AGENDA

5:00 p.m. Regular Meeting Call to Order, Community Room

Flag Salute

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Consent Agenda

1. Minutes
2. Trip Request
3. Gifts to the District
4. Correspondence

Old Business

1. Stewart Field Update
2. Wide Area Network RFP

Superintendent’s Report

1. 180-Day Waiver for Conferences
2. 2017 Legislative Update
3. Teacher Appreciation Week
4. 2016 Audit

Instructional Services

1. Teaching and Learning Report

Athletics & Activities

1. Resolution 2017-02 WIAA Authority

New Business

1. Title I Reports
Board Meeting Agenda
May 2, 2017

2. New Market Skills Center
3. YMCA After School Agreement
4. YMCA Summer Activities Agreement
5. SLP Assistant Services
6. Summer Maintenance
7. Next Meeting

Comments from the Audience

Executive Session

Personnel Matters
1. Certificated
2. Classified

ADJOURN
5:00 p.m. – Regular Meeting Call to Order

Flag Salute

Comments from Board Members

Comments from Student Representative

Comments from the Audience

Consent Agenda – Enclosure 1
1. Minutes – Minutes from the April 18, 2017, regular meeting are enclosed for your review and approval.
2. Trip Request
   a. The fifth- and sixth-grade classes at A.J. West Elementary School are requesting permission to travel to Camp Bishop for Outdoor School on May 22-25.
3. Gifts to the District
   a. A donation in the amount of $500.00 to support the hardship fund at McDermoth Elementary School has been received from Maria Ferns of Olympia Barber School.
   b. Donations totaling $880.00 have been received in memory of Geraldine Stubb to benefit the library fund at Stevens Elementary School.

Old Business
1. Stewart Field Update – Alan Gozart of Harbor Architects will report on plans for improvements for the grandstands at Stewart Field.
2. Wide Area Network RFP – Bids were opened for the WAN in the District. The Technology Department’s recommendation is enclosed. Board action to contract with the Grays Harbor PUD is recommended. Enclosure 2

Superintendent’s Report
1. 180-Day Waiver for Conferences – Superintendent Opstad will update Board members on the District’s request for a waiver for conferences. Enclosure 3
2. Legislative Update – Superintendent Opstad will update Board members on the 2017 Legislature’s special session.
3. **Teacher Appreciation Week** – Superintendent Opstad will share a proclamation from Governor Jay Inslee declaring May 8-12 as Teacher Appreciation Week and May 9 as Teacher Appreciation Day.  **Enclosure 4**

4. **2016 Audit** – The State Auditor’s Office has scheduled 9 a.m. Monday, May 8, for the exit interview on the annual audit.  **Enclosure 5**

### Instructional Services and Technology

1. **Teaching and Learning Report** – Teaching and Learning Director Judy Holliday will present the Teaching and Learning Report for April your information.  **Enclosure 6**

### Athletics & Activities

1. **2017-02 WIAA** – Resolution 2017-02 Delegating Authority to the Washington Interscholastic Activities Association is presented for your review and approval.  **Enclosure 7**

### New Business

1. **Title I Reports** – Title I Director Jim Sawin and school principals will present the annual Title I plans for your approval.  **Enclosure 8**
   
   A.J. West  Robert Gray  
   Central Park  Miller Junior High  
   McDermoth  Harbor High  
   Stevens

2. **New Market Skills Center** – The annual agreement with the New Market Skills Center for Interdistrict Cooperative Educational Services is presented for your review and approval.  **Enclosure 9**

3. **YMCA After School Agreement** – A contract with the YMCA of Grays Harbor to provide after school program services at Miller Junior High School in conjunction with the 21st Century Program is presented for your review and approval.  **Enclosure 10**

4. **YMCA Summer Activities Agreement** – A contract with the YMCA of Grays Harbor to provide summer activities in August as part of the 21st Century Program is presented for your review and approval.  **Enclosure 11**

5. **SLP Assistant Services** – A contract amendment with Anita Guinn & Associates Therapy, LLC, adding Claire Tangvald as a speech language pathologist assistant for the remainder of the school year is enclosed for your review and approval.  **Enclosure 12**

6. **Summer Maintenance** – Maintenance Supervisor Mike Pauley has prepared an overview of the maintenance projects planned during the summer months.  **Enclosure 13**
7. **Next Meeting** – The next regular meeting of the Board is set for 5 p.m. Tuesday, May 16, 2017, in the Community Room at Aberdeen High School. Who will audit the bills?

Comments from the Audience

Executive Session
At this time the meeting will recess for an executive session under RCW 42.30.110 (g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee) and to discuss labor negotiations that is expected to last 20 minutes.

Personnel Matters [Enclosure 14]
1. Certificated
   a. Hires
   b. Summer School Hires
   c. Resignation

2. Classified
   a. Hire
   b. Summer School Hires
   c. Resignation
   d. Retirement
   e. Extra-Curricular Resignation

ADJOURN
At 5:08 p.m. President Bielski convened the regular meeting of the Aberdeen School Board in the Community Room at Aberdeen High School. Members present were Erin Farrer and Jamie Walsh along with Student Representative Katurah Martin, Superintendent Thomas Opstad and 27 patrons and staff. Directors Christi Boora and Jeff Nelson joined the meeting in progress. The meeting began with the Flag salute.

Director Jamie Walsh commented that she enjoyed the countywide track meet, which took place at Miller Junior High School on Saturday, April 15.

President Sandra Bielski noted that the Consent Agenda included correspondence from the Office of Superintendent of Public Instruction notifying the District that the Technology Plan was approved.

Student Representative Katurah Martin reported that Business Week was in progress at Aberdeen High School and that students were selling tickets to a Drag Show.

Students in Myka Jugum’s class at Robert Gray Elementary School, who are part of the Ocean Guardian program through NOAA, gave a presentation on tap water vs. bottled water. The students encouraged the positive environmental practice of re-filling water bottles with tap water and avoiding water in disposable plastic bottles.

Kasi Turner shared information about a trip that students in the World Travelers Club are planning to Costa Rica on July 9-16. At this time, Director Jeff Nelson joined the meeting.

On a motion by Erin Farrer and seconded by Christi Boora, the Board approved the Consent Agenda, which included the minutes from the meeting on March 21, 2017; March payroll vouchers 82269 through 822755 totaling $2,884,116.38; General Fund vouchers 822776 through 822872 totaling $620,728.18, ASB Fund vouchers 822756 through 822769 and 822873 totaling $19,292.93, Private Purpose Trust Fund vouchers 822770 through 822772 and 822874 totaling $1,032.63 and Capital Projects Fund vouchers 822773 through 822775 totaling $15,443.50; approved trip requests from students in the ELL Program at Aberdeen High School who are traveling to Portland, Ore., on May 17, from the Aberdeen High School Marching Band, which is traveling to Victoria, B.C., on May 20-23, from the Jazz Band at Miller Junior High School, which is traveling to Central Washington University at Ellensburg on
May 19-20, and from students in the World Travelers Club at Aberdeen High School who are traveling to Costa Rica on July 9-16; accepted a gift to the District from Timberland Bank in support of Business Week in the amount of $750.00 and from the Aberdeen Rotary Club’s Rosenkrantz Fund in support of an American Sign Language video project in the amount of $4,350.00; accepted correspondence from OSPI informing the District that the Technology Plan for 2017-2020 and from Grays Harbor County regarding space availability at the Juvenile Detention Center for the 2017-2018 school year.

Superintendent Opstad reported that Alan Gozart of Harbor Architects will be at the May 2 meeting to discuss going out to bid on the roof and other projects at Stewart Field.

Superintendent Opstad discussed a letter from the Washington Student Achievement Council notifying the district it had been selected for the GEAR UP grant cycle for 2017-2023 if the Department of Education is funded for the program.

Superintendent Opstad provided an update on the 2017 legislative session.

Superintendent Opstad discussed the 2017-2018 budget, noting that most preparations are now on hold pending legislative action.

Superintendent Opstad shared information about the STAMP assessment that was administered on March 21. Forty-four students took the test, with most earning a foreign language credit for their demonstrated proficiency in a foreign language. Seven students were awarded four credits.

Superintendent Opstad and Maintenance Supervisor Mike Pauley reported that the new trash compactor was installed at Aberdeen High School. The project came in under the projected estimate.

Superintendent Opstad reported that Aberdeen High School successfully hosted the Ray Ryan Memorial All-County Track and Field Meet on Saturday, April 15, for the first time since 1923.

Superintendent Opstad noted that Haley Farrer was the Aberdeen Rotary Club’s student of the month for April.

Superintendent Opstad and Food Service Manager Jaime Matisons discussed the possibility of the 100 percent free lunch status at all schools for 2017-2018.
Superintendent Opstad shared a letter from OSPI notifying the district that apportionment would not be impacted at Central Park Elementary School following the emergency closure on March 15 due to a broken water main.

Teaching and Learning Director Judy Holliday presented the Teaching and Learning Report for March. She noted that again this year, Aberdeen is hosting the Math Olympiad scheduled for Saturday, April 29, and welcomed volunteers. She said the event is being moved from Miller Junior High School to Aberdeen High School due to the sheer number of teams coming to compete.

Finance Director Elyssa Louderback presented the Fiscal Status Report for March. She noted that fund balance trends are on budget and that enrollment is trending above budget. She reported an ending balance of $3,476,203.82 in the General Fund, $220,003.68 in the Capital Projects Fund, $2,154,446.39 in the Debt Service Fund, $242,859.39 in the Associated Student Body Fund, and $329,873.44 in the Transportation Fund. Mrs. Louderback also suggested that the Board plan for a work study session devoted to the budget once the legislative session ends.

On a motion by Christi Boora and seconded by Erin Farrer, the Board approved renewal of a five-year agreement with TwinStar Credit Union to continue operating the Bobcat Branch at Aberdeen High School.

On a motion by Erin Farrer and seconded by Jeff Nelson, the Board approved renewal of a five-year agreement with TwinStar Credit Union to continue operating a no-fee automated teller machine at Aberdeen High School.

On a motion by Jamie Walsh and seconded by Christi Boora, the Board declared as surplus five vehicles that are no longer needed in the automotive program at Aberdeen High School described as a 1996 Mercury Marquis LS, VIN 2MELM75W5TX684121; a 1991 Cadillac Sedan DeVille, VIN 1G6CD536M4266359; a 1994 Dodge Caravan, VIN 1B4GH54R6PX746688; a 1994 Volkswagon Jetta GL, VIN 3VWRA21G8NM048164, and a 2001 Chevrolet Malibu, VIN 1G1ND52T1X6159592.

On a motion by Jeff Nelson and seconded by Jamie Walsh, the Board approved the purchase of a 30-passenger school bus with seat belts in the amount of $57,950.00 for delivery after September 1, 2017.

The next regular meeting of the Board is set for 5 p.m. Tuesday, May 2, 2017, in the Community Room at Aberdeen High School.
At 5:49 p.m., President Sandra Bielski recessed the meeting for an executive session under RCW 42.30.110(g) (to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee) expected to last 30 minutes. The session began at 5:53 p.m. At 6:25 p.m. the session was being extended for 30 minutes. The regular meeting resumed at 6:57 p.m.

On a motion by Jamie Walsh and seconded by Jeff Nelson, the Board approved the Personnel Report. Under certificated matters, the Board approved the hiring of David Rupp as a special education teacher at Aberdeen High School, Rhonda Turner as a kindergarten teacher at A. J. West Elementary School, Nancy Villarreal as a special education teacher at McDermoth Elementary School, Kristen Carson as a 4th Grade teacher at Robert Gray Elementary School, and Stephanie Campbell as a kindergarten teacher and Paige Kuhn as a 1st Grade teacher at Stevens Elementary School, all effective August 30; and accepted resignations from Molly Houk as the AVID coordinator at Aberdeen High School, Bobbi Parker as a teacher at McDermoth Elementary School (revised from retirement) and Georgina Burns as a teacher at Stevens Elementary School, all effective June 16.

Under classified matters, the Board approved a change of assignment for Leslie Lujan from Food Service worker to cook at Stevens Elementary School effective April 10; accepted a resignation from Cataleana Miller as a family service worker at Stevens Elementary School effective June 16; approved the retirement of Karen Thompson as a para-educator at A. J. West Elementary School effective June 30; approved a revised date for the retirement of Sharon “Sherry” Schmalz as a para-educator at Central Park Elementary School effective June 30; approved extra-curricular contracts at Miller Junior High for James Daly, Samantha Deugan-Leverett and Todd Gladsjo as assistant track coaches effective April 17 and Breanna Gentry as head track coach effective April 17; accepted resignations from Alberto Garcia as an assistant football coach at Aberdeen High School effective April 10, David Douglass as an assistant track coach at Miller Junior High School effective March 31 and from Thaddeus Williams as an assistant football coach at Miller Junior High School effective April 17; approved the hiring of Brittnee Cook, Carol Gradillas, Hailey Houle, Stephany Murray, Bianca Renteria and Erin Urquijo as substitutes for the District; approved the hiring of Gabriela Guzman Hernandez as a substitute interpreter, and accepted the resignation of Tony Crawford as a bus driver effective March 29.

On a motion by Jamie Walsh and seconded by Jeff Nelson, the Board considered the Building Administrative Staffing recommendation for 2017-2018. Director Christi Boora moved to remove Joan Hoehn’s name from the
list. President Sandra Bielski ruled the motion was out of order and asked for all in favor of approving the staffing recommendation. Director Boora asked each director to comment on her failed motion. President Bielski restated. A motion by Director Boora and seconded by Erin Farrer to amend the motion and vote on each recommendation individually carried. President Bielski asked for all in favor of Dr. Richard Bates as principal at Robert Gray Elementary School. All ayes. President Bielski asked for all in favor of Derek Cook as principal at Harbor High School. All ayes. President Bielski asked for all in favor of David Glasier as assistant principal at Aberdeen High School. All ayes. President Bielski asked for all in favor of Lisa Grieble as principal at Miller Junior High School. All ayes. President Bielski asked for all in favor of Joan Hoehn as assistant principal at Miller Junior High School. The ayes carried with President Bielski, Jeff Nelson and Jamie Walsh in favor; Directors Boora and Farrer against. President Bielski asked for all in favor of Arnie Lewis as principal at Stevens Elementary School. All ayes. President Bielski asked for all in favor of John Meers as principal at A.J. West Elementary School. All ayes. President Bielski asked for all in favor of Sherri Northington as principal at Aberdeen High School. All ayes. President Bielski asked for all in favor of Barb Page as principal at Central Park Elementary School. All ayes. President Bielski asked for all in favor of Lonni Tegelberg as assistant principal at Aberdeen High School. All ayes. President Bielski asked for all in favor of Brandon Winkelman as principal at McDermoth Elementary School. All ayes.

State Representative Jim Walsh shared information and observations about the ongoing legislative session.

There being no further business, the meeting was adjourned at 7:21 p.m.
ABERDEEN SCHOOL DISTRICT NO. 5

OVERNIGHT & OUT-OF-STATE STUDENT TRIP REQUEST

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

Additional information required for planning foreign trips as outlined in Policy 2320.

Name of Group  A. J. West  5th and 6th grade

School  A. J. West

Advisor's Name  Kelly Stewart  Phone 360-538-2130

Date of Trip  MAY 22nd TO MAY 25th

Destination  Camp Bishop

Objective of Trip  Outdoor Education Camp

Number of Students  100  Number of Chaperones  14
(1 chaperone to ten students recommended)

Cost Per Student  $60.00

Cost Per Chaperone  $60.00

Funding Source  District Camp Fund for 6th grade and PTO
for 5th

Type of Transportation  School Bus

ASB Approval  Date

Principal's Approval  Date  4/12/17

Board Approval  Date

Approval is contingent on Homeland Security Travel Advisory. Out-of-state and out-of-country trips are not authorized during an Orange Alert or higher status.

Reference Board Policy and Procedures Field Trips and Excursions 2320 and 2320P
Revised 9/03
Memo

Date: April 28, 2017

To: Board of Directors, Aberdeen School District
   Dr. Tom Opstad, Superintendent

From: Elyssa Louderback, Director of Finance

RE: WAN Services

As you know, we have been in the process of accepting RFP’s for WAN (Wide Area Network) Services. After evaluation of the proposals, the committee is requesting that the Board reject all proposals. This would require action by the Board.

