Equitable Treatment and No Conflicts of Interest or Bias**

The district will treat Complainants and Respondents equitably.

The district presumes that the Respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

The district requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.

**2. Extension of Timeframes**

The district's process allows for the reasonable extension of timeframes on a case-by-case basis when agreed to by the Complainant or if exceptional circumstances related to the complaint investigation require an extension of the time limit.

**3. Privacy and Personally Identifiable Information**

The district will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to:

- obtain and present evidence, including by speaking to witnesses;
- consulting with their family members or confidential resources such as medical providers, therapists, sexual assault resource centers, or others; or
- otherwise preparing for or participating in the grievance procedures.

As stated in Policy 3230 - Searches of Students and Student Privacy, Washington State law provides that at certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents/caregivers, and what activities the student will participate in.

The district must not disclose personally identifiable information (PII) obtained while complying with this procedure except in the following circumstances:

- (1) To carry out the purposes of the district's obligations under this procedure, including to investigate and take other actions to address conduct that reasonably may constitute sex discrimination in a district education program or activity;
- (2) When the district has obtained prior written consent from a person with the legal right to consent to the disclosure;
- (3) When the information is disclosed to a parent, caregiver, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose PII is at issue;
- (4) As required by State or Federal law, regulations, or the terms and conditions of a State or Federal award, including a grant award or other funding agreement; or
- (5) To the extent such disclosures are not otherwise in conflict with State or Federal laws, when required by State or local law, such as when there is reasonable cause to believe that a child has suffered sexual abuse (RCW 26.44.030), or when permitted under FERPA, 20 U.S.C. 1232g, or its implementing regulations, 34 C.F.R. part 99.

**4. Prohibition of Retaliation**

Retaliation is prohibited from the district, a student, or an employee or other person authorized by the district to provide any aid, benefit, or service under the district's education program or activity. Retaliation includes student-to-student retaliation.

**5. Credibility Determinations**

Credibility determinations will not be based on a person's status as a Complainant, Respondent, or witness.

**6. Relevant Evidence**

The district will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. "Relevant" means related to the allegations of sex discrimination under investigation as part of these grievance

procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

#### **7. Impermissible Evidence**

The following types of evidence and questions seeking that evidence are impermissible (i.e., will not be accessed or considered, except by the district to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the district obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the Complainant's sexual interests or prior sexual conduct, unless evidence about the Complainant's prior sexual conduct is offered to prove that someone other than the Respondent committed the alleged conduct or is evidence about specific incidents of the Complainant's prior sexual conduct with the Respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the Complainant and Respondent does not by itself demonstrate or imply the Complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

#### **B. Grievance/Complaint Process when a Complaint is Received**

If the district receives a complaint under this procedure, the Title IX Coordinator will ensure the complaint is evaluated and, if appropriate, investigated.

If the Title IX Coordinator has a conflict of interest, they will delegate their authority to participate in this process as necessary to avoid any potential conflicts of interest.

Upon receipt of a complaint, if they have not already been offered, the Title IX Coordinator will offer supportive measures to both parties. If necessary, the Title IX Coordinator may gather additional information from the Complainant to understand the parties involved, the conduct allegedly constituting sex discrimination, and the date and location of the alleged incident(s), if known.

#### **C. Dismissal of a Complaint<sup>1</sup>**

The district may dismiss a complaint of sex discrimination if the district determines:

- The district is unable to identify the Respondent after taking reasonable steps to do so.
- The Respondent is not participating in the district's education program or activity and is not employed by the district.
- The Complainant provided voluntary, written notice that they want to withdraw any or all of the allegations in the complaint, the Title IX Coordinator declines to open a complaint, and any allegations that were not withdrawn (if any), even if proven, would not constitute sex discrimination under Title IX.
- The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination. Before dismissing such a complaint, the district will make reasonable efforts to clarify the allegations with the Complainant.
- The district determines that the complaint lacks sufficient detail to objectively understand what sex-based discriminatory acts are alleged, and when and where they occurred. Before dismissing the complaint for lack of sufficient detail, the district will provide the Complainant

<sup>1</sup> Dismissal of a complaint is addressed at 34 CFR 106.45(d). It is recommended for ease, clarity, and to minimize needed training that districts handle (1) dismissals and grievance determinations and (2) appeals decisions for dismissals and grievance determinations similarly. However, it is up to the recipient who will hear the dismissal appeal and what process is used, so long as the appeal decision-maker has authority greater than the dismissal decision-maker. If the dismissal decision-maker is the Title IX Coordinator, the dismissal appeal can go to the Superintendent/designee, unless the Superintendent is serving as the investigator/decisionmaker and has already started an investigation. In such instances, the appeals should go to the board or a board designee.

with notice, in writing, of what information is needed and that the district may dismiss the complaint if the information is not received within ten (10) calendar days. Such a dismissal will not prevent the Complainant from filing other complaints in the future.

