

Napavine Elementary School Improvement Plan

Including a Schoolwide Title 1 and LAP Program Plan

NAPAVINE



2018-2019

Table of Contents

Napavine School District Mission Statement	3
Goals for the Napavine School District	3
Nine Characteristics of High Performing Schools	4
Title 1 Schoolwide Program Plan Contact Information	5
Core Schoolwide Team Signature Page	6
Comprehensive Needs Assessment Summary	7-8
Trends in scores over time	9
Strategic Plan for School Improvement in Reading	10-11
Strategic Plan for School Improvement in Math	12
Instruction by Highly Qualified Staff	13
High Quality and Ongoing Professional Development	14
Strategies to Attract Highly Qualified Teachers	14
Strategies to Increase Parent/Community Involvement	15
Transition Plans from Preschool and between Grades	15
Measures to Include Teachers in Assessment Decisions	16
Strategies for Providing Timely Assistance to Students	16
Coordination of federal, state, and local services	17
Combining Funds for Schoolwide	18-19
Homeless Education Plan	20

Napavine School District Mission Statement

The mission of the Napavine School District is to work with the community to continue positive growth by preparing individuals in a safe and secure environment for learning, living, and working responsibly in society.

Goals for the Napavine School District

1. Napavine will be a school that achieves excellence through a diverse curriculum and a variety of extracurricular opportunities.
2. School, community, and family will work together for the benefit of all students.
3. Everyone will benefit from a safe and secure learning environment.
4. The school, parents, and community will work together to provide the resources necessary to achieve the mission.
5. A variety of effective communication means will be employed to achieve our mission.

Nine Characteristics of High Performing Schools

Research has shown that there is no silver bullet – no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to show evidence of the following nine characteristics:

1. **Clear and Shared Focus** Everyone knows where they are going and why. The vision is shared-everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.
2. **High Standards and Expectations** Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
3. **Effective School Leadership** Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
4. **High Levels of Collaboration and Communication** There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.
5. **Curriculum, Instruction and Assessment Aligned with Standards** Curriculum is aligned with the Essential Academic Learning Requirements (EALRs). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.
6. **Frequent Monitoring of Teaching and Learning** Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.
7. **Focused Professional Development** Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.
8. **Supportive Learning Environment** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
9. **High Levels of Community and Parent Involvement** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

Title 1/LAP Schoolwide Program Plan

School District: Napavine School District
PO Box 840, Napavine, WA 98565
(360) 262-3303

Superintendent: Geoff Parks
(360) 262-3303
gparks@napavineschools.org

Building Name: Napavine Elementary School
PO Box 837, Napavine, WA 98565
(360)262-3345

Building Principal: Paul Lewis
(360)262-3345 x4403
plewis@napavineschools.org

Title 1/LAP Director: Alex Brownsmith
(360)262-3345 x4102
abrownsmith@napavineschools.org

School Enrollment: 436

Grade levels: Pre-6

Free/Reduced Lunch % 44%

Comprehensive Needs Assessment: Component 1

School-wide Input

Various input into the Schoolwide and School Improvement Plan was collected throughout the 2012-2013 school year as part of our planning process. This input is included throughout this Schoolwide Plan. Input was received from the work of classroom teachers, educational assistants, administration, parents, and community members.

The following people reviewed/revised the School-wide plan on September 3rd 2013:

Facilitators: Jennifer Moore, Principal

Greg Teel, Title 1/LAP Coordinator

Superintendent: Dr. Rick Jones

Special Education: Stacey Carbaugh

Certificated Primary: Cathy May

Certificated Intermediate: Shirley Stanton

Classified: Julianne Alvord

Parent: Jody Low

Staff: All Staff on September 3rd reviewed the previous plan and gave input for the current plan

For the 2015-16 school year the Building Leadership Team used the IndiStar system to adjust and monitor the school improvement plan.

For the 2016-2017 school year the Building Leadership Team decided to incorporate the ideas of the IndiStar process and return to this format. The following people reviewed/revised the School-wide plan on September 27th, 2016:

Facilitators: Paul Lewis, Principal and Diana Telders, Title 1 Coordinator

Superintendent: Dr. Rick Jones

Special Education: Stacey Carbaugh

Certificated Primary: Laura Schouten

Certificated Intermediate: Heather Teitzel

Classified: Michelle Sabin

Parent: Cindy Mitchell

Staff: All Staff on September 1st, 2016 reviewed the previous plan and gave input for the current plan

The following people reviewed/revised the School-wide plan on November 14th, 2017:

Facilitators: Paul Lewis, Principal and Alex Brownsmith, Dean of Students

Special Education: Stacey Carbaugh

Certificated Primary: Laura Schouten

Certificated Intermediate: Tracie Johnson

Classified: Michelle Sabin

Parent: Cindy Mitchell

Comprehensive Needs Assessment:

School Improvement Components: Assess Readiness to Benefit, Collect, Sort, and Select Data: Build and Analyze the School Portfolio

1. Demographics and Student Information

Napavine Elementary, located just off I-5, is a small school serving approximately 436 students. At Napavine Elementary, 44% of the students qualify for free or reduced-price meals, **17.1% qualify for special education services, 77.3% of the student ethnicity is Caucasian, 15.6 of the students are Hispanic, 6.7% of the students are of two or more races, 3.7% students are ELL.**

2. Family and Community Involvement

Napavine Elementary parents participated in a survey during the spring of 2012-2013. 30% of surveys were returned. Of the 30 characteristics included in the survey, 85% of surveys showed a very positive return (4 or 5 rating) in ALL areas. The areas needing addressed (ratings of 1,2,3) are:

A. Increase communication of student learning goals between teachers and parents; NES will implement/continue frequent newsletters from school: Teacher will implement intentional 2-way communication with parents as to learning goals and progress and through a variety of means such as email, phone, classroom newsletters, notes home, etc.

B. Increase communication between teachers and students regarding student expectations and progress towards expectations/standards. In order to better communicate with students, teachers will employ the use of progress reports, individual conferences with students, regular and prompt feedback on assignments/tests, etc.

C. In addition to the above survey, the staff of Napavine Elementary would like to more clearly define for staff, parents, and community the roles of Basic Education, Title 1, LAP, and Special Education as part of our Schoolwide plan. This would include looking for additional opportunities and means by which to communicate these roles. Information will be included in the school newsletters and through community Title I/Lap Nights.

We conducted a parent and staff survey in Spring of 2017. The results were used to create three focus areas (see School Improvement Plan Focuses 2017-2018)

3. Professional Development, Curriculum, and Instruction

The Napavine School District spent the 2009-2010 school year completing a professional development needs assessment and readiness for working within Professional Learning Communities under the guidance of Dana Anderson from ESD 113. Through our work with Dana Anderson, we determined that the majority of the staff is ready for working with Professional Learning Communities. Our strengths show that we have strong leadership, good dialogue and communication amongst staff; trust and respect between staff and administration; and an overall strong sense of community. The area of need, as indicated by our PLC survey, is to create time to gather formally in collaboration and create formal situations within the classroom setting such as team teaching or conducting "walk-throughs." We had begun to address these needs through bi-monthly Collaboration meetings in place of general staff meetings. Progress made during these meetings is then extended to the instructional classified staff to ensure consistency in staff development and instruction with students.

During the 2012-2013 school year, six of our certified teachers