The committee is recommending that we enter into an agreement with Grays Harbor PUD to pay for installation of dark fiber at each school. We will then be entering into a lease with Grays Harbor PUD for use of the Fiber. The PUD will retain ownership of the Fiber and will maintain the Fiber.

This option is optimal for our district as it will allow faster connection than is being offered by any of the bidders. Grays Harbor PUD is the sole-source provider of Dark Fiber for our area, they own all the fiber on the Harbor. They currently lease it to communications companies, who then lease it to us. We used this process to acquire our internet access for many years. Our use of CenturyLink in this process has allowed us to file for federal E-rate funds, which has enabled us to keep our costs fairly low. Due to proposed changes that will be starting in the 2017-18 school year in the reporting of Free and Reduced households (which is the criteria for funding E-rate), we believe entering into an agreement with the PUD will be the best option to keep our costs contained for the future.

At this time we are requesting that you approve expenditures not to exceed $55,000 with the Grays Harbor PUD to install the Dark Fiber at the school locations. This would require action by the Board.

Please let us know if you have any additional questions. Thank you for your consideration.
April 25, 2017

Superintendent Opstad  
Aberdeen School District  
216 North G Street  
Aberdeen, WA 98520

Dear Superintendent Opstad:

This is official notification that the State Board of Education has reviewed Aberdeen School District’s application for a waiver under WAC 180-18-050(3) from the basic education requirement of a minimum 180-day school year solely for the purpose of conducting parent-teacher conferences, and determined that the district has met the requirements of this section. The Board, under the authority delegated to it by RCW 28A.305.140, herein grants a waiver of four days for the school years of 2017-2018 and 2018-2019 as requested in the application.

If you have questions please contact Parker Teed at the State Board of Education office, 360-725-6047.

Sincerely,

[Signature]
Ben Rarick  
Executive Director

cc: Parker Teed, Data Analyst
WHEREAS, a strong, effective system of free public school education for all children and youth is essential to our democratic system of government; and

WHEREAS, the United States has made considerable progress in the social, technological, and scientific fields due to our system of free and universal public education; and

WHEREAS, much of this progress can be attributed to the qualified and dedicated teachers entrusted with the educational development of our children; and

WHEREAS, teachers provide opportunities for students to connect with the world around them, develop basic skills for success in life and work, experience the realization of high expectations and the fulfillment of steps toward achievable goals; and

WHEREAS, teachers should be accorded high public esteem, reflecting the value placed on their skills and abilities, and the importance of public education; and

WHEREAS, it is appropriate that teachers be recognized for their dedication and commitment to educating their students;

NOW, THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim May 8-12, 2017 as

Teacher Appreciation Week

and May 9, 2017 as

Teacher Appreciation Day

in Washington, and I encourage all people in our state to join me in this special observance.

Signed 17th day of March, 2017

[Signature]
Governor Jay Inslee
April 24, 2017

Board of Directors
Aberdeen School District No. 5
216 N G St
Aberdeen WA, 98520

Dear Board Member:

We have completed our audit of the Aberdeen School District No. 5 for the 2015-2016 school year and wanted to share our preliminary results with you. We are inviting you to attend an exit conference with your staff that we have scheduled for 9:00 a.m. on Monday, May 8, 2017 at the District office.

We believe participation at the exit conference by you and others charged with the management and governance of the District is an essential part of our audit process. It gives you an opportunity to hear our conclusions and discuss with us the resolution of any audit issues.

Please note that if a quorum of Board members attend the exit conference, the District is responsible for ensuring requirements of the Open Public Meetings Act are met.

If you have any questions or matters that you would like to discuss with us before the exit conference, feel free to contact me at (360) 725-5377 or by email at Beau.Villarreal@sao.wa.gov.

Sincerely,

Beau Villarreal
Assistant State Auditor
Professional Development:
- August PD has been scheduled with Focused Fitness for PE teachers and with Pearson for online resources for 6-12 ELA and secondary math. Both will be included in the “Transforming Teaching Conference” on August 18-19. PD will be scheduled for K-5 ELA, 6th grade ELA and elementary Health, the Great Body Shop.

Assessments:
- Over forty students in grades 8-12 took the STAMP or ALTA world language proficiency tests to earn high school credits. Thank you to the Miriam J Weatherwax Charitable Trust for providing funds for this opportunity.
- Washington State Assessments are now being administered in grades 3-12. The window is through June 15.

AVID:
- Pam Good, state elementary AVID Director, was in the district on April 24 and 25. She met with the Instructional Leadership group and toured elementary buildings.
- Early registration for Summer Institute is now closed. Currently approximately 45 staff and administrators will attend the Sacramento SI in July. In addition 10-15 are registered for the Vancouver training in August. This is a reflection of the commitment and support for AVID across the district.

Curriculum:
- K-5 staff continue to review ELA programs and hope to have their recommendations to the IMC (Instructional Materials Committee) on May 11.

Highly Capable:
- Nominations are now open for the Highly Capable Program. Information is on the district website. Nominations for are due by May 25.

Math Teams:
- The High School Math Team, coached by Jesse Winter, earned 4th place in the team project at the state WSMC Math Competition in Ellensburg. Ryan Solan placed 8th in the individual competition.
Math Olympiad for 5th-8th grade students was held at AHS on Saturday, April 29. Thank you to all the district staff and parents who volunteered and supported this endeavor. Its success is due to everyone working together.

Technology:
- The department is planning and prioritizing for end of the year and summer projects. One major endeavor will be to collect all staff laptops and update the programs.
- More samples have arrived for possible laptops to lease for next year’s 9th grade class. A majority of staff stated that touch screens are not necessary, at this time; so, we are looking at both touch and non-touch.
- Harbor High has been approved for a Proof of Concept offer from Microsoft. Included is a cart that will hold up to 36 devices. The total offer is for up to $7500, which included the cost of the cart. We are working with Connection representatives to finalize this offer.
- Currently there are four pallets of surplus technology equipment that can be disposed of. We have contacted a couple vendors who seem to have an interest. When disposing of technology, we must receive a certificate of proper disposal from the vendor.
SCHOOL BOARD RESOLUTION
Electronic form available at: wiaa.com/resolution.aspx
Return by the second Friday in June annually.

School District Type (select one): ☐ Public ☐ Private ☐ Charter ☐ Tribal
School District Name: Aberdeen Resolution # (optional): 2017-02 Date: May 2, 2017

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local SCHOOL BOARD PRESIDENT and SUPERINTENDENT must sign this resolution form to indicate that the School Board has approved the Public School District’s or Private School’s membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA
WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE
Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA’s jurisdiction and will assess WIAA member schools via classification rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities authorized and offered by School Board approval and listed on the school’s WIAA membership form.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Thomas A. Opstad
Signature: ______________________

School Board President (if applicable): Sandra Bielski
Signature: ______________________

School Board Members (list WIAA Contact as first school board member):
1. Erin Farrer
Signature: ______________________
2. Christi Boora
Signature: ______________________
3. Jeff Nelson
Signature: ______________________
4. Jamie Walsh
Signature: ______________________

Aberdeen School District
AYP Improvement Plan

**Districts in Step 2 of Improvement:**
In addition to the components listed in Step 1 of ESEA-AYP, the district must take at least one of the following corrective actions, as consistent with state law. Ensure that the corrective action being taken is communicated within the plan. Please check one.

- [✓] Institute and fully implement a new curriculum based on state and local content and academic achievement standards that includes scientifically research-based professional development for all relevant staff.
- [ ] Replace LEA personnel who are relevant to the inability of the LEA to make adequate progress. (This corrective action, if chosen, is to be addressed in District Expected Indicator P2-B, “The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.)

Our district has been focusing on math instruction and curriculum updates over the past three years. Math is the area that has been identified as an area of need and the reason our district is in AYP. During the 2016-17 school year, we implemented a new ELA program for students in grades 6-12. This program is My Perspective. Staff have received training on the initial use of the program and continue to learn through various professional development activities how to create the blended learning environment for students that will lead to increased success on the Smart-Balanced state assessment.

In 2012-2013 we adopted a new math curriculum in grades K-8. This includes My Math from Macmillan/McGraw-Hill for grades K-5 and Glencoe Math, also published by McGraw-Hill for students in grades 6-8. Both sets of materials are aligned to the Common Core Standards and provide a solid foundation for students entering our high school. In 2016-17, we updated our math curriculum in grades 9-12 to the new Pearson series that we have been using for several years.

This updated version provides teachers with content that is aligned to the Common Core State Standards and includes ongoing professional development for our staff. Our format continues to follow a traditional course of study with an emphasis on implementing the Common Core content through a rigorous, well-developed scope and sequence that will help all students meet the challenging state assessments in mathematics. Algebra, Geometry, Algebra II, Pre-Calculus and Calculus are offered with this updated content. Algebra concepts are highlighted at the 7th and 8th grade level as students become more proficient and experienced in using mathematics in various problem solving scenarios.

Our teachers continue to be involved in extensive professional development. Experts from our local ESD, college professors, and regional trainers have assisted in providing our teachers with the skills and framework needed to move to teaching the Common Core Curriculum. We also are working across grade levels to insure critical content is taught and understood by all students.

Beginning in the summer of 2015, the Aberdeen School District partnered with Staff Development for Educators (SDE) to offer a two-day high quality professional development opportunity for all staff in our district and throughout our region. This professional development
is driven by staff requests and building needs assessments. This coming summer, we are focused providing professional development in the areas of math (IXL and the use of technology), reading and writing (to meet the Common Core content) and classroom pedagogy designed to engage students in learning. This will take place over a two-day session on August 18 and 19. Ongoing PD from the staff who provided training during the Summer Conference also return to the district to provide training throughout the school year for our staff at all levels. Currently (February 21, 2017) we have SDE trainers on site to provide follow up training for all our teachers on content that was delivered in August.

The use of technology has also been part of our restructuring of the math curriculum. The use of both the Khan Academy and now (2016-17) IXL Math are used on a daily basis. Teachers at all levels are using common assessments to measure their effectiveness and change their pedagogy as needed to better meet the needs of our students. These common assessments are given three times early in the school year and will continue to be used as a formative assessment over the next several years as we work toward having all students develop strong math literacy skill. We also use the Measures of Academic Progress (MAP) to assess students in reading and math. This is done in the fall, winter and spring. Teachers again use the results to make changes in instruction in order to help students fill in gaps in student learning.

Overall we are excited about the implementation of our new curriculum and ongoing scientifically research-based professional development. Given this change, it is our expectation that are students will significantly improve their math skills over the next 3-5 years, with major improvements seen at the secondary level beginning in 2020. Embarking on this change continues to have its challenges, but we are confident we will continue to grow and learn what is needed to help each and every student achieve both ELA and math competency as demonstrated on state assessments.
Improvement Goal:

Our state assessment results for reading will show growth for our low income students with a 10% growth each year until we close the gap. Of course our goal is always to bring all students to 100% in all areas.

AJ West is in Step 2 of Improvement
Improvement Goal:

Our state assessment results for reading will show growth for our low income students with a 10% growth each year until we close the gap. Of course our goal is always to bring all students to 100% in all areas.

Central Park is in Step 1 of Improvement
McDermoth Elementary AYP School Improvement Plan

**Improvement Goal:**

Our state assessment results for Reading and Math will show growth for ELL, SWD, low-income (and all other sub groups) as we close the gap between state average and school average by 10% per year.

**Schools in Step 4 or 5 of Improvement:**

In addition to addressing the ESEA AYP School Improvement Plan components as well as implementing one of the Step 3 corrective action steps above, schools in Step 4 or 5 of Improvement must develop, over the course of the 2016-2017 school year, a school restructuring plan which must include one of the actions below, as consistent with state law. The plan must be implemented and instituted no later than the beginning of the following school year.

Ensure that the restructuring action being taken is communicated within the plan. Please check one.

- [ ] Replace school staff members, which may include the school principal, who are relevant to the school’s inability to meet standards.
- [ ] Enter into a contract with an outside entity with a demonstrated record of effectiveness to operate the school.
- [✓] Implement other restructuring activities that are consistent with the principles of restructuring.

Describe the restructuring action taken and how will it be reflected in the school’s action plan.

Our restructuring has included:

- Worked with the district to begin to revamp and implement the ELL program. The District has provided consistent lessens for ELL students across the district.
- In addition to our district LAP K-4 reading program, we are utilizing our Title I funds to support interventions in 5th and 6th grade reading and math in grades 1-6.
- Formative and summative assessments were used to identify 5th grade students needing a restructured intervention plan. Based on the composite score of the assessments given, the 5th grade students were placed into two groups. The Title 1 and Classroom teachers support and plan the intervention of both the qualifying Title 1 students as well as the benchmark and above students.
- Catholic Community Services conducts one-on-one tutoring services after school. This tutoring program targets Hispanic students, low income students and students from families that may not be able to help with math and reading homework at home.
- Homework table in the breakfast room available for all students (including Hispanic, White and low-income students) that need extra support with homework.
- K-2 Primary dismissal time between 2:45-3:10- Students, including Hispanic and low-income students, are broken up by grade level and are retaught Reading and Math CORE by paras with teacher guidance.
- Grant funds are being used this year to provide extended learning time after school for students from all sub groups in grades 3-6. This homework club serves twenty students identified by classroom teachers that need additional academic support.
Robert Gray Elementary  
AYP School Improvement Plan

**Improvement Goal:**

Our state assessment results for Reading and Math will show growth for ELL, SWD (and all other sub groups) as we close the gap between state average and school average by 10% per year.

**Schools in Step 4 or 5 of Improvement:**

In addition to addressing the ESEA AYP School Improvement Plan components as well as implementing one of the Step 3 corrective action steps above, schools in Step 4 or 5 of Improvement must develop, over the course of the 2016-2017 school year, a school restructuring plan which must include one of the actions below, as consistent with state law. The plan must be implemented and instituted no later than the beginning of the following school year.

Ensure that the restructuring action being taken is communicated within the plan. Please check one.

☐ Replace school staff members, which may include the school principal, who are relevant to the school’s inability to meet standards.

☐ Enter into a contract with an outside entity with a demonstrated record of effectiveness to operate the school.

☑ Implement other restructuring activities that are consistent with the principles of restructuring.

Describe the restructuring action taken and how will it be reflected in the school’s action plan.

For restructuring we have:

- Reviewed program service models and staffing with the building administrator
- Worked with the district to revamp and implement an ELL Program that provided consistent lessons for ELL students across the district.
- Participated in work sessions with the Title I Director, ELL Director, Special Education Director, and Director of Teaching and Learning to review and restructure service delivery in the school including focused intervention with Title I and LAP students and providing the least restrictive environment for Special Education students.
- Created and implemented a math schedule for grades K-6 that would provide for Title I and Special Education service delivery in the classroom.
- Consulted with Title I/LAP Director, ELL Director, Special Education Director, and Director of Teaching and Learning/Technology to review the school improvement plan making adjustments as needed.
Stevens Elementary
AYP School Improvement Plan

**Improvement Goal:**
We the staff at Stevens continue to implement our school wide plan within the indistar structure.

Also our state assessment results for reading will show growth for our SPED students with a 10% growth each year until we close the gap. Of course our goal is always to bring all students to 100% in all areas.

**Schools in Step 4 or 5 of Improvement:**
In addition to addressing the ESEA AYP School Improvement Plan components as well as implementing one of the Step 3 corrective action steps above, schools in Step 4 or 5 of Improvement must develop, over the course of the 2016-2017 school year, a school restructuring plan which must include one of the actions below, as consistent with state law. The plan must be implemented and instituted no later than the beginning of the following school year.

Ensure that the restructuring action being taken is communicated within the plan. Please check one.

☑ Replace school staff members, which may include the school principal, who are relevant to the school’s inability to meet standards.
☐ Enter into a contract with an outside entity with a demonstrated record of effectiveness to operate the school.

Implement other restructuring activities that are consistent with the principles of restructuring.

Describe the restructuring action taken and how will it be reflected in the school’s action plan.

- Restructure through:
  - Created looping classrooms to build strong relationships with students and also not waste time in understanding each student’s needs.
  - Grant has provided us with the ability to video tape teachers and share together.
  - Studying Eric Jensen’s poverty courses to improve the strategies to bring success to all students.
  - Anita Archer Reading Training provided to reading team and shared throughout the year with entire staff
  - Title teacher coaching teachers in reading and math strategies
  - Hired Family Service worker/she is working one on one with a variety of families along with developing parenting classes and piloting Love & Logic.
  - Work with the district to create an ELL program that provides consistent lessons with ELL students across the district.
  - Met directly with Title Director to implement LAP teachers for specific interventions for struggling students
  - Using Technology for deeper learning.
  - Met with Title I Director, SPED Director, Director of Teaching and Learning and Tech Director to review give suggestions on my Improvement Plan and implementation of the plan.
Miller Jr. High
AYP School Improvement Plan

**Improvement Goal:**

Our state assessment results will show growth in Reading and Math for ELL, SWD, and all other subgroups. Our goal is to close the gap between state average and our school average by 10% per year.