Upon dismissal, the district will promptly notify the Complainant of the basis for the dismissal in writing. If the dismissal occurs after the Respondent has been notified of the allegations, then the district will also simultaneously notify the Respondent of the dismissal and the basis for the dismissal.

The district will provide the Complainant with notice of the opportunity to appeal the dismissal of a complaint within ten (10) calendar days of the dismissal decision by submitting a written notice of appeal to: Superintendent of Kelso School District

The dismissal notice will also specify that the dismissal may be appealed based on the following:

- procedural irregularity that would change the outcome,
- new evidence that would change the outcome and that was not reasonably available when the dismissal was made, and/or
- the Title IX Coordinator or decisionmaker had a conflict of interest or bias for or against either party that would change the outcome.

When a complaint is dismissed, the district will, at a minimum:

- offer supportive measures to the Complainant as appropriate
- offer supportive measures to the Respondent, as appropriate, if the Respondent was notified of the allegations and
- take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.

Dismissal does not preclude action under another district policy or procedure.

#### **D. Dismissal Appeal Process**

If the dismissal is appealed, the district will use the Level Two Appeal as described in Section V.H for the appeal of the dismissal.

The district will notify the parties of any dismissal appeal, including notice of the allegations if notice was not previously provided to the Respondent.

- Implement appeal procedures equally for the parties;
- Ensure that the decisionmaker for the appeal (1) has been trained consistent with the Title IX regulations and (2) did not take part in any investigation of the allegations or the dismissal of the complaint;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

#### **E. Notice of Allegations**

The district will acknowledge receipt of the formal complaint by providing the following written notice to the parties:

- A copy of the district's sex discrimination complaint procedure and, if appropriate, any informal resolution process available.
- Notice of the allegations of sex discrimination available at the time of the notice with sufficient information to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s), if known.
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of the evidence and, upon request, an equal opportunity to access such evidence.
- Notice that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility for alleged sex discrimination is made at the conclusion of the investigation process.
- Notice of the district's prohibition of retaliation and any provision in student conduct policies and procedures that prohibit false statements or submitting false information.



The district may consolidate complaints of sex discrimination against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against another party when the allegations of sex discrimination arise out of the same facts or circumstances. However, the district will not consolidate complaints if consolidation violates the Family Educational Rights and Privacy Act (FERPA) and the District has not obtained prior written consent from the parents/caregivers or eligible students to the disclosure of their education records. This determination will be made on a case-by-case basis.

If, in the course of an investigation, the district decides to investigate additional allegations of sex discrimination by the Respondent toward the Complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the district will notify the parties of the additional allegations.

**F. Investigation:**

The district will provide for adequate, reliable, and impartial investigation of a complaint. The investigator must be trained, impartial, and without a conflict of interest or bias for or against either party.

**1. Time for Investigation**

A decision based on a prompt, thorough, and effective investigation will be issued within 30 days of the complaint, unless the parties agree or there are exceptional circumstances related to the complaint that warrant an extension. In the event an extension is needed, the district will provide written notice to the parties of the reason for the extension and the anticipated response date within the following thirty days (and for every thirty days after that) until a decision is issued.

**2. Standard of Proof**

The district adopts preponderance of the evidence as the standard of proof it will use in reaching decisions regarding complaints. The burden is on the district—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

**3. Investigation Requirements**

Once an investigation is started, the Title IX Coordinator will appoint an Investigator(s) to conduct it. The Investigators may be any properly trained Investigator. The district's investigator can be the Title IX Coordinator, another investigator, the District's Superintendent, or someone hired by the district.

The investigation of a sex discrimination complaint must:

- Include a prompt and thorough investigation into the allegations in the complaint.
- Ensure that the district bears the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility.
- Provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.
- Review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- Provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible. This process is described below.
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by a parent, caregiver, legal representative, or other adult of their choice.

The district may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting or assisting in their professional capacity and made

and maintained in connection with the provision of treatment to the party unless the district obtains the party's voluntary, written consent to do so.