**Schools in Step 4 or 5 of Improvement:**

In addition to addressing the ESEA AYP School Improvement Plan components as well as implementing one of the Step 3 corrective action steps above, schools in Step 4 or 5 of Improvement must develop, over the course of the 2016-2017 school year, a school restructuring plan which must include one of the actions below, as consistent with state law. The plan must be implemented and instituted no later than the beginning of the following school year.

Ensure that the restructuring action being taken is communicated within the plan. Please check one.

- [ ] Replace school staff members, which may include the school principal, who are relevant to the school’s inability to meet standards.
- [ ] Enter into a contract with an outside entity with a demonstrated record of effectiveness to operate the school.
- [✓] Implement other restructuring activities that are consistent with the principles of restructuring.

Describe the restructuring action taken and how will it be reflected in the school’s action plan.

**Step 5 Restructuring Plan**

**Technology**

- Miller is in Year 5 of a one-to-one technology implementation. We have transitioned from iPads to chromebooks. These chromebooks are used throughout the day. The use of these chromebooks is highly motivating to students and increases student engagement. These chromebooks are more in line with technology K-12 AND provide a device with a keyboard.
- Technology support is continuing to shift from equipment/tools to instructional use of the technology (and a technology resource staff is provided by the district in our building part time)

**Title One/LAP Coach**

- This coach has a variety of roles. She works on appropriately identifying LAP and Title Students. She has developed a way to communicate who these students are with teachers and track data on these students. She works with the LAP Reading teachers-standardizing the curriculum and instruction in the classes. She monitors the testing of LAP students and the addition of any students to these classes. She monitors the services delivered by our TitleOne/LAP paraeducators. She works with the LAP Math teachers and the TitleOne/LAP math paraeducator
as well. Additional she teaches a reading class which serves as a "lab" classroom other teachers can observe to see best teaching practices.

**Intervention classes for reading and math** are taught by a the students' teachers for their core ELA and Math class. Math teachers worked the Summer before 2016-2017 School year to restructure the Intervention Class. Students are moved in and out of the support classes as needed based on assessments.

**Title One/LAP paraeducators to support 7th and 8th grade Reading and Math Classes**

- The Title One/LAP Coach works closely with both Title One/LAP paraeducators making sure that they are assigned to classes with the greatest needs, and teaching them additional strategies to support reading and math. A focus on selecting the paraeducators with the strongest math backgrounds for the math classes was used.

**Addition of PreAlgebra Summer School course for 8th Graders going to 9th Grade in order to increase number of students Algebra Ready.** Data from the 2016 Summer school was positive- students were able to move into Algebra at the beginning of their freshman year. We are looking to increase the number of students in the summer of 2017.

**7th grade transition survey used yearly to revise services for students**

- Seventh Grade Students are surveyed periodically on the success of the transition from 6th to 7th grade. Previous survey data revealed that orientation was not standardized for all students. Previous data revealed that transitioning from one teacher to 7 teachers was very difficult. The biggest difficulty was the lack of connectedness/consistency among their seven different teachers. This data was used to restructure Orientation Day (first day of school) as well. We had the 8th graders start three hours later on the first day of school allowing 7th graders time alone on campus for targeted orientation.

**Implement Student for a Day Protocol-staff shadows a student for the school day, started in 2014-2015 and continues into 2016-2017**

- Staff were given the opportunity to shadow a student for the day- experiencing school through the eyes of a 7th or 8th grader. Reflections and implications for teaching practices were shared with all staff. These shared reflections inspired changes in the professional development offerings. This experience is being offered to current 6th grade teachers to come and shadow a Miller student. We also plan on going to the high school to shadow as well.

**Increase in student involvement in decision making involving school academics, activities, and culture.**

- Miller continues to increasing the use of Google Survey of students for feedback on issues and changes. Student voice is used in school decision making. Students were involved in the return of a Leadership class. This class is a student centered class planning student activities and celebrations. Students are recognized through a Student of the Month system. Honor Roll students are displayed in the cafeteria.

**After school program busing started in 2014-2015 and continues in 2016-2017, more students attending!**
• Students can now stay after school, even if a parent cannot pick them up, to receive additional academic support or to participate in safe activities. This has led to a huge increase in the number of students who stay for the after school program. The number of students involved averages 70 students a day.

District level support from TitleOne/LAP Director, Special Services/ELL Director, Teaching for Learning Director, and Special Projects Director

• Our district level directors provide direct support to administrators, Title 1 Coach and staff in the areas of staff development, budget planning, and necessary materials.

Supports for students in the Daily Schedule and Master Schedule:

- Teaming (grouping 4 content teachers together to share a common group of students) allows more flexible and timely student interventions

-SPED/ELL content mastery assistance class

• Instruction in the resource room classes has significantly altered to focus on grade level content standards. Students’ IEP’s were modified to include more IEP students in content area classrooms. Data on ELL students was examined and level 3 ELL students were moved from 2 periods a day of support to only one period a day of ELL support. A content mastery/enhancement course for IEP and ELL students further supports students who are now included for more core instruction.
• The Special Education teachers now view themselves as Case Managers, not Resource Room Teachers

More AVID elective classes, spread evenly throughout teams

• AVID (Advancement via Individual Determination) is a college readiness class and school wide philosophy. Strategies are research-based and designed to increase academic achievement for all students, not just the students in the AVID courses. The AVID program has expanded so more students have access to an AVID elective.
Harbor High
AYP School Improvement Plan

**Improvement Goal:**

Our state assessment results will show growth in Reading and Math for all groups as measured on state assessments. Our goal is to close the gap between state average and our school average by 10% per year. We failed to achieve this goal last year, even though a number of students were still able to graduate through the use of assessment alternatives.

Our ontime graduation rate will increase by 6 percentage points per year. We came up short last year, still seeing an increase in on-time graduation rates, but by only 2%.

**Harbor High is in Step 1 of Improvement**
# AJ West Comprehensive Plan Report

A detailed report showing activity of the school team’s work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

## Student and School Success Principle Indicators

### Key Indicators are shown in RED.

<table>
<thead>
<tr>
<th>Student and School Success Principle 1: Strong leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team structure</strong></td>
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<tr>
<td><strong>Indicator</strong></td>
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<tr>
<td><strong>Plan</strong></td>
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<tr>
<td><strong>Tasks:</strong></td>
</tr>
</tbody>
</table>

## Student and School Success Principle 2: Staff evaluation and professional development

### Professional development

| Indicator | P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. | (2880)(Expected,TitleISW,TitleITA) |
|-----------|-------------------------------------------------------------------------------------------------------------------------------|
| **Plan** | Assigned to: | Sal Abruscato |
| How it will look when fully met: | Title I teacher will provide regular job-embedded coaching and professional development for paraeducators. Title I teacher will focus on coaching and professional development for primary teachers, providing an average of two sessions per month. |
| **Tasks:** | 1. Establish a calendar for the 2015-2016 school year for coaching and embedded professional development for primary teachers and paraeducators. |

| Indicator | P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice. | (3378)(Expected,TitleISW,TitleITA) |
|-----------|-------------------------------------------------------------------------------------------------|
| **Plan** | Assigned to: | John Meers |
| How it will look when fully met: | A.J. West will determine a specific set of goals for professional development in the 2015-2016 school year by August 2015. An assessment matrix will also be in place by that time. |
| **Tasks:** | 1. Leadership team will meet to determine goals for professional development for 2015-2016. The goals will be published and shared with the staff at the beginning of the school year. Team will also develop a matrix to assess the completion of those goals and their effectiveness in changing practice in instruction. |
| | 2. Leadership Team will create a staff survey for input regarding professional development needs for the 2016-2017 school year. |

## Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

### Expanded time for student learning and teacher collaboration

| Indicator | P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students’ learning. | (2887)(TitleISW,TitleITA) |
|-----------|--------------------------------------------------------------------------------------------------------------------------|
| **Plan** | Assigned to: | Sal Abruscato |
Title I teacher will schedule three annual meetings with each grade-level and principal to discuss and analyze student data and determine appropriate interventions for student having difficulty mastering math and reading standards.

**Tasks:**

1. Title I teacher will schedule three annual meetings with grade levels to meet and evaluate data and interventions.

**Implement**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW,TitleITA)</th>
</tr>
</thead>
</table>

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>John Meers</th>
</tr>
</thead>
</table>

How it will look when fully met:

By May, 2017, SAIL program directors will provide MAP growth reports for reading and math for students who participate in the program to the building administrator.

**Tasks:**

1. Principal will meet with SAIL administrators to discuss growth of participating students in reading and math.

---

**Student and School Success Principle 4: Rigorous, aligned instruction**

Expecting and monitoring sound instruction in a variety of modes

**Indicator**

| P4-III007 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)(ELL,Expected,TitleISW,TitleITA) |

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>John Meers</th>
</tr>
</thead>
</table>

How it will look when fully met:

By June 2017, teachers in grades K-6 will utilize differentiation skills learned from SDE professional development and and AVID training, combined with data from MAP, Dibels and EasyCBM, to provide differentiated instruction for students in math and reading.

**Tasks:**

1. Teachers will attend SDE professional development in the summer and during school year. AVID team will provide AVID strategies in organization and reading to staff during trainings and staff meetings. Title I/LAP coordinator will provide MAP, Dibels and EasyCBM data to teachers.

---

**Student and School Success Principle 4: Rigorous, aligned instruction**

Expecting and monitoring sound homework practices and communication with parents

**Indicator**

| P4-IIIB06 - All teachers systematically report to parents (families) the student’s mastery of specific standards-based objectives (in plain language that allows for understanding).(3076)(TitleISW) |

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>John Meers</th>
</tr>
</thead>
</table>

How it will look when fully met:

By April 2014, 100% of teachers at A.J. West will be sending home forms after every My Math or Glencoe Math unit assessment that communicates each child’s level of mastery of the assessed Common Core State Standards for math utilizing "I can" statements.

**Tasks:**

1. Each grade level will create a template for communicating students’ mastery of math objective utilizing an "I can" format.

2. At the end of each unit assessment, each teacher will send home a form that communicates each student’s level of mastery of the objectives that were assessed. The form will also communicate the objectives that will be taught in the upcoming unit. The form will also include an invitation for parents ask for help if their child has not demonstrated mastery.
### Student and School Success Principle 5: Use of data for school improvement and instruction

**Assessing student learning frequently with standards-based assessments**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW,TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td><strong>Assign to:</strong> John Meers</td>
</tr>
<tr>
<td></td>
<td><strong>How it will look when fully met:</strong> The Leadership Team will review student data each spring and recommend appropriate transition strategies for students transitioning from grade to grade. Transitions will include grade-to-grade and sixth-grade to junior high.</td>
</tr>
</tbody>
</table>

**Tasks:**

1. Leadership team will meet in May with a list of students who are identified as "at-risk" by their current teacher due to academic or behavior concerns. The team will suggest transition strategies for each student for the following school year.

### Student and School Success Principle 7: Family and community engagement

**Defining the purpose, policies, and practices of a school community**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td><strong>Assign to:</strong> John Meers</td>
</tr>
<tr>
<td></td>
<td><strong>How it will look when fully met:</strong> Family representatives will be invited to leadership team meetings monthly to provide input regarding family-school relations.</td>
</tr>
</tbody>
</table>

**Tasks:**

1. A.J. West will invite parents to be advisers to the Leadership Team in August and at the open house event in September. The Leadership Team will provide a schedule of meeting and provide agendas for each meeting.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P7-IVA04 - The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected,TitleISW,TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td></td>
</tr>
</tbody>
</table>

**Tasks:**

1. A.J. West will invite parents to be advisers to the Leadership Team in August and at the open house event in September. The Leadership Team will provide a schedule of meeting and provide agendas for each meeting.
# Central Park Comprehensive Plan Report
## Title I Targeted Assistance Component Indicators

A detailed report showing activity of the school team’s work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

### Student and School Success Principle Indicators

**Key Indicators are shown in RED.**

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<td>Indicator</td>
</tr>
<tr>
<td>Plan</td>
</tr>
<tr>
<td>How it will look when fully met:</td>
</tr>
</tbody>
</table>
| Tasks:    | 1. Meet with the Leadership Team to review data.  
|           | 2. Establish the cut score (Leadership Team)  
|           | 3. Schedule services (Title 1/LAP teacher) |

**Principal's role**

Indicator | P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. *(57)* *(Expected, TitleITA)* |
Plan       | **Assigned to:** Barb Page |
How it will look when fully met: | The principal will review academic data and behavioral data for all students. |
Tasks:     | 1. The principal will use the Skyward Early Warning System to monitor progress of students. |

**Student and School Success Principle 2: Staff evaluation and professional development**

Indicator | P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance. *(2879)* *(Expected, TitleITA)* |
Plan       | **Assigned to:** Barb Page |
How it will look when fully met: | All professional Development will be based on the instructional needs of students. |
Tasks:     | 1. The instructional needs of students will be identified and professional development for staff will be linked to those needs. |

**Student and School Success Principle 3: Expanded time for student learning and teacher collaboration**

Indicator | P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning. *(2887)* *(TitleISW, TitleITA)* |
Plan       | **Assigned to:** Barb Page |
### Student and School Success Principle 1: How it will look when fully met:
The principal will establish meetings for the counselor, principal, SpEd/Title 1/LAP teacher to meet with grade level teachers to discuss the instructional needs of each student.

**Tasks:**
1. Schedule meeting for at least 3 times a year for the principal, counselor and Title 1/LAP/SpEd teacher to meet with grade level teachers to discuss student needs and issues.

**Indicator** P3-IVD03 - The school creates and sustains partnerships to support extended learning.(3056)(TitleITA)

### Student and School Success Principle 4: Rigorous, aligned instruction

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Expecting and monitoring sound instruction in a variety of modes**

**Indicator** P4-III07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)(ELL,Expected,TitleISW,TitleITA)

**Plan**
Assigned to: Barb Page

**Tasks:**
1. Have 80% of staff attend the SDE conference in August.

**Student and School Success Principle 5: Use of data for school improvement and instruction**

**Assessing student learning frequently with standards-based assessments**

**Indicator** P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW,TitleITA)

**Plan**
Assigned to: Marnie Ranheim

**Tasks:**
1. A procedure for assisting transitions from grade to grade will be established and followed.

**Indicator** P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD,TitleITA)

### Student and School Success Principle 7: Family and community engagement

**Student and School Success Principle 7: Family and community engagement**

**Defining the purpose, policies, and practices of a school community**

**Indicator** P7-IVA02 - The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077)(Expected,TitleITA)

**Plan**
Assigned to: Barb Page

**Tasks:**
1. Develop a process for annually reviewing and/or revising these policies and procedures.

**Indicator** P7-IVA04 - The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected,TitleISW,TitleITA)

**Plan**
Assigned to: Beth Crollard
<table>
<thead>
<tr>
<th>How it will look when fully met:</th>
<th>The School Compact will be reviewed and revised to reflect home needs.</th>
</tr>
</thead>
</table>

**Tasks:**

1. With parent input, the Title 1 / LAP teacher will review and revise the School Compact.
**McDermoth**

**Comprehensive Plan Report**

**Title I Schoolwide Component indicators**

A detailed report showing activity of the school team’s work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

### Student and School Success Principle Indicators

**Student and School Success Principle 2: Staff evaluation and professional development**

#### Professional development

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P2-IF12</strong></td>
<td>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880) (Expected, TitleISW, TitleITA)</td>
</tr>
<tr>
<td><strong>P2-IF14</strong></td>
<td>The school sets goals for professional development and monitors the extent to which it has changed practice. (3378) (Expected, TitleISW, TitleITA)</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Plan</th>
<th>Assigned to:</th>
<th>How it will look when fully met:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned to:</td>
<td>Not yet assigned</td>
<td>By Sept 29, 2017 100% of classrooms will have Math and ELA learning targets posted that match higher level thinking of SBAC assessments. Targets will be tied to CCSS and referred to throughout the lesson. Results from CFA will continue to be used to drive instructional decisions increasing the student success rate. Evidence of completion will include data from classroom walk through which will include such things as observing the target and students’ successfully articulating learning targets.</td>
</tr>
<tr>
<td>Assigned to:</td>
<td>Mitch Anderson</td>
<td></td>
</tr>
</tbody>
</table>

#### Tasks:

1. All staff will have access to technology that empowers themselves to record their own instructional practice. This technology will be available to all classroom teachers in order to use as a collaboration tool and document instructional best practice. This will be measured by staff check-out sheet.

2. Work will continue in Math, assessing progress in the use of learning targets. Classroom data will continue to be collected and provided to staff on a monthly basis. The goal will be 100% of math classes posting learning targets tied to standards by the end of May 31, 2016.

3. Grade level teachers will graph and share results from Common Formative Assessments in math and ELA. Teachers will use these results to adjust instruction and will share outcomes as a grade level.

4. The DI team will provide guidance and begin implementation in the area of differentiating instruction in math and reading including McDermoth students who are not meeting Annual Yearly Progress. This will be measured by the staff meeting agenda and minutes.

5. A summer professional development will be offered by OSPI instructional coaches to staff members to enhance their previous professional development regarding the next implementation steps. Expected in all classrooms in the 2016-2017 school year.

6. Whole staff will be updated regarding coaching outcomes and next steps via implementation logs that summarize work with OSPI instructional coaches.

7. Grades 3-6 will receive PD on the use of Chromebooks in the classroom and how to best utilize one-to-one devices via google classroom. All intermediate teachers will have their classrooms set up and will have used google classroom at-least one time by creating and sharing with their class a google assignment.

8. Certified staff will meet outside of their contracted day at McDermoth to plan as a grade level their next steps toward fully implementing our district wide professional development provided by Anni Stipek and Melissa Dickson on writing and eight mathematical practices numbers 1,4 and 6.

9. Certified staff will be offered one hour of collaboration/planning time each time an instructional coach provides shoulder-to-shoulder coaching to a grade level. This collaboration time should be spent outside the contracted work day and must be used to fully implement the implementation logs.
in the form of recommended next steps for certified teachers. Minutes from the implementation collaboration from each grade level must be turned in to the principal and must be within two weeks following the OSPI instructional coaches visit.

10. Para educators for Title 1 and LAP reading will be trained by the Title 1 and LAP certified teacher to track and graph accuracy during DIBELS progress monitoring. This will happen twice a month in March, April, May, and one time in June during the 2015-16 school year. Paras will calculate accuracy with the students and show the percentage on a graph on the student booklet. This will increase student awareness of errors and increase self-corrections, which will help students improve their reading comprehension.

11. Professional Development will be offered to certified classroom teachers, our Title I teacher, and paras that work in Title I during the summer to ensure that we have our classroom teachers in class with our students as much as possible. This professional development will support our district’s goals with differentiated instruction and the eight mathematical practices. This professional development will illustrate how to make math relevant to students and incorporate the use of various models. Participating staff will better understand:
1. Standards and coherence from grade level to grade level and within their grade band.
2. Connections between content standards
3. Eight mathematical practices
Participants will also receive support and time for unit planning with our current curriculum to get to the depth necessary to reach the standards. This support will also include formative and summative assessments.

12. Additional staff will attend the AVID Elementary Summer Institute and or Pathways training. This will include Intermediate and Primary teachers as we expand our implementation of AVID Elementary at McDermoth.

13. The principal will collaborate with Amanda Wilde (An OSPI instructional coach) to help provide and monitor the transformation process toward all classroom teachers using high yield instructional practices that have been collaboratively identified by teachers during staff meetings. These strategies include Numbered Heads together, Number Talks, Close reading, Philosophical chairs, World Cafe, Structured partner talk, Consensus Charts, etc. Progress toward meeting this goal will be measured by CWT data in the form of a CWT data collection tool that has been collaboratively developed between the Principal and Amanda Wilde.

**Student and School Success Principle 3: Expanded time for student learning and teacher collaboration**

**Expanded time for student learning and teacher collaboration**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW,TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Jolene Powell</td>
</tr>
</tbody>
</table>
| How it will look when fully met: | 1. Teachers will have longer times for Core instruction for all students in the morning and afternoon, evidence by our building master schedule.  
2. A para-educator is in the cafeteria from 8:15-8:40 providing extra tutoring and support for any students who may not have support at home necessary for completion. Teachers encourage students that they identify as needing extra support to meet with the para-educator for homework help so that students are getting extra practice through accurate homework assistance that they may not be receiving from home.  
3. Students are working with tutors to complete homework, and there is an increase in homework completion and classroom assignments from those students.  
4. Students are engaged in learning games and activities as they wait to be picked up from school. These students will have additional exposure to IXL, Learning.com, and other online experiences with iPads and Laptops.  
5. SWD’s and ELL will have increased access to grade level core instruction.  
6. All classroom teachers will teach math and reading on early release
7. SWD and ELL students that have been identified by SBAC and MAP data as being "On the bubble" will participate in the after school homework club.

**Tasks:**

1. Students who attend Catholic Community Services after-school tutoring, including Hispanic, White, and Low Income students, will be monitored using fall to spring MAP percentile scores.

2. The master schedule will include adjustments to increase instructional minutes for all students. This will be evidenced by the new master schedule. This will increase minutes for SWDs as well.

3. Students in grades K-2, including Hispanic, White, and Low-Income students, are engaged in learning games and activities as they wait to be picked up from school. This is evidenced by pictures from the program, which is extending their learning time. Technology devises will be available for all primary students. General education teachers will meet with para-educators to collaborate on the best use of iPad apps for this group of students in grades k-2.

4. Extended learning time will be provided to some ELL students after school to receive ELL services. This will be evidenced by a schedule showing the students' extended minutes.

5. Extended learning time will be provided to all students on early release days by students not having recess on early release days. This will help ensure both math and reading can be taught on early release days.

6. SWD and ELL will be specifically invited to attend the summer reading program. SWD will be exposed to additional reading experiences and will be measured through attendance to the summer reading program with phone call follow ups just prior.

7. The SPED teachers will meet to discuss plan and begin implementation of how they will regularly progress monitor SWDs progress toward meeting their learning goals.

8. K-2 teachers will meet with paraeducators to discuss, plan and implement how to best utilize technology devices in the after school group to ensure all students are using devises in a way that supports the core learning in the classroom.

9. The principal and counselor will apply for a grant that will be supplemented by theigrant to build an after school extended learning time for students to get assistance with homework. More than one paraeducator will give academic support during an extended learning time after school. This program will target ELL and SWD students that have been identified by MAP and SBAC data to be "on the Bubble."

10. at-least twenty students in grades 3-6 that have been identified by teachers to be "on the bubble" will participate in the offered extended learning time funded by a local grant for extra homework help in the after school homework club. SWD and ELL students will be specifically invited and encouraged to participate in this extended learning time. MAP Scores will be used to monitor the effectiveness of this program. This extended learning time is funded by a grant only for the 2016-2017 school year. The school counselor will reapply for this grant for the 2017-2018 school year and we will use SBAC and MAP scores to help identify and recruit ELL and SWD students.

11. ELL students will be specifically invited to participate in summer school to ensure many of our ELL students are exposed to additional reading and math instruction during the summer.

12. A phone call from a bilingual staff member will be made to remind ELL students of the summer reading program to ensure ELL students have an opportunity for additional reading experiences during the open library hours during the summer.

**Student and School Success Principle 4: Rigorous, aligned instruction**

Engaging teachers in aligning instruction with standards and benchmarks

**Indicator**  
P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)(TitleISW)

**Plan**  
Assigned to: Michelle Weiberg

How it will look when fully met: Full implementation for the 2012-13 school year in math will show that each teacher clearly communicates the learning target to students in math on a daily basis. The teacher will re-emphasize and use explicit instructions during math lessons. The teacher will use clear and
aligned objectives to the Common Core. The teacher follows through with on-going formative assessments. The results are used to make future instructional decisions and recorded in a manner that can be shared with grade level teams to explore strategies that best accelerate student learning (both special education and general education). Target date for full implementation is 3/15/3013

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Expecting and monitoring sound instruction in a variety of modes**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P4-III A07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)(ELL, Expected, TitleISW, TitleITA)</th>
</tr>
</thead>
</table>

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Mitch Anderson</th>
</tr>
</thead>
</table>

**How it will look when fully met:**

All staff will have multiple training opportunities to use differentiated instruction strategies in their classrooms, evidenced by agendas from staff meetings and professional development days. Teachers will use formative and summative assessments to identify sub groups of students that require differentiated instruction. Staff will identify students and create student learning profiles for SWD and ELL students. These learning profiles will include SBAC and MAP data and will include SBAC claim data that will drive lesson planning to include instructional strategies to ensure ELL and SWD students are engaged and are able to access the lesson content.

**Tasks:**

1. One teacher for each grade level, excluding kindergarten, will attend differentiated instruction professional development in order to gain an understanding of how to differentiate for individual students' academic needs as evidenced by the TRI-day document and professional conference flyer.

2. Two teachers will visit schools that are successfully using DI. Attend the DI training at Centennial Elementary School.

3. Some teachers will begin to use chapter pretests to supplement differentiated instruction in the math classroom. Skill deficits will be identified using the pretests and addressed through appropriate math instruction and activities. This will be measured by things such as: principal walk-throughs, grade-level collaboration, peer observations, pretest results, and teacher lesson plans.

4. Teachers will begin to use common formative assessments to drive differentiated instruction in the math classroom. Skill deficits will be addressed through reteaching and preteaching math skills and concepts as identified by the CFAs. This will be measured by things such as: principal walk-throughs, grade-level collaboration, peer observations, records of CFAs, and teacher lesson plans.

5. Using a book study, the DI team members will disseminate differentiated instruction concepts to staff members during scheduled staff and PD meetings as measured by meeting minutes.

6. Each OsPi coach will include DI lesson components to in the co-planned lessons with specific attention to ELL and SWDs. These lessons will use instructional strategies that increase student talk ratios and increase levels of student engagement.

7. Certified and classified LAP staff will have an opportunity for PD to present to them additional strategies to involve all students in academic language acquisition (Numbered heads together, CCD Charts, team points, T-Charts, etc.)

8. All teachers will receive one on one coaching from instructional coaches to incorporate lesson planning with SWD and ELL students in mind to ensure high yield instructional strategies are being used to ensure SWD and ELL students are engaged and can access the content. These instructional strategies will include AVID elementary instructional strategies such as Numbered Heads together, consensus charts, Philosophical chairs, world cafe, close reading and structured partner talk.

9. The principal will use a data collection tool during CWTs to monitor the implementation of the Differentiated instruction intended for SWD and ELL students. This data will periodically be shared with staff on our building's progress toward meeting this goal.

10. In order to support teachers to differentiate lesson plans for SWD and ELL students ALL certified staff will attend the AVID summer institute or Pathways training. Expected outcomes of this training
will be classrooms teachers making adjustments to their lesson plans and delivery of the core content using AVID strategies that require all students to be engaged, including ELL and SWD students, and an increase in student discourse for all students. Progress toward meeting this goal will be measured by CWT data collected by the principal.

11. Certified staff will be offered extra time to meet out of their contracted day to review and hand score Interim Block Assessment results.

**Student and School Success Principle 5: Use of data for school improvement and instruction**

**Assessing student learning frequently with standards-based assessments**

**Indicator**

P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW,TitleITA)

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Katherine Kim</th>
</tr>
</thead>
<tbody>
<tr>
<td>How it will look when fully met:</td>
<td>The process implemented will create a smooth transition for all grades that allows for appropriate placement for each child and expansive information for each teacher. Student learning profiles for SWD and ELL students will be used and passed on from this year's teacher to next years teacher that includes MAP and SBAC data including Claim data. These student learner profiles for SWD and ELL students identified as &quot;on the bubble&quot; will have suggested differentiated instructional practices from the previous year's teacher. These suggested instructional practices will be from a list of instructional practices conducive to student engagement and student discourse. These student learning profiles will help guide professional development for the new teacher as needed. Additional staff will participate in a four-day district provided training on English Language acquisition to better prepare classroom teachers support our ELL sub group year to year. Teachers receiving students with IEPs will be provided &quot;IEP at a glance before school begins 2017-2018 and the beginning of each IEP update.</td>
</tr>
</tbody>
</table>

**Tasks:**

1. By 6/5/16 teachers will have meet in grade levels to establish balanced class lists and have communicated student concerns and support to the next years teacher.

2. The SPED teachers will create an "IEP at a Glance" and annually update each student with an IEP immediately following the annual IEP review. This document will be provided to this year's teacher as well as next year's teacher in September.

3. Teachers will cluster SWD with common qualifications in classes better serve students in a push in model.

4. The principal and some teachers will attend professional development on AVID, create an implementation plan, and disseminate the info to staff members. The AVID strategies are intended to support all students moving to the Junior High so that they will possess similar learning strategies as the other elementary students.

5. Student learning profiles for SWD and ELL students will be used and passed on from this year's teacher to next years teacher that includes MAP and SBAC data including Claim data. These student learner profiles for SWD and ELL students identified as "on the bubble" will have suggested differentiated instructional practices from the previous year's teacher. These suggested instructional practices will be from a list of instructional practices conducive to student engagement and student discourse. These student learning profiles will help guide professional development for the new teacher as needed.

6. Additional staff will participate in a four-day district provided training on English Language acquisition to better prepare classroom teachers support our ELL sub group year to year. Teachers that participate in this training will be allowed to serve some ELL students in the classroom rather than the current pull out program used to serve our ELL population.

**Student and School Success Principle 7: Family and community engagement**

**Defining the purpose, policies, and practices of a school community**
<table>
<thead>
<tr>
<th>Indicator</th>
<th>P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Not yet assigned</td>
</tr>
<tr>
<td>Indicator</td>
<td>P7-IVA04 - The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071)(Expected,TitleISW,TitleITA)</td>
</tr>
<tr>
<td>Plan</td>
<td>Assigned to: Brandon Winkelman</td>
</tr>
<tr>
<td></td>
<td>How it will look when fully met:</td>
</tr>
<tr>
<td></td>
<td>The school's compact will include responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)</td>
</tr>
<tr>
<td>Tasks:</td>
<td>1. McDermoth will provide parents and families and students with a new parent-school-student compact, which includes language from our Kids at Hope framework. This compact will be translated into Spanish for Hispanic families.</td>
</tr>
<tr>
<td></td>
<td>2. We will conduct a family night centered around how parents can teach math concepts at home through the use of Block Play. In addition, students will show case their ELA projects to their families, including Hispanic and White families, and low income-based families.</td>
</tr>
<tr>
<td></td>
<td>3. Grade levels will host PTO meetings to share what is happening in their grade level and how the PTO can support the grade level. 2016-2017 Para-educators and SPED teachers will also have a month that they host the PTO meeting.</td>
</tr>
<tr>
<td></td>
<td>4. The Title I/LAP teacher will organize a family night for parents and students to read together and to disseminate information to parents on how to get the most out of their time reading with their children at home.</td>
</tr>
</tbody>
</table>
Robert Gray  
Comprehensive Plan Report  
Title I Schoolwide Component indicators  

A detailed report showing activity of the school team’s work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

**Student and School Success Principle Indicators**

### Key Indicators are shown in RED.

### Professional development

**Indicator**  
P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880) (Expected, TitleISW, TitleITA)

**Plan**  
Assigned to: Richard Bates  

**How it will look when fully met:**  
Professional development will drive the development of instructional skills in all classrooms. Evidence that this objective will be fully met will be found in walk through data (CWT - Classroom Walk Through), professional development agendas, and the formative assessment results including teacher selected implementation in the classroom. The targeted populations of special education and ELL will be a priority.

**Tasks:**

1. The OSPI Special Education/Differentiation Instructional Coach, Susan Friberg, will assist in implementing the recommendations from the program analysis and will follow through with staff five to six days throughout the year.

2. Each teacher will predict what they will learn prior to professional development, attend the professional development, and then declare what they will change as a result of the professional development. Classroom walk throughs will be conducted to provide support for the implementation process. Instructional coaches will also be available to support teacher’s initial implementation/practice.

3. A math system observation will be completed during the 2014-15 school year. The OSPI math Instructional Coach, Christine Cheng, will complete an analysis of systems in place following her observations. She will propose recommendations and will follow through with staff ten to twelve days throughout the year. She will provide ongoing coaching throughout the 2015-16 school year.