#### **4. Witness' and Parties' Rights**

Student Complainants, Respondents, and witnesses, and witnesses from outside the district's community cannot be required to participate in investigation or resolution processes but are encouraged to cooperate with the district's investigations and to share what they know about a Complaint.

Staff (not including Complainant and Respondent) are required to cooperate with and participate in the district's investigation and resolution process. If an employee represented by a union reasonably concludes that discipline could result from information provided during an interview, the employee shall be entitled to union representation during the interview. If the employee reasonably determines during the interview that discipline could result, the interview shall be suspended until representation is available.

#### **5. Review of Evidence Prior to Determination**

At least ten (10) days prior to a determination regarding responsibility, the district shall provide the parties with a report that provides equal written notice as to the findings of the investigation and provides a fair summary of any relevant evidence that is directly related to the allegations raised in the complaint and obtained as part of the investigation. The notice shall inform the parties that:

- The report findings will be provided to the decision maker
- They are being given an accurate description of the evidence and, upon request, they have an equal opportunity to inspect and review relevant and not otherwise impermissible evidence.
- The District will determine a "reasonable opportunity" timeframe and deadline based on the volume of evidence. This timeframe will begin from the receipt of the notice and will allow for the following actions: reviewing the description of the evidence, requesting to review the evidence, and submitting a written response for the decisionmaker to consider before making a decision.
- Both parties are being given an equal opportunity to ask specific, relevant questions about the evidence or identify areas where they believe further investigation is necessary.
- Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless they are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant or unless they concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

If the parties request to inspect and review the relevant evidence, the district will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures.

Disclosures of information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized. However, the district may redact information if it has not received voluntary, written consent to disclose information that is privileged or was made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional made in connection with the provision of treatment to the party.

#### **G. Level One – Superintendent's Response and Decision**

At the conclusion of the investigation and within thirty (30) calendar days of receipt of the complaint, the Superintendent or a designee must issue a written determination of responsibility regarding the alleged sex discrimination.

Prior to issuing a decision, the District's Superintendent or designee will objectively review all evidence gathered in the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

If the investigator was not the District's Superintendent or designee, nothing in this procedure

prohibits them from making findings or recommending any decision or remedies. However, the District's Superintendent or designee will not be bound by the recommendations and is responsible for the determination of responsibility and remedies, if any. The District's Superintendent or designee may also question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination prior to issuing their determination.

The decision will be issued within 30 days unless otherwise agreed to by the Complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will provide written notice to the parties and the anticipated response date.

### **1. Determination of Whether Sex Discrimination Occurred**

After an investigation and evaluation of all relevant and not otherwise impermissible evidence, the District decisionmaker will use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.

The Superintendent must issue written notice to the parties at the same time. The written notice must include:

- Identification of the allegations potentially constituting sex discrimination under Title IX regulations;
- Findings supporting the determination;
- An application of the district's policy prohibiting sex discrimination to the facts and a statement of conclusion as to whether a preponderance of the evidence substantiated that the Complainant was subjected to sex discrimination;
- If sex discrimination was substantiated, then the decision must also include a determination regarding responsibility, any disciplinary or other sanctions imposed on the Respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the Complainant; and the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the Complainant and others, if appropriate; and
- Notice of the parties' right to appeal to the school board and the necessary filing information.

At the time the district responds to the parties, the district must send a copy of the response to the Office of the Superintendent of Public Instruction (OSPI).

Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the Superintendent mailed a written decision unless a student is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.

### **2. Disciplinary Sanctions and Remedies**

Following a determination that sex-based harassment occurred, the district may impose disciplinary sanctions. "Disciplinary sanctions" means consequences imposed on a Respondent following a determination under these grievance procedures that the Respondent violated the recipient's prohibition on sex discrimination. Disciplinary sanctions against students will be in accordance with 3241/3241P – Student Discipline. Disciplinary sanctions against employees will be in accordance with 5281 – Disciplinary Action and Discharge.

The district may also provide remedies. “Remedies” means measures provided, as appropriate, to a Complainant or any other person the district identifies as having had their equal access to the recipient’s education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person’s access to the recipient’s education program or activity after a recipient determines that sex discrimination occurred.

Remedies may include but are not limited to:

- A continuation of supportive measures
- Referrals to counseling, health services, or the Employee Assistance Program
- Course and registration adjustments, such as retroactive withdrawals or changes in schedules
- Education to the individual and/or the community
- Permanent or temporary alteration of work arrangements for employees
- Provision of school safety escorts
- Climate surveys
- Policy modification and/or training
- Implementation of long-term contact limitations between the Parties
- Implementation of adjustments to academic deadlines, course schedules, etc.

#### **H. Level Two – Appeal to the Board of Directors**

If a Complainant or Respondent(s) disagrees with the Superintendent’s or designee’s written decision, the disagreeing party may appeal the decision to the district’s board of directors or a board designee by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the Complainant received the response.

##### **1. Notice of Appeal and Hearing**

If the complaint involves a named Respondent, the district will implement appeal procedures equally for both parties and provide written notice to the other party when an appeal is filed. The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal unless otherwise agreed to by the Complainant and the Superintendent or for good cause.

##### **2. Appeal Decisionmaker**

The board’s appeal must be heard by an individual or group of individuals who are impartial and do not have any conflicts or bias for any of the parties. The appeal hearing officer/decisionmaker for the appeal must also be trained consistent with the requirements of Title IX, a Federal law, for appeal decision makers of sex discrimination.

The board may delegate its authority for the hearing/decision-making to an individual or group. However, the board cannot delegate its authority to the Superintendent or anyone under the Superintendent’s authority. The board will also ensure that the appeal hearing officer/decisionmaker for the appeal is not an employee of the district, nor the same decisionmaker who reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator. An appeal hearing officer/decisionmaker for the appeal is not considered an employee of the district solely because they receive payment to serve as the appeal hearing officer/decisionmaker for the appeal.

##### **3. The Appeal/Hearing Process**

All parties will be allowed a reasonable, equal opportunity to present such witnesses and testimony as the board or its designee deems relevant and material in support of or challenging the outcome of the initial determination.

Unless otherwise agreed to by the appellant(s), the board or its designee will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the Complainant with a copy of the decision. The decision of the board will be provided in a language the Complainant can understand, which may require language assistance for Complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.

The decision will include notice of the Complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the Superintendent of public instruction.

**I. Level Three - Complaint to the Superintendent of Public Instruction**

If the Complainant or Respondent disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the Complainant may file a complaint with the Superintendent of Public Instruction.

A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the Complainant received written notice of the board of directors' decision unless the Superintendent of Public Instruction grants an extension for good cause complaints may be submitted by mail, fax, electronic mail, or hand delivery.

A complaint must be in writing and include:

- 1) A description of the specific acts, conditions, or circumstances alleged to violate applicable anti-discrimination laws;
- 2) The name and contact information, including address, of the Complainant;
- 3) The name and address of the District subject to the complaint;
- 4) A copy of the district's complaint and appeal decision, if any; and
- 5) A proposed resolution of the complaint or relief requested.

If the allegations regard a specific student, the complaint must also include the name and address of the student or, in the case of a homeless child or youth, contact information.

Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may open an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the Superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, W.A.C. and will issue a written decision to the Complainant and the District that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action, including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

**J. Level Four - Administrative Hearing**

A Complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

**VI. Definitions of Prohibited Conduct**

The sections below describe the specific forms of legally prohibited sex discrimination, sex-based harassment, and retaliation that are also prohibited under District Policy. Speech or conduct protected by the First Amendment will not be considered a violation of the District's Policy, though supportive measures will be offered to those impacted.

All offense definitions below encompass actual and/or attempted offenses.



**“Consent,”** as defined in this policy, must be affirmative and consistent with RCW 28A.300.475, “affirmative consent means a conscious and voluntary agreement to engage in sexual activity as a requirement before sexual activity.”

**“Sex discrimination”** means discriminatory different treatment with respect to a person’s employment or participation in a District education program or activity based on sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. There are three types of sex discrimination, which are defined below: (A) different (or disparate) treatment, (B) disparate impact, and (C) sex-based harassment

- A. **“Different (or disparate) treatment discrimination” means any intentional differential treatment of a person or persons that is based on a person’s actual or perceived sex and that:**
  1. Excludes a person from participation in;
  2. Denies a person benefits of; or
  3. Otherwise adversely affects a term or condition of a person’s participation in a Recipient program or activity
- B. **“Disparate Impact Discrimination” means policies or practices that appear to be neutral unintentionally result in a disproportionate impact on the basis of sex that:**
  1. Excludes a person from participation in;
  2. Denies a person benefits of; or
  3. Otherwise adversely affects a term or condition of a person’s participation in a Recipient program or activity.
- C. **“Sex-based harassment” is a form of sex discrimination and means**
  1. sexual harassment and other harassment
  2. on the basis of sex, including on the basis of
    - sex stereotypes,
    - sex characteristics,
    - pregnancy or related conditions,
    - sexual orientation, and
    - gender identity.