4. A literacy system analysis will be completed during the 2014-15 school year. The OSPI literacy Instructional Coach, Saralise Keel, will complete the analysis with recommendations and will follow through with staff ten to twelve days throughout the year.

5. The SIT team will reflect on CWT (Classroom Walk-Through) data and monthly review of instructional coach’s reports in relation to RGE’s overall plan to ensure that the tasks address the report’s conclusions. The team will add or adjust tasks accordingly. This is the way we do business.

6. In order to align outcomes with educator performance and student curriculum standards, teachers will have daily math learning targets tied to CCSS, formative assessments, and graph the results for targeted students as well as the total classroom. The graphs will be discussed among teachers to identify the most effective strategies in relation to results. The results will be evidenced by CWT, teacher sharing, and SIT team discussion.

7. Christine Cheng, OSPI Math Instructional Coach, will provide ongoing coaching based on her math system observation.

8. A literacy system analysis will be completed during the 2015-2016 school year. The OSPI literacy Instructional Coach, Saralise Keel, will complete the analysis with recommendations and will follow through with staff 8 days throughout the year.

9. Each teacher will predict what they will learn prior to professional development, attend the professional development, and then declare what they will change as a result of the professional development. Classroom walk-throughs will be conducted to provide support for the implementation process.
## Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887) (TitleISW, TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Myka Jugum</td>
</tr>
<tr>
<td>How it will look when fully met:</td>
<td>Staff will host parent nights to increase parent and community attendance to share and celebrate students' learning. Some ideas that teachers could use would be a science fair, special project presentations, book reports, and slideshow presentations (Keynote, Prezi, etc.). Teachers are welcome to design other projects that meet the needs of their classroom objectives.</td>
</tr>
</tbody>
</table>

**Tasks:**

1. Staff will share and celebrate monthly as part of the Parent Teacher Organization (PTO) agenda at PTO Meetings.
2. Opportunities for members of the school community to be involved include Parent Teacher Organization (PTO) meetings, Parent Nights, Smooth Sailing Assemblies, Field Trips, Open House, Goal Setting Conferences, Band and Vocal Concerts, Glee Concerts, a Veterans' Day Assembly, and a Martin Luther King Assembly.

## Indicator | P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058) (Expected, TitleISW, TitleITA) |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Allison Fagerstedt</td>
</tr>
<tr>
<td>How it will look when fully met:</td>
<td>Math instruction will include 60 minutes of core during which time classes will receive support from special education, Title I, etc. for 30 minutes of that core time. Every student would have full math and literacy instruction every day, even on half days with modified support. Extended day opportunities for students both before and after school will be monitored in regards to student academic growth in relation to implementation of the program (both literacy and math). Adjustments will be made in relation to the data. This will be evidenced by schedules, monitoring data results, and summary of adjustments made.</td>
</tr>
</tbody>
</table>

**Tasks:**

1. Schedules will be created to accommodate students having math and reading instruction on half and early release days 2015-16.
2. The after school program is designed to provide academic support to students as well as assist in homework completion. In order to contribute to the effectiveness of the program, teachers and Para-Educators will use a checklist to track homework completed each day, as a way to communicate how students are completing their homework in the program. The expectation for students in the after school program is to take their homework home to their parents as a way to communicate to parents the completion process.
3. The before and after school LAP intervention program is designed to provide targeted, academic support in reading to first and LAP students. In order to capture the effectiveness of the program, summary of student progress will be shared with the school improvement team and classroom teachers three times throughout the school year.
4. Schedules will be created to accommodate students having math and reading instruction on half and early release days 2016-2017.

## Student and School Success Principle 4: Rigorous, aligned instruction

Expecting and monitoring sound instruction in a variety of modes

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116) (ELL, Expected, TitleISW, TitleITA)</th>
</tr>
</thead>
</table>
### Plan

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Janice Williams</th>
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</table>

**How it will look when fully met:**

Math learning activities (assignments given to each student) are targeted to that student's level of mastery, and align with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of learning activities and correct responses on unit post-test. The instructional team's unit plans: *include a description of each leveled and differentiated learning activity, the standards-based objectives associated with it, and criteria for mastery; differentiate learning activities among various modes of instruction-whole-class instruction, independent work, small group and center-based activities, and homework, and* include activity instructions that provide the detail that enables any teacher to use the learning activity, and serve as a means of explaining the activity to students. The progress of work in this area will be evidenced monthly through teacher sharing of implementation of differentiated instruction (DI) during time with peers, classroom walk through (CWT) data, and increased academic results for struggling students beginning February 2015. Beginning in the 2015-2016 school year the emphasis for DI will include literacy and be supported by the OSPI instructional coach.

### Tasks:

1. Staff are encouraged to attend 1/2 day professional development (pd) on October 17, 2014 which is on DI. Staff attending will complete the predict and declare (PD) form in order for individual teachers to identify their specific implementation plan. This will be evidenced by the completion of the PD form. The form will be shared with the principal and coaches. Coaches will provide supports for teachers when requested.

2. Teachers will implement DI lessons at a progressive rate over an eighteen month period of time beginning 2014-15 school year. At which time DI lessons will be an integral part of math instruction throughout the building as evidenced by, peer to peer interactions, and increased academic results for struggling students. Beginning at twelve months (October 2015) teachers will begin implementing DI lessons in literacy over the next eighteen months. OSPI instructional coaches will assist with the implementation process.

3. Staff attending professional development will complete the predict and declare (PD) form in order for individual teachers to identify their specific implementation plan. This will be evidenced by the completion of the PD form. The form will be shared with the principal and coaches. Coaches will provide supports for teachers when requested.

4. Teachers will provide previous five days' learning targets and daily formative assessment results to instructional coaches when scheduled for coaching session. This will maximize effectiveness of coaching and allow teacher to receive guidance on writing learning targets with enough rigor and analyze FA results for week prior to coaching.

5. Staff are encouraged to attend 2 day professional development (pd) on August 18 and 19, 2016 which is on DI. Staff attending will complete the predict and declare (PD) form in order for individual teachers to identify their specific implementation plan. This will be evidenced by the completion of the PD form. The form will be shared with the principal and coaches. Coaches will provide supports for teachers when requested.

### Student and School Success Principle 5: Use of data for school improvement and instruction

**Assessing student learning frequently with standards-based assessments**

**Indicator**  
 **P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).**

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Dawn Fillo</th>
</tr>
</thead>
</table>

**How it will look when fully met:**

In the fall Preschool teachers will meet with Kindergarten teachers sharing information regarding incoming students. In the winter we will host a Preschool and Kindergarten registration. In the spring, general education and special education teachers will have transition meetings.
to share current academic and behavioral information to the teacher for the students’ upcoming school year for all grade levels. Sixth grade teachers will provide written information to the middle school counselor regarding student academic and behavioral information as well as MAPS scores for placement in reading and math. Special education teachers will meet with middle school teachers to discuss transition strategies for sixth grade students entering seventh grade. In the spring the sixth grade students will tour the middle school with their class and teachers.

**Tasks:**

1. Transition meeting between Preschool and Kindergarten teachers will be held before September to discuss incoming Kindergarten students.

2. Preschool and Kindergarten registration will take place on campus in February. It will be advertised in the weekly newsletter, the reader board, and posters in English and Spanish.

3. All general education teachers will meet to discuss students’ current academic and behavioral information with the students’ upcoming teacher. Principal, Special Education teachers, and Title I/LAP teacher will be included in all meetings. Teachers are encouraged to bring and take notes to better serve the students.

4. Sixth grade teachers will prepare written note cards to be given to the middle school counselors providing academic and behavioral information for each student. The note cards will also include MAP placement scores for reading and math.

5. Special Education students will meet with middle school Special Education teachers to discuss transition strategies for sixth grade students entering seventh grade that need additional support.

6. The sixth grade teachers and students will visit and tour the middle school to become familiar with the new school and relieve anxiety about the upcoming transition.

7. Preschool and Kindergarten registration will take place on campus beginning on April 19, 2016. It will be advertised in the "Week at a Glance", the reader board, and posters in English and Spanish.

8. Sixth grade teachers will prepare written note cards to be given to the middle school counselors for students transitioning in the 2016-2017 school year. These note cards will provide the middle school counselors with academic and behavioral information for each student. The note cards will also include MAP placement scores for reading and math.

9. The sixth grade teachers and students will visit and tour the middle school to become familiar with the new school and relieve anxiety about the upcoming transition.

10. Sixth grade students being served in special education are scheduled to meet the special education teachers and tour the campus on June 2017.

May 2016 - Robert Gray and Miller teachers met to discuss transition and needs for upcoming seventh grade students. Sixth grade students toured the middle school in June 2016.

**Student and School Success Principle 7: Family and community engagement**

*Defining the purpose, policies, and practices of a school community*

**Indicator** P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Karen Brown</th>
</tr>
</thead>
</table>

**How it will look when fully met:**

By Fall 2015 a non staff parent representative will be added to the SIT team. This parent team member will bring forth ideas from the larger parent community to be considered as the SIT team looks to continue student growth.

**Tasks:**

1. A nomination form to nominate a parent representative for the SIT team will be created for teachers to complete during and following the Open House 2015. The form will include parent name, teacher nomination, and reason for nominating.
2. The nominations for parent representative will be presented to the school PTO for consideration. A recommendation will be made at that time as to which parent will be invited to join the SIT team. This process will be repeated in the event that the invitation is declined.

**Indicator**  
**P7-IVA04 - The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).** *(3071)(Expected,TitleISW,TitleITA)*

**Plan**  
- **Assigned to:** Karen Brown

<table>
<thead>
<tr>
<th>How it will look when fully met:</th>
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</thead>
<tbody>
<tr>
<td>When fully implemented we will see an increase from:</td>
<td></td>
</tr>
<tr>
<td>parent nights (# of people) to (#of people)</td>
<td></td>
</tr>
<tr>
<td>goal setting conference attendance (# of people) to (#of people)</td>
<td></td>
</tr>
<tr>
<td>parents at Smooth Sailing assemblies (33) to (50)</td>
<td></td>
</tr>
<tr>
<td>monthly parent feedback surveys returned from _____to _____</td>
<td></td>
</tr>
<tr>
<td>PTO attendance (# of people) to (#of people)</td>
<td></td>
</tr>
<tr>
<td>family/home visits by preschool from ______ to_______</td>
<td></td>
</tr>
<tr>
<td>letters sent home from classroom from _____ letters a month to ______ letters a month</td>
<td></td>
</tr>
</tbody>
</table>

ADD outcomes projected in the tasks.

**Tasks:**

1. Our mission statement will be included in our Week at Glance parent newsletter, parent handbook and teacher Monday Morning Memo. We will emphasize the high academic and social expectations throughout the work of the school. This will be evidenced by posting in the hallways, front office and classrooms and used as a motivational strategy for the students during instruction, by classroom walk-throughs (CWT), teacher sharing the mission statement, and students able to explain. The mission statement will be recited at Smooth Sailing Assemblies.

2. All teachers will host an Open House for parents before the start of the school year beginning September 2015. Parents will receive written information about grade level academic and social expectations. This will be evidenced by parent and student sign-in sheet and the written documents shared by teachers. When comparing attendance percentages for the current Open House to past years we will attempt to show increased participation. This Open House will be held on the evening of either of the first two TRI days of the school year.

3. All teachers will update their classroom website up to 3 times a year at paid trainings or during staff meetings before the end of the 2015/16 school year. Teachers will answer survey questions about the usefulness of their current website for their parents before the training and at then again at the end of the school year. Parent activity will be evidenced by the number of "hits" on the website currently and then at the end of the year. Websites can be shared at Open House and used as a learning tool. The first training will be used to discuss what is on our sites and what information would be helpful for parents to be added.
Stevens
Comprehensive Plan Report
Title I Schoolwide Component indicators

A detailed report showing activity of the school team’s work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

Student and School Success Principle Indicators

<table>
<thead>
<tr>
<th>Student and School Success Principle 1: Strong leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team structure</td>
</tr>
<tr>
<td>Indicator</td>
</tr>
<tr>
<td>Plan</td>
</tr>
<tr>
<td>How it will look when fully met:</td>
</tr>
<tr>
<td>Tasks:</td>
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<td></td>
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</tbody>
</table>

Student and School Success Principle 2: Staff evaluation and professional development

Professional development
<table>
<thead>
<tr>
<th>Indicator</th>
<th>P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880) (Expected, Title ISW, Title ITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td><strong>Assigned to:</strong> Martha Lennier</td>
</tr>
<tr>
<td></td>
<td><strong>How it will look when fully met:</strong> When this objective is fully met staff will have been provided the opportunity to look at their data and determine their specific grade level needs based on that data. The staff will use the data to find high quality, relevant, professional development. The professional development will be provided according to need. This professional development will be ongoing, as needed. The results will be professional learning that increases the teachers effectiveness and results in student success.</td>
</tr>
</tbody>
</table>

**Tasks:**

1. All grade levels will assess student learning using a variety of assessments from MAPS to formative and summative classroom assessments. We will use this data to rank order students to identify needs.

2. Using data gathered from assessments staff will determine what professional development is relevant to their needs. They will seek opportunities to attend in district, out of district, or online classes. They will also seek opportunities for peer coaching within our school.

3. Teachers will inform the building principal of any and all professional development in order to show evidence of implementation.

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning. (2887) (Title ISW, Title ITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td><strong>Assigned to:</strong> Joan Hoehn</td>
</tr>
</tbody>
</table>
|           | **How it will look when fully met:** We will continue with our current planned collaboration time, which is Tuesday morning, 2 staff meetings a month and Wednesday collaborative staff meetings. We will further focus this time by choosing a specific topic per month according to student needs developed by grade level teams. Monthly our collaboration times will be specifically focused on the following topics.

Teacher outreach to parents will include at the beginning of year "meet & greet" explaining procedures and grade level expectations. Teachers will send home daily/weekly communication regarding student learning progress. Student goal setting conferences take place in October. Report cards will be mailed home in December. Spring parent/student/teacher conferences in March will review assessments and student learning progress. Final report cards are sent home in June.

Parent involvement will also include PTSO led activities along with Project Best (after school program) which encourages parents to become involved in school activities. |

**Tasks:**

1. During grade level collaboration, teachers will develop a grade level expectations brochure outlining CCSS in parent friendly language. This brochure will be sent home to families.

2. As stated in our first indicator, time will be provided for grade levels to meet with levels below and above 1 collaboration day per month. (1 of the 4 days meet with grade level below, and 1 of 4 days meet with grade level above). The focus will be on Powerful Teaching and Learning and differentiating instruction. Collaboration report will be sent to the principal after each meeting, one member will be responsible for note taking on the form provided by the principal.
3. Special Ed. team/Specialist teams will collaborate 1 day per month with each grade level they work with. 1st and 3rd staff meeting per month will be used as collaboration time to look at MAPs student data and poverty student's needs.

4. Monthly collaboration times will be specifically focused on selected topics such as: January - Best learning practices in understanding the poverty brain and learning. February - Look at MAPS/DIBELS data, focusing on grade level CCSS in writing from K-6. March - Math Curriculum Alignment. April - Writing across grade levels. May - Reading with focus on Comprehension and Informational text strands. June - MAPS/DIBLES data, S.T.E.M. retreat July/August - Plan next year according to various assessment data.

5. The school will hold a parent open house before school year begins in order for teachers to explain classroom procedures, and how reading, writing and math is taught and scored.

---

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Expecting and monitoring sound instruction in a variety of modes**

**Indicator** P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116) (ELL, Expected, Title ISW, Title ITA)

**Plan**

**Assigned to:** Ryan Sturm

**Tasks:**

1. During monthly teacher collaboration staff will share and evaluate current assessments being used (DIBELS, Core, Maps, and classroom assessments) and decide if they are effective in providing the specific information needed and accurately measuring student achievement.

2. During monthly teacher collaboration teachers will share how they are using assessment data to differentiate instruction for individual students.

3. During monthly teacher collaboration teachers will share what strategies of assessment and differentiation have shown to be effective.

4. Teachers will meet in grade levels three times a year with principal and Title 1/LAP teacher to analyze assessment data and determine student needs.

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Expecting and monitoring sound homework practices and communication with parents**

**Indicator** P4-IIIB06 - All teachers systematically report to parents (families) the student’s mastery of specific standards-based objectives (in plain language that allows for understanding). (3076) (Title ISW)

**Plan**

**Assigned to:** Joan Hoehn

**How it will look when fully met:** This have actually been fully met. I should have scored it that way...I will describe in monitoring
### Tasks:

1. Wide varieties of ways to report to keep communication open between parents and teachers and school

**Student and School Success Principle 5: Use of data for school improvement and instruction**

Assessing student learning frequently with standards-based assessments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level). (3068) (TitleISW, TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>Full Implementation</td>
</tr>
</tbody>
</table>

**Student and School Success Principle 7: Family and community engagement**

Defining the purpose, policies, and practices of a school community

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P7-IVA04 - The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3071) (Expected, TitleISW, TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Joan Hoehn</td>
</tr>
<tr>
<td>How it will look when fully met:</td>
<td>We understand that the connection between the school and the home is essential to school improvement and school success. We will build purpose, communication, education, and association. Our parents know our school community’s purpose, what they value in the education of their children. We will work hand in hand as a community.</td>
</tr>
</tbody>
</table>

**Tasks:**

1. Our parents will create a mission and vision behind their purpose for PTSO
2. Work with parents to review and add to our compact.
# Miller Jr. High

## Comprehensive Plan Report

**Title I Schoolwide Component indicators**

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

### Student and School Success Principle Indicators

**Student and School Success Principle 2: Staff evaluation and professional development**

#### Professional development

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW,TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Lisa Griebel</td>
</tr>
<tr>
<td>How it will look when fully met:</td>
<td>Each staff member will select, attend, and apply professional development based on the district and school mission. Staff will use the district expected &quot;Predict and Declare Form&quot; to indicate what shifts they are going to make in their classrooms as a result of the professional development experience. Staff will implement the AVID strategies consistently in all classrooms. As a result of these efforts, formative assessment data will show a positive trend for all students in general education classes as well as the SWD students in specialized settings reported quarterly to the leadership team.</td>
</tr>
</tbody>
</table>

**Tasks:**

1. Ongoing support for SWD, ELL, and Administrators will be provided by 3 OSPI Success Coaches-Tamara Krames, Sue Friberg, and Kathy Odegaard. The ESD will provide Math and ELA support have been made. THE TEAM WILL MEET AUGUST 2016 TO PLAN THE YEAR INCLUDING USE OF GUEST TEACHERS FOR COACHING OPPORTUNITIES.

2. Ongoing supports for Title One/LAP students and staff provided by the Title One/LAP Instructional Coach. The Coach's goal is to be in classrooms an average of 2 periods a day.

3. Department specific professional development opportunities are offered in order to implement research based differentiation in classrooms. (In particular the areas of Math, Reading, ELL, Title One, and SWD.) Staff will apply what they learn in their own classroom and share their successes with students with other staff members. Departments will continue to align their curriculum to the common core state standards.

4. Staff will continue attending AVID trainings and implementing those instructional strategies which increase academic achievement for struggling learners. Staff will work with the high school and the elementary school AVID site teams.

5. The addition of Content Mastery for ELL and SWD students will support those students who are included in content core instruction classes.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW,TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Lisa Griebel</td>
</tr>
<tr>
<td>How it will look when fully met:</td>
<td>Staff will welcome learning walks or walk throughs to look for agreed upon instructional strategies. These strategies will be evident in 100% of the classrooms.</td>
</tr>
</tbody>
</table>

**Tasks:**

1. The School Improvement Team will agree upon a Learning Walk Document. This will be shared with the teaching staff. Learning Walks will be conducted a minimum of 4 times a year.

### Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

**Expanded time for student learning and teacher collaboration**
The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058) (Expected, Title ISW, Title ITA)

**Plan**

**Assigned to:** Tricia Matisons

**How it will look when fully met:**

GOALS: After School Program: Ensure student success. Students are strongly encouraged to attend daily and remain in attendance for the duration of the program. Students who participate in other extracurricular activities, such as after school sports, are encouraged to attend the program when possible and accommodations can be made for those students when necessary. Program will grow to the point that additional staff will need to be added for the 2014-2015 School Year. All Title One, LAP, ELL, and SWD will be informed of availability at Back to School Days, Open House, and Fall Student Led Conferencing. Title One, LAP, ELL, and SWD students in attendance in the after school program will increase by 25% from the 2013-2014 School Year to the 2014-2015 School Year.

GOALS: Title One students will be actively pursued for a new revamped Summer School 2015. Participation will increase from 10 students (2014) to 50 students (2015).

GOALS: Staff will know which of their students are attending the AFTER SCHOOL Program and communicate what academic assistance is needed for those students to the After School Staff. The After School Staff will communicate to staff how students are succeeding in the program. The leadership team will examine data from the After School Program quarterly.

GOALS: Staff will create an open committee to examine the current bell schedule to see if it is possible to transform time structure during the school day to provide additional, fluid support for struggling learners, Title One, LAP, ELL, and SWD students.

**Tasks:**

1. All Title One, LAP, ELL, SWD students and their families will be informed of the availability of the After School Program during Back to School Days, Open House, and Fall Conferences. School will communicate this information in the families’ home languages.

2. Miller Staff will know which students are attending the After School Program and what academic assistance is needed. Quarterly summaries of academic growth will be presented quarterly to leadership team. This information will be readily accessible to the 4 Cross Curricular Teams.

3. The 7 period day will continue to be evaluated to determine whether it is supportive of students' academic achievement and social/emotional development. (Other schedule options which allow for flexible grouping of intervention students and elective choices for students needing academic interventions will be considered.)

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Expecting and monitoring sound instruction in a variety of modes**

**Indicator** P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment (116) (ELL, Expected, Title ISW, Title ITA)

**Plan**

**Assigned to:** Megan Orosz

**How it will look when fully met:**

All students will be have access to grade level standards and high quality instruction in all classes.

**Tasks:**

1. Teaching staff will implement SIOP, GLAD, and AVID strategies to support ELL, SWD, Title One, and LAP students in classes.
2. Sped teachers will write IEP goals and objectives which link to grade level CCSS, and target sub-skills needed to close the gap. Sped teachers will provide progress towards goals to parents/guardians at grading periods.

### Student and School Success Principle 5: Use of data for school improvement and instruction

#### Assessing student learning frequently with standards-based assessments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Plan</th>
</tr>
</thead>
</table>
| P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level). (3068) (TitleISW, TitleITA) | Assigned to: Thad Williams  
How it will look when fully met: Students and families will enter Miller Junior High in the Fall already knowing their class schedule, their locker, their locker combination. They will be familiar with campus and campus expectations. They will feel comfortable and welcome. Title One and LAP students will already be identified and scheduled accordingly. ELL and SWD students will be scheduled into classes which meet their learning needs as well. School Counselors will monitor D/F data at the mid quarter and quarterly progress report periods (8 times a year) resulting in a decrease in the D's and F's from 48% to 22% by the end of the 2014-2015 School Year (At the first mid quarter marking period of 2014-2015, 219 of 444 students at Miller had at least one D or F Grade.) This data will be reported to the Leadership Team at each marking period with an explanation of why students are not meeting standards in the class. |

#### Tasks:

1. Class of 2022 (2016-2017) 7th graders) will be surveyed for feedback on how their transition from 6th to 7th grade went.
2. 6th grade staff will be invited to a breakfast at Miller in order to connect with their former students and encourage them to do well and to seek out additional supports at Miller if needed.
3. Title One Summer School will continue to be restructured to provide more of a math and reading jumpstart to better transition/ready students for the next grade level. Blended funding will allow more flexibility with fitness, organization (AVID) strategies, and orientation.
4. Back to School Days will be restructured to provide Orientation Opportunities for 7th grade students. A purposeful orientation with 7th grade only will occur on the first day of school. Teacher teams will develop a plan for how students are oriented during the first 2 weeks of school as well.
5. Miller Junior High will cooperate with the high school to support students transitioning to the high school.

### Student and School Success Principle 7: Family and community engagement

#### Defining the purpose, policies, and practices of a school community

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Plan</th>
</tr>
</thead>
</table>
| P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (3069) (Expected, TitleISW, TitleITA) | Assigned to: Lisa Griebel  
How it will look when fully met: There will be at least 2 parent/guardians on the School Improvement Team. |

#### Tasks:

1. Using the website and access to parents/guardians at Student Led Conferencing, at least 2 parent/guardians will be added to the School Improvement Team.

<table>
<thead>
<tr>
<th>Indicator</th>
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<tbody>
<tr>
<td>P7-IVA04 - The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3071) (Expected, TitleISW, TitleITA)</td>
<td>Assigned to: Jeannie McNeal</td>
</tr>
</tbody>
</table>

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Page: 3 of 4
| How it will look when fully met: | Upon fully implementing this objective the following tasks will be completed. 1) Back To School Days 2014-2015 was extended to 7 days where staff trains 100% of the students/parents in our school on the systems of the school, including the compact. 2) 2014-2015 6th grade transition activities include meeting with incoming 6th graders a minimum of 4 times in their 6th grade classrooms and hosted them at the Jr. High. 3) 100% of our parents given the opportunity to log into Skyward parent access at Back to School Days, Open House, Family Fun Nights, and Student Led Conferencing. 4) 100% of our students will have logged into Skyward Student Access. 5) Parents/Guardians invited to first Family Fun Night as an Open House Introduction to School in the first month of school. 6) Host ongoing monthly Miller Family Fun Nights with meals where we focus on programs and parent trainings within our school. 7) Continue with Student Led Parent Conferences in October 2014 and March 2015. 7) Plan the 2015-2016 Back to School Days with less than 7 Days and fewer staff. 8) Family Compact will be reviewed and renewed in the 2014-2015 School Year. |
Harbor High
Comprehensive Plan Report
Title I Schoolwide Component indicators

A detailed report showing activity of the school team’s work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

Student and School Success Principle Indicators

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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1-ID11</td>
<td>Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)(TitleISW)</td>
</tr>
</tbody>
</table>

Student and School Success Principle 1: Strong leadership

Team structure

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Student and School Success Principle 2: Staff evaluation and professional development

Professional development

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<tr>
<td>P2-IF12</td>
<td>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)(Expected,TitleISW,TitleITA)</td>
</tr>
<tr>
<td>P2-IF14</td>
<td>The school sets goals for professional development and monitors the extent to which it has changed practice. (3378)(Expected,TitleISW,TitleITA)</td>
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</tbody>
</table>

Plan Assigned to: Not yet assigned

<table>
<thead>
<tr>
<th>Plan Assigned to:</th>
<th>Derek Cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>How it will look when fully met:</td>
<td>The leadership team, after reviewing current student achievement data, along with CEE data, will prioritize instructional needs in terms of professional development to increase on time graduation for the 2017 cohort. After Prioritizing our PD, Harbor High School's professional development will be focused on the following areas: Meeting the needs of students with social emotional challenges, looking at programs to provide technical training for students in school, and effective Common Core instructional practices. Staff will undergo training provided by Columbia Wellness for students in crisis, will look at both local programs and Skill center programs for technical training opportunities, and work to align their contracts to new state standards. The work will be documented by our PD Plan and Report, as well as agendas, sign in sheets for Professional Development. The effectiveness of our professional development will be measured by feedback from staff surveys, and documented shifts in curriculum as recorded in an annual curriculum report.</td>
</tr>
</tbody>
</table>

Tasks:

1. The principal and Leadership Team will construct a calendar of Professional Development Days targeting the key areas identified in our plan.
2. Staff will lay out a Professional Development Plan according to our data and evaluation of the program from last year.
3. Staff will revise contracts to reflect updated and expanded state standards for the 2016-17 School year. This will be the focus of the October 21 Professional Development day.
4. Staff will attend training on Supports for Vulnerable Populations provided by a Alice Larsen during the February inservice date. Staff will receive training and contact materials for their efforts.
5. The principal and staff will collaboratively report on ongoing efforts to meet our professional development goals monthly during our Collaboration Time. Results will be documented in our Collaboration Time report.
6. Staff will be surveyed in May on the overall effectiveness of the professional development for the year. The survey will be compiled, and the data used in the Title I evaluation, and by the Focus Team in planning next year’s professional development.
7. Staff will examine supports for students approaching or beyond graduation. This will be done at the February inservice. Evidence of this will be inservice agenda, the Professional Development report, and sign in sheets.

8. All staff will attend the October 17 Differentiated Conference Inservice, and debrief using our Predict Define Plan sheets that were developed as part of P1-IE06. Staff will share one strategy that they wish to incorporate, and a timeline for accountability. Evidence of step completion will be a list of staff and strategies they wish to implement.

9. We will develop a reflective tool for all of our Professional Development that asks the staff to 1.) predict how the proposed learning will align with improvement in instruction, 2.) document the learning as it occurs, and 3.) to reflect and be able to list what they took away from their PD and how it will be incorporated into their instructional improvement. This will be developed by November 2014.

10. Reviewed student achievement data on required assessments, credit accrual, as well as demographic data. One of the findings indicated that our high poverty students were having significantly lower level of success. In reflecting upon the data finding, the team determined that professional development in this area is necessary.

11. Members of the Leadership team will attend the OSPI sponsored SPED workshop offered in Aberdeen on August 19-20, 2014 with the focus on improving targeted supports for students with special needs.

12. The principal will attend a District sponsored poverty training on March 5. Particular attention will be paid to how students in poverty interact with a highly differentiated environment, and any effective strategies we can pull away from the training. Principal will report key information to the staff. This Information will be integrated with some of the work that Eric Jensen put forth in our book study last year.

13. The Principal and Leadership Team will plan and take part in professional development aimed at effective instructional practices in teaching students the skills they need to work within the new state standards in ELA and Math. Staff will also plan ways to incorporate Habits of Mind principles into our monthly work. Completion of this step will be evidenced by an outline of PD with notable outcomes highlighted. Other evidence will be a schedule of Habits of Minds Activities.

14. As part of our assessment of needs in terms of improving school culture, students will complete a survey after our Anti-Bully Day. The survey results will be broken down and next steps determined at our February 16 Inservice. Evidence of this step will be a copy of the survey, results, and recommendations.

15. Staff will, with fidelity, integrate elements of effective Common Core instruction and materials in their classroom. The principal will guide the teachers through the process, and gather whatever data is generated for the staff member to evaluate its effectiveness. Evidence of this task will be a report breaking down staff and strategy, with teacher reflection as part of an observation report.

16. We still have an inordinately large number of students behind in either credits or not meeting standard in math. Last year a COE Algebra class was created. The COE is transitioning to the SBAC model. This group identified a group of students in need of the revised class. In consultation with OSPI and district resources, Chris, Robert, and Rhonda will collaborate and build a new COE Algebra class in alignment with the new SBAC EOC. Completion of this task will be evidenced by Curriculum outline and class list for the course as well as updates in student progress.

Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

Expanded time for student learning and teacher collaboration

**Indicator**

P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058) (Expected, TitleISW, TitleITA)

**Plan**

Assigned to: Keelee Frost

How it will look when fully met: Staff has restructured one day per week for focused intervention time on Thursdays. Students receive two and a half hours of intensive focused intervention time in areas in need of improvement. Advisors and students determine what those areas will be on a weekly basis. On top of this, students will have access to individual tutoring in the areas of Math and ELA during school hours. Staff will evaluate student
progress through the use of a tracking database maintained by the office to account for student progress during Focus Time. Students in tutoring will be accounted through a similar database. Evidence of this step's completion will be copies of the database uploaded to Indistar.

**Tasks:**

1. Office staff and advisors will collaborate in developing and maintaining a data tracking tool to document student progress and effort during Focus Thursday time.

2. By February 28, the principal will hire and train a math tutor to be available during school hours for help with math and ELA. This tutor will be available 5 days per week for three hours. Staff will coordinate referral to this tutor for extra support. A Staff schedule, and job description are uploaded as evidence of this task.

3. Staff will use collaboration time to identify students in need of additional support regarding skill levels on assessments, academic progress, and/or other relevant data. Students will be tracked, and conferenced by both their advisor and principal. Evidence of this data will be our student meeting tracker, and a sample progress database maintained by Jan.

4. HHS Staff will evaluate the overall effectiveness of our interventions in February and in June to make adjustments in what we offer or how we approach these interventions. A survey of interventions will be passed out to staff in February, hopefully pointing the way towards any needed changes for the rest of the year. A student survey will be developed to provide us with further guidance. Evidence will be copies of both surveys and results when available.

5. HHS Staff will work to establish an outline and calendar for our Habits of Minds work. This has the potential to serve as an ongoing vehicle for individual growth for some of our students, as well as a vehicle of keeping the pulse of our school climate. This is included in this principle because we have buddied up our weekly time for this with Focus Thursdays. Completion of this task will be evidenced by inclusion of the calendar and outline in our Indistar Plan.