There are different types of sex harassment, including “quid pro quo harassment,” “hostile environment harassment,” and certain specific sexual offenses defined further below.

1. **“Quid pro quo harassment”**
  - An employee, agent, or other person authorized by the district
  - to provide an aid, benefit, or service under the district’s education program or activity
  - explicitly or impliedly conditioning the provision of such an aid, benefit, or service
  - on a person’s participation in unwelcome sexual conduct.
2. **“Hostile environment harassment,” which is defined as**
  - “Unwelcome sex-based conduct that,
  - based on the totality of the circumstances,
  - is subjectively and objectively offensive and
  - is so severe or pervasive
  - that it limits or denies a person’s ability to participate in or benefit from the recipient’s education program or activity (i.e., creates a hostile environment).”

Because students and employees can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- The degree to which the conduct affected the Complainant’s ability to access the recipient’s education program or activity;
- The type, frequency, and duration of the conduct;
- The parties’ ages, roles within the recipient’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the

- effects of the conduct;
  - The location of the conduct and the context in which the conduct occurred; and
  - Other sex-based harassment in the recipient's education program or activity.
3. **"Sexual assault" means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. This includes:**
- **Rape**
    - Penetration by the Respondent, no matter how slight,
    - of the vagina or anus,
    - with any body part or object, or
    - oral penetration by a sex organ of the Respondent,
    - without the consent of the Complainant.
  - **Fondling**
    - The touching of the private body parts of the Complainant (buttocks, groin, breasts) by the Respondent,
    - for the purpose of sexual gratification,
    - without the consent of the Complainant,
    - including instances where the Complainant is incapable of giving consent because of their age or because of a temporary or permanent mental or physical incapacity.
  - **Sodomy**
    - Oral or anal penetration,
    - Of the Complainant by the Respondent
    - without the consent of the Complainant,
    - including instances where the Complainant is incapable of giving consent
      1. because of their age or
      2. because of their temporary or permanent mental or physical incapacity
  - **Sexual Assault with an Object**
    - Respondent's use of an object or instrument
    - to unlawfully penetrate, however slightly, the genital or anal opening
    - of the body of the Complainant,
    - without the consent of the Complainant,
    - including instances where the Complainant is incapable of giving consent
      1. because of their age or
      2. because of their temporary or permanent mental or physical incapacity
  - **Statutory Rape:**
    - Sexual intercourse,
    - with a person who is under the statutory age of consent
      1. A person who is under age 16 or
    - A person under the age of 18 (16 or 17) if the other person is more than 5 years (60 months) older than them
  - **Incest:**
    - Sexual intercourse,
    - between persons who are related to each other,
    - within the degrees wherein marriage is prohibited by Washington State law.
4. **"Dating violence" means violence committed by a person:**
- Who is or has been in a social relationship of a romantic or intimate nature with the victim and
  - Where the existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship, (2) the type of relationship, and (3) the frequency of interaction between the persons involved in the relationship.
5. **"Domestic violence" means felony or misdemeanor crimes committed by a person who:**
- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the district, or a person similarly situated to a spouse of the victim;

- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

**6. “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:**

- Fear for the person’s safety or the safety of others; or
- Suffer substantial emotional distress.

Under State law, sex-based harassment may also be:

- acts of sexual violence
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic or other school-related decision affecting an individual.

**D. “Retaliation” means intimidation, threats, coercion, or discrimination**

- against any person
- for the purpose of interfering with any right or privilege secured by Title IX or this procedure or
- because the person
  - reported information, made a complaint, was a witness or
  - provided information, assisted, or participated or
  - refused to participate in any manner
- in an investigation or appeal under Title IX or this process.

## **VII. Other Complaint Options**

### ***Office for Civil Rights (O.C.R.), U.S. Department of Education***

O.C.R. enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with O.C.R. within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://www.ed.gov/ocr)

### ***Washington State Human Rights Commission (WSHRC)***

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)

For Complaints involving employee-on-employee conduct:

### ***Equal Employment Opportunity Commission (EEOC)***

Seattle Field Office

Federal Office Building

909 First Avenue, Suite 400

Seattle, WA 98104-1061

Phone 1-800-669-4000

Fax 206-220-6911

TTY 1-800-669-6820

ASL Video Phone 844-234-5122

Adopted:

Revised:



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# SUPERINTENDENT'S REPORT

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