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Expecting and monitoring sound instruction in a variety of modes**

**Indicator** P4-IIIa07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)(ELL,Expected,TitleISW,TitleITA)

**Plan**

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Entire Team</th>
</tr>
</thead>
</table>

**How it will look when fully met:**

Our findings after looking at school data is that our students face a major obstacle to graduation in meeting the state's assessment requirements. Our curriculum must continue to change in order to give students the best chance to overcome this obstacle. The team will gather relevant assessment data for each student from all of the sources we use: MAPS, EOC, HSPE, APEX, and ALEKS. All students will be placed and scheduled according to this assessment data, to maximize their opportunity for on time graduation. Teachers will document shifts in their learning contracts to align with state standards. Advisors will use assessment data to craft plans of instruction for individual students. Evidence for this will be in Documenting the year's shifts that have occurred in learning contracts for each teacher; an assessment database prepared by Chris (evidence of our efforts to data crunch); sample Plan Sheets for students, which reflect the student's schedule and progress.

**Tasks:**

1. Assessment information will be compiled into a database by Chris Howell, who will update it as needed. This will be distributed to the staff, and allow the Team to see any trends and glaring needs as a school, but also will give us a snapshot of the students academic skill level, so that instruction can be differentiated for that student. Evidence of completion of this task will be an updated database of assessment information, and a summary of the process used by our advisor teams to use assessment data to properly schedule students.
2. Teaching staff will align classroom learning contracts with new CCSS/SBAC expectations for the courses they teach. These staff will document how these new contracts help prepare students for the new state assessments.

3. Using data from previous schools, as well as assessment data, advisors will craft individualized, differentiated instructional plans for each student. These plans will be reviewed on a monthly basis during Collaboration time, and amended as things change.

4. The principal will review learning plans monthly with advisors and/or targeted students to ensure that students are making adequate progress, or suggest changes in plan, or supports, if they are not. Discussion and amendments will occur during collaboration time. The principal will keep a log of these meetings as evidence.

5. Staff will use professional development time to examine release items on the SBAC assessments. This will be used to help them develop in-class formative assessments and activities to better prepare our students for the new state assessment requirements. Evidence will be our PD Report highlighting the dates we worked on this task.

6. APEX Online courses have traditionally been a hole in the curriculum which we feel doesn't hold a great deal of accountability, as well as does little to prepare students for the CCSS curriculum. We are in the beginning phases of changing APEX to better prepare our students. Starting in January 2015, students will have a written component in the form of study guides that will be mandatory. APEX courses in ELA and Social Studies will have at least one written prompt as part of the contract for completion. APEX Science courses will have a minimum of two lab reports. This is a shift in our APEX policy to more closely align content in what has traditionally been a credit retrieval option, with new CCSS and SBAC standards. This will be evidenced by new APEX Guidelines given to each student enrolled in an APEX Course, as well as meeting minutes documenting closer coordination with AHS, and finally the new student APEX contract that outlines the expectations for students enrolling in the class.

7. All new students will be assessed using the MAP test and state assessment data. This is done for placement and gaining information on what supports and learning strategies will be important for individual student success. Evidence of the completion of this task will be a database of each student’s assessment record.

8. After reviewing new state standards, Chris will work to transition his current Algebra class to a Collection of Evidence based class aligned with the new SBAC COE requirements, in order to offer our students one more pathway to meeting the state assessment requirements. This will be accomplished by March 2016, with submissions ready by June 12.

**Student and School Success Principle 5: Use of data for school improvement and instruction**

**Assessing student learning frequently with standards-based assessments**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P5-IID05 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)(ELL,TitleISW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Entire Team</td>
</tr>
<tr>
<td></td>
<td>How it will look when fully met: Quarterly the team will review progress of the school improvement plan. Evidence of completion of this task will be team notes. Danielson Framework 4D.</td>
</tr>
<tr>
<td><strong>Tasks:</strong></td>
<td>1. Team will complete the Indistar plan as a baseline for yearly goals and to review objectives and incorporate tasks quarterly. This will be accomplished by the leadership team based on the review and monitoring of the tasks and the overall plan. Evidence of completion of this task will be meeting notes and adjustments made to Indistar school improvement plan. Danielson Framework 4D.</td>
</tr>
<tr>
<td></td>
<td>2. This quarterly review will be accomplished by the leadership team based on the continued review and monitoring of the tasks and the overall plan. Evidence of completion of this task will be meeting notes and adjustments made to Indistar school improvement plan. Danielson Framework 4D.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level). (3068)(TitleISW,TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Jan Gravley</td>
</tr>
</tbody>
</table>
How it will look when fully met:  
Staff will develop a transition and graduation plan for each student through their advisory lists. This will be done through collaborative meetings, and individual records reviews between the principal and building data specialist. The principal will continue working with the administration of the traditional high school to better facilitate transition from school to school. Evidence of completion will be Jan's cohort database, and some sample graduation plans.

**Tasks:**

1. Staff will use assessment and student progress data, from multiple sources (placement and cumulative files, state assessment data base, and current schedule) to better place students entering Harbor High School. Additional supports for entering students will be discussed with the student’s advisor prior to entry. Our goal is that 100 percent of our entering students will be placed in courses appropriate to their skill levels and track towards graduation.

2. Staff will use current progress and any transition plans in place to recommend supports during Focused Intervention Time on Thursdays. Focused interventions to include more time for support in Reading, Math, and subject specific areas, recommendation to the After School Program, intensive time with the Math Tutor, or referral to SST if appropriate.

3. The data specialist and principal will review the files of all entering students to look at academic and credit history to ensure a seamless transition from school to school. Supports that were implemented at the school of origin will be noted, evaluated, and when possible replicated to ease the stress of this transition. Student progress at their school of origin will be reflected in any potential partial credit being awarded here. Completion of this task will be evidenced by a list of transitioned students as well as any supports that rolled into their placement here.

4. In conjunction with the District, Harbor High will use the Naviance Online Portfolio system to better track students transitioning between the two schools. Derek and Jan will undergo training in March 2015, with Jan attending the National Conference in July 2015 and follow up training in the fall of 2015. Our goal is to begin using this system with a few of our students as a test run by December 2016. By June 2016 we hope to have Jan trained enough to be our building trainer and help us transition to this new tool.

5. Staff will use District Collaboration dates to update graduation and transition plans for each student on their caseload. Completion of this task will be a report detailing the actions of our Collaboration Meetings.

6. Working in collaboration with the Aberdeen High School administration, the principal will meet with AHS staff to look at potential students who may benefit from timely enrollment at HHS. Completion of this task will be evidenced by a list of students who came from AHS and dates of meetings with AHS administration.

7. Working with District and AHS administration, the principal will look at how the transition between schools will continue as AHS seeks to move to trimesters and increase its graduation requirements. Meetings will be ongoing through the year. A log detailing our efforts and conclusions will be uploaded as evidence.

**Student and School Success Principle 7: Family and community engagement**

**Defining the purpose, policies, and practices of a school community**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW,TitleITA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Assigned to: Sherri Northington</td>
</tr>
</tbody>
</table>

How it will look when fully met:  
Opportunities for parent participation will be provided to obtain input regarding school wide decisions as a part of the collaborative leadership team. Evidence of completion of this task will be membership of parents on meeting attendance rosters. Danielson Framework 4C.

**Tasks:**

2. Parents will be functioning Leadership Team members at the monthly team meetings and reviews Evidence of completion of this task will be meeting notes, and attendance rosters. Danielson Framework 4C.
## Indicator

**P7-IVA04 - The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).**

### Plan

<table>
<thead>
<tr>
<th>Assigned to:</th>
<th>Derek Cook</th>
</tr>
</thead>
<tbody>
<tr>
<td>How it will look when fully met:</td>
<td>The school's Compact will include responsibilities that communicate what parents, students and the school will do to support learning. The compact will be presented at Title I Parent meetings in September and reviewed again in November at our fall conference. Parents and students will also receive more specific information on at home supports to their learning through expanded links on the school webpage, as well as take home materials distributed via mail and at conferences. This will be measured by conference participation sheets showing which families have received this information, an updated copy of the compact uploaded into Indistar, Parent sign in sheets for Title I meetings, Agendas for meetings, copies of the newsletter, and a copy of a parent survey that we will use to evaluate our efforts.</td>
</tr>
</tbody>
</table>

### Tasks:

1. Advisors and main office ensure that each new enrollee gets a copy of the School Handbook, and reviews the terms of the compact with parents and student, collecting signed compact for our records.

2. The principal will develop a Parent survey to be administered at conferences to gather information on what type of at home supports parents would find most useful in helping their students. This survey will be administered and data collected for staff review by May 30, 2016.

3. The staff will contact every student on their advisory list and plan three conferences throughout the year with parents and students. These conferences will show student progress, outline supports available, inform parents of Title I responsibilities of all parties, and craft graduation plans for each student. Documentation of this contact will be our parent log sheets.

4. Office staff will review our folder of signed compacts to ensure that 100 percent of Harbor High Students have signed compacts on file with us. This will be accomplished by March 31, 2016. After that, we will check monthly.

5. The principal will update the school handbook including updated School Compact. This will be posted online by August 26, 2016.

6. Since Harbor High doesn't have Guidance counselors, our faculty advisors need some support when talking to students and parents regarding transitioning from school to their next phase. The principal has created a section of our web page with information on transition topics such as financial aid for college or trade school, scholarships, and the military. Over the course of the year, a job search portion will be added.

7. To further enhance Parent communication with the school, and to highlight what parents can do to help their student at home, the principal is publishing a bi-monthly newsletter, available online, and mailed home. This is in direct support of the Compact that parents and students signed at the beginning of their year at Harbor High School.

8. The Staff will develop a series of helpful links for parents and students for the school webpage to support students learning at home. Among these will be Khan Academy, NewsELA, and other selected support sites. This will be published on our school webpage by Oct. 30, 2014, and referred to in class.

9. The Handbook containing the compact will be distributed at the September 3, 2014 student conference. Advisors will review the compact with students and parents at that time. Signed compacts will be collected.
April 10th, 2017

Thomas Opstad, Superintendent
Aberdeen School District
216 North G Street
Aberdeen, WA 98520

Dear Dr. Opstad:

The Inter-district Cooperative Agreement for Aberdeen School District, is enclosed. District school boards must formally approve the agreement each year. Please include this item in your upcoming board meeting agenda. Once your Board has voted for approval, please sign the agreement and return it to the Skills Center along with a copy of the meeting’s minutes. This will help ensure we start the new school year in compliance with the state.

We understand a signed agreement does not guarantee you will have students attend New Market for the 2017-2018 school year, however, signing it now will alleviate delays in a student’s registration process. If you choose not to enter the agreement with New Market, a letter of confirmation to this fact would be appreciated.

New Market’s Administrative Council has directed, in accordance with WAC 392-600-030(7), that a $75.00 per FTE fee be assessed, to our non-consortium districts for our Capital Investment Plan. An invoice will be sent to you in May of each year.

If you have any questions, I may be reached at 360-570-4500. We look forward to serving your district and your students in the 2017-2018 school year.

Sincerely,

Kris Blum
Executive Director
AGREEMENT
FOR INTERDISTRICT COOPERATIVE EDUCATIONAL SERVICES
2017-2018 SCHOOL YEAR

This Agreement is hereby entered into by and between New Market Skills Center, Tumwater School District No. 33, Thurston County No. 34, Washington, collectively referred to as the "SERVING DISTRICT," and Aberdeen School District, Grays Harbor County hereinafter referred to as the "PARTICIPATING DISTRICT".

The purpose of this Agreement is to utilize interdistrict cooperation, authorized by RCW 28A.335.160, RCW 28A.225.250, and Chapter 392-135 WAC, to provide educational programs not otherwise available to students residing in the Participating District and to avoid duplication of specialized programs and facilities. These objectives will be achieved by the attendance of the Participating District's students in courses offered at New Market Skills Center (NMSC).

This Agreement is for the 2017-2018 school year, and it was approved by each respective Board of Directors on the date indicated below. NMSC anticipates serving an estimated number of between 1-5 students from PARTICIPATING DISTRICT for the 2017-2018 school year. It is understood that students attending NMSC from the PARTICIPATING DISTRICT will be funded for all NMSC classes up to 1.6 full time equivalents as determined by the Office of the Superintendent of Public Instruction per RCW 28A.245.020.

In addition, as directed by NMSC's Administrative Council and in accordance with WAC 392-600-030(7), it is hereby understood and agreed that for the 2017-2018 school year the PARTICIPATING DISTRICT, due to its status as a non-consortium district, will be required to pay a $75 per FTE student per year fee, with said fee to be placed in the SERVING DISTRICT'S Capital Investment Fund.

This agreement also provides NMSC permission to access student address information from the data resource management center of the PARTICIPATING DISTRICT to be used for mailing newsletters, program brochures, summer school information, and student information.

_________________________________________  __________________________
PARTICIPATING DISTRICT  Date
Superintendent
Date of School Board Approval __________________________

_________________________________________
CHAIRMAN, ADMINISTRATIVE COUNCIL
New Market Skills Center

Date
CONTRACT FOR SERVICES
BETWEEN
ABERDEEN SCHOOL DISTRICT #5

(hereinafter referred to as ASD #5)

216 North "G" Street
Aberdeen, WA 98520

The YMCA of Grays Harbor Harbor
(hereinafter referred to as YMCA)

In consideration of the promises and conditions contained herein, ASD #5 and YMCA do mutually agree as follows:

I. DUTIES OF YMCA

YMCA shall perform the following duties to the satisfactions of ASD #5’s designee:
A. The general objectives(s) of this contract shall be as follows:
   • Provide after school activities at Miller Junior High in conjunction with 21st Century program staff
B. In order to accomplish the general objectives(s) of this agreement, YMCA shall perform the following specific duties:
   • Provide a lead site mentor
   • Collaborate with 21st Century Site Coordinator regarding staffing, schedules and activities
   • Provide academic assistance and recreation/enrichment activities for 150 minutes per day for 118 days as scheduled in collaboration with the Miller Junior High Principal and Site Coordinator
   • Allow for at least one hour of tutoring time during each day of operation
   • Assist with snacks provided through the USDA Snack program
C. The time schedule for completion of YMCA’s duties shall be within the following dates:
   • September 1, 2017 – June 14, 2018

II. DUTIES OF ASD #5

In consideration of YMCA’s satisfactory performance of the duties set forth herein, ASD #5 shall partner with the YMCA program as follows:

A. Except for expressly provided herein, expenses necessary to YMCA’s satisfactory performance of this agreement shall be invoiced to the Aberdeen School District #5 on the first day of each month; the total amount billed for the duration of this contract to fulfill said obligations shall not exceed $21,450.00.
B. ASD #5 will provide the certified teachers who will instruct during the specified tutoring time, a Site Coordinator for the program and some support staff to operate the program.

III. PROHIBITION AGAINST ASSIGNMENT

Neither this contract nor any interest therein may be assigned by either party without first obtaining the consent of the other party.

IV. INDEPENDENT CONTRACTOR STATUS

YMCA and YMCA's employee(s) and agents(s) shall perform all duties pursuant to this agreement as an independent contractor. District shall not control or supervise the manner in which this agreement is performed nor withhold or pay taxes on behalf of YMCA or YMCA's employee(s) or agent(s).

V. INDEMNIFICATION

To the fullest extent permitted by law, YMCA agrees to defend, indemnify and hold harmless ASD, its directors, volunteers, students and employees from and against all expenses, damages, losses, claims, and liabilities, direct, indirect or consequential (including attorney fees incurred on such claims and in proving the right to indemnification), arising out of or resulting from the acts or omissions of YMCA or the operation of the 21st Century program at ASD.

Similarly, ASD agrees to defend, indemnify and hold harmless YMCA, its directors, officers, and employees from and against all expenses, damages, losses, claims brought by third parties, and liabilities, direct, indirect, or consequential (including attorneys fees incurred) arising out of or resulting from the acts or omissions of ASD and/or its employees relating to the operation and use of the 21st Century program at Aberdeen High School.

VI. TERMINATION

This Agreement may be terminated by either party, at any time, upon written notification thereof to the other party. The notice shall specify the date of termination. This written Agreement constitutes the mutual agreement of YMCA and ASD #5 in whole. No alteration or variation of the terms of this Agreement and no oral understandings or agreements not incorporated herein, unless made in writing between the parties hereto, shall be binding.

VI. APPLICABLE LAW

This agreement shall be governed by the laws of the State of Washington.
I. NON-DISCRIMINATION

No person shall, on the ground of race, creed, color, national origin, mental/physical/sensory handicap, or sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any activity performed pursuant to this Agreement.

II. EFFECTIVE DATE-DURATION

This Agreement shall commence on the 1st day of September 2017. This agreement shall terminate at midnight on the 14th day of June 2018, with the sole exception of Section V (Indemnification) which shall continue to bind the parties.

III. FEDERAL BACKUP WITHHOLDING INFORMATION

YMCA certifies to ASD #5 that YMCA is not subject to backup withholding under Section 3406(a)(1)(c) of the Internal Revenue Code. YMCA agrees to notify ASD #5 in writing if this information is not true.

IV. CERTIFICATION REGARDING DEBAREMENT, SUPERVISION, AND ELIGIBILITY

The contractor certifies that neither it nor its principals are presently debarred, declared ineligible, or voluntarily excluded from participation in transactions by any Federal department or agency.

IN WITNESS THEREOF, ASD #5 and YMCA have executed this Agreement consisting of five pages.

YMCA of GRAYS HARBOR

________________________________________
Executive Director
Date

ABERDEEN SCHOOL DISTRICT #5

________________________________________
Superintendent
Date
CONTRACT FOR SERVICES
BETWEEN
ABERDEEN SCHOOL DISTRICT #5
(hereinafter referred to as ASD #5)

216 North "G" Street
Aberdeen, WA 98520

The YMCA of Grays Harbor
(hereinafter referred to as YMCA)

In consideration of the promises and conditions contained herein, ASD #5 and YMCA do mutually agree as follows:

I. DUTIES OF YMCA

YMCA shall perform the following duties to the satisfactions of ASD #5's designee:

A. The general objectives(s) of this contract shall be as follows:
   - Provide summer activities at the YMCA of Grays Harbor for Aberdeen 21st Century students in Grades 1-8 on August 4, 11, 17, 18, 21, 22, 23, 24, 25 per the grant application.

B. In order to accomplish the general objectives(s) of this agreement, YMCA shall perform the following specific duties:
   - Provide staffing
   - Collaborate with 21st Century staffing regarding scheduling and communication with families
   - Provide recreation and enrichment activities for four hours on each of the aforementioned dates
   - Coordinate and provide lunch for students on aforementioned dates

II. DUTIES OF ASD #5

In consideration of YMCA's satisfactory performance of the duties set forth herein, ASD #5 shall partner with the YMCA program as follow:

A. Except for expressly provided herein, expenses necessary to YMCA's satisfactory performance of this agreement shall be invoiced to the Aberdeen School District #5 no later than August 31, 2017; the total amount billed for the duration of this contract to fulfill said obligations shall not exceed $8,550.00 to serve a maximum of 100 students based on average daily attendance.

B. ASD #5 will provide classified staffing and transportation all nine days; staffing will remain on site at the YMCA throughout the duration of the program activities and will communicate with parents and families handling any drop-offs or pick-ups of students
III. PROHIBITION AGAINST ASSIGNMENT

Neither this contract nor any interest therein may be assigned by either party without first obtaining the consent of the other party.

IV. INDEPENDENT CONTRACTOR STATUS

YMCA and YMCA's employee(s) and agents(s) shall perform all duties pursuant to this agreement as an independent contractor. District shall not control or supervise the manner in which this agreement is performed nor withhold or pay taxes on behalf of YMCA or YMCA’s employee(s) or agent(s).

V. INDEMNIFICATION

To the fullest extent permitted by law, YMCA agrees to defend, indemnify and hold harmless ASD, its directors, volunteers, students and employees from and against all expenses, damages, losses, claims, and liabilities, direct, indirect or consequential (including attorney fees incurred on such claims and in proving the right to indemnification), arising out of or resulting from the acts or omissions of YMCA or the operation of the 21st Century program at ASD.

Similarly, ASD agrees to defend, indemnify and hold harmless YMCA, its directors, officers, and employees from and against all expenses, damages, losses, claims brought by third parties, and liabilities, direct, indirect, or consequential (including attorneys fees incurred) arising out of or resulting from the acts or omissions of ASD and/or its employees relating to the operation and use of the 21st Century program at Aberdeen High School.

VI. TERMINATION

This Agreement may be terminated by either party, at any time, upon written notification thereof to the other party. The notice shall specify the date of termination. This written Agreement constitutes the mutual agreement of YMCA and ASD #5 in whole. No alteration or variation of the terms of this Agreement and no oral understandings or agreements not incorporated herein, unless made in writing between the parties hereto, shall be binding.

VI. APPLICABLE LAW

This agreement shall be governed by the laws of the State of Washington.

I. NON-DISCRIMINATION

No person shall, on the ground of race, creed, color, national origin, mental/physical/sensory handicap, or sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any activity performed pursuant to this Agreement.
II. EFFECTIVE DATE-DURATION

This Agreement shall commence on the 4th day of August, 2017. This agreement shall terminate at midnight on the 31st day of August 2017, with the sole exception of Section V (Indemnification) which shall continue to bind the parties.

III. FEDERAL BACKUP WITHHOLDING INFORMATION

YMCA certifies to ASD #5 that YMCA is not subject to backup withholding under Section 3406(a)(1)(c) of the Internal Revenue Code. YMCA agrees to notify ASD #5 in writing if this information is not true.

IV. CERTIFICATION REGARDING DEBAREMENT, SUPERVISION, AND ELIGIBILITY

The contractor certifies that neither it nor its principals are presently debarred, declared ineligible, or voluntarily excluded from participation in transactions by any Federal department or agency.

IN WITNESS THEREOF, ASD #5 and YMCA have executed this Agreement consisting of three pages.

YMCA of GRAYS HARBOR

____________________________________________________
Executive Director Date

ABERDEEN SCHOOL DISTRICT #5

____________________________________________________
Superintendent Date
This letter is to serve as notice that as of May 5, 2017, Jasmine Stowers will be leaving the Aberdeen School District for the remainder of the 2016-2017 School Year for Maternity Leave.

The attached contract for Claire Tangvald is for a period of 28 days, for Maternity Leave replacement for Jasmine Stowers.

Please feel free to contact me with any questions.

Anita Guinn
Hourly Wage:

Claire Tangvald
Speech Language Pathologist Assistant
$55 per hour for 8 hours per day for 28 days for the 2016-2017 school year, beginning May 10, 2017.

Aberdeen School District Representative Initials: \[\text{[Signature]}\]
AGAT Representative Initials: \[\text{[Signature]}\]
2017

MAINTENANCE SUMMER PROJECTS

AJ West
1. Paint under covered play area
2. Restripe parking lots, curbs, and playground (on going)
3. Paint south exterior wall of main building
4. Replace siding outside of kitchen door
5. Paint east exterior wall of annex
6. Clean out catch basins
7. Address covered play, for uneven ground
8. Look at lights for west end of building by dumpsters
9. Lunch room tables (Repair/Replace)

Central Park
1. Paint Exterior Walls main building
2. Replace any rotten fascia on the east and west side of building that we were unable to get to last summer
3. Restripe parking lots, curbs, and playground (on going)
4. Clean out catch basins
5. Lunch room tables (Repair/Replace)

McDermoth
1. Paint white safety lines on steps entering the building (on going)
2. Repair and seal north side of brick steeple around flashing on roof
3. Clean gutters and repair as needed
4. Clean out catch basins
5. Restripe parking lots, curbs, and playground (on going)
6. Look at changing covered play area door to prevent accidents

Miller
1. Check Tile that has been cracked or chipped and replace
2. Continue to replace wall fabric (as needed)
3. Restripe parking areas and curbs (on going)
4. Replace class room carpet (as needed) (Rm 114/137)
5. Replace or remove carpet from stage
6. Clean out catch basins

Robert Gray
1. Continue to paint interior rooms
2. Restripe parking areas and curbs (on going)
3. Repair curbing
4. Widen parking lot entrance
5. Clean out catch basins
6. Repair ground covering in playground area
7. Paint sign pole at front of school
Stevens
1. Restripe parking lots, curbs, and playground (on going)
2. Paint exterior of building (on going)
3. Paint classrooms in main building (on going) (Rm 6)
4. Look at fencing Playground by Portables
5. Clean out catch basins
6. Additional Cameras (Request thru Technology)
7. Cafeteria Table (Repair/Replace)
8. Fix water problem by portables (Down Spouts)

AHS
1. Continue to paint classrooms/hallways as needed (ongoing)
2. Clean and replace wood shop dust collector filters
3. Repair walls and counters in Community room (as needed)
4. Clean out catch basins
5. Move auto shop exhaust fan on the roof to a new location
6. Rework Sink area in Culinary class room (CTE)

Administration Building
1. Seal around exterior of building to help prevent basement flooding
2. Restripe parking lot (on going)
3. Repair downstairs meeting room
4. Carpet area by Julie’s desk
5. Clean/Check windows

Hopkins/Harbor High
1. Reseal windows (as needed)
2. Repair roof as needed
3. Restripe parking lot and curbs (on going)
4. Put sump pump in boiler room

Stewart Building
1. Patch/Paint rooms as needed (ongoing)
2. Patch/Paint hallways (on going)
3. Restripe parking lot and curbs (on going)
4. Replace/Paint discolored ceiling tiles
5. Patch/Paint Bathrooms
6. Window in East wall of Technology work room

Stewart Field
1. Treat main field turf
2. Check and replace areas in the stands (on going)
3. Repaint home side bleachers after construction
4. Restripe parking lot on east and north side of Stewart Building for stadium events (entrance/exit and parking)
5. Stadium Roof Project
6. Practice Field Maintenance
**CERTIFICATED**

**HIRES:** We recommend the Board approve the following certificated hires:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traci Sandstrom</td>
<td>Stewart Building</td>
<td>Teaching and Learning Director</td>
<td>07/01/17</td>
</tr>
<tr>
<td>Brittni Leitch</td>
<td>Miller Jr. High School</td>
<td>English Teacher</td>
<td>08/30/17</td>
</tr>
<tr>
<td>Sarah Protheroe</td>
<td>Robert Gray Elementary</td>
<td>3rd Grade Teacher</td>
<td>08/30/17</td>
</tr>
<tr>
<td>Julie Azar</td>
<td>Stevens Elementary</td>
<td>Special Education Teacher</td>
<td>08/30/17</td>
</tr>
<tr>
<td>William Mullikin</td>
<td>Aberdeen High School</td>
<td>Teacher – 21st Century Program</td>
<td>04/24/17</td>
</tr>
</tbody>
</table>

**SUMMER SCHOOL HIRES:** We recommend the Board approve the following certificated Summer School hires:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Borgens</td>
<td>Aberdeen High School</td>
<td>APEX Teacher</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Maureen Lewis</td>
<td>Aberdeen High School</td>
<td>English Teacher (2 Sessions)</td>
<td>06/19/17</td>
</tr>
<tr>
<td>William Rabung</td>
<td>Aberdeen High School</td>
<td>Support Teacher (2 Sessions)</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Richard Stallo</td>
<td>Aberdeen High School</td>
<td>Coordinator</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Candice Bachtell</td>
<td>Twin Harbors Skill Center</td>
<td>Culinary Arts Teacher</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Tracy Ecklund</td>
<td>Twin Harbors Skill Center</td>
<td>Photography Teacher</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Michael Machowek</td>
<td>Twin Harbors Skill Center</td>
<td>Cultivating Roots Teacher</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Matthew Mahon</td>
<td>Twin Harbors Skill Center</td>
<td>Animation Teacher</td>
<td>07/10/17</td>
</tr>
<tr>
<td>Cory Martinsen</td>
<td>Twin Harbors Skill Center</td>
<td>Construction Teacher</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Charles Veloni</td>
<td>Twin Harbors Skill Center</td>
<td>Electrical Engineering Teacher</td>
<td>07/10/17</td>
</tr>
<tr>
<td>Kris Bitar</td>
<td>Harbor High School</td>
<td>English Teacher</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Christopher Howell</td>
<td>Harbor High School</td>
<td>History/Social Studies Teacher</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Robert Sutlovich</td>
<td>Harbor High School</td>
<td>Math Tutor</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Heather Colwell</td>
<td>Miller Jr. High School</td>
<td>English Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Heather Colwell</td>
<td>Miller Jr. High School</td>
<td>Lead Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Larry Fleming</td>
<td>Miller Jr. High School</td>
<td>P. E. Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Brittni Leitch</td>
<td>Miller Jr. High School</td>
<td>English Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Tricia Matisoons</td>
<td>Miller Jr. High School</td>
<td>Math Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Jordan Cummings</td>
<td>Central Park Elementary</td>
<td>Elementary Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Jordan Cummings</td>
<td>Central Park Elementary</td>
<td>Lead Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Tosha Love</td>
<td>McDermoth Elementary</td>
<td>Elementary Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Kimberly “Ivy” Lyles</td>
<td>McDermoth Elementary</td>
<td>Elementary Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Mercedes Taylor</td>
<td>McDermoth Elementary</td>
<td>Elementary Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Mercedes Taylor</td>
<td>McDermoth Elementary</td>
<td>Lead Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Patricia Bowley</td>
<td>Robert Gray Elementary</td>
<td>Elementary Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Myka Jugum</td>
<td>Robert Gray Elementary</td>
<td>Elementary Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Myka Jugum</td>
<td>Robert Gray Elementary</td>
<td>Lead Teacher</td>
<td>07/31/17</td>
</tr>
<tr>
<td>April Meissner</td>
<td>Stevens Elementary</td>
<td>Elementary Teacher</td>
<td>07/31/17</td>
</tr>
</tbody>
</table>

**RESIGNATION:** We recommend the Board approve the following certificated resignation:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damien Cooper</td>
<td>Aberdeen High School</td>
<td>Special Education Teacher</td>
<td>06/16/17</td>
</tr>
</tbody>
</table>
**CLASSIFIED**

**HIRE:** We recommend the Board approve the following classified hire:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Glasscock</td>
<td>Outdoor Camp – A. J. West</td>
<td>Camp Cook</td>
<td>05/22/17-05/25/17</td>
</tr>
</tbody>
</table>

**SUMMER SCHOOL HIRES:** We recommend the Board approve the following classified Summer School hires:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tedd White</td>
<td>Aberdeen High School</td>
<td>Para-educator APEX</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Gayle Capsel</td>
<td>Harbor High School</td>
<td>Coordinator</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Teresa Simpson</td>
<td>Harbor High School</td>
<td>Para-educator</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Eli Lugo</td>
<td>Miller Jr. High School</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Natalie Tillery</td>
<td>Miller Jr. High School</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Kelly Bielec</td>
<td>Central Park Elementary</td>
<td>LRC Technician</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Merlyn Sterling</td>
<td>Central Park Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Kayla Sturm</td>
<td>Central Park Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Virginia Barragan</td>
<td>McDermoth Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Brenda Camp</td>
<td>McDermoth Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Diane Chenoweth</td>
<td>McDermoth Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Nichole Ericksen</td>
<td>McDermoth Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Rebel Jordan</td>
<td>McDermoth Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Patricia Stanton</td>
<td>McDermoth Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Nicole Johnston</td>
<td>Robert Gray Elementary</td>
<td>LRC Technician</td>
<td>06/19/17</td>
</tr>
<tr>
<td>Dawn Odd</td>
<td>Robert Gray Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Bridget Onasch</td>
<td>Robert Gray Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
<tr>
<td>Shae-Lynn Ramsey</td>
<td>Robert Gray Elementary</td>
<td>Para-educator</td>
<td>07/31/17</td>
</tr>
</tbody>
</table>

**RESIGNATION:** We recommend the Board approve the following classified resignation:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cha’ley Morataya-Gomez</td>
<td>Special Services</td>
<td>Para-educator</td>
<td>05/10/17</td>
</tr>
</tbody>
</table>

**RETIREMENT:** We recommend the Board approve the following classified retirement:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raymond Conklin</td>
<td>McDermoth Elementary</td>
<td>Custodian</td>
<td>06/30/17</td>
</tr>
</tbody>
</table>

**EXTRA-CURRICULAR RESIGNATION:** We recommend the Board approve the following extra-curricular resignation:

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan Housden</td>
<td>Aberdeen High School</td>
<td>Girls’ Soccer- Head Coach</td>
<td>04/21/17</td>
</tr>
</tbody>
</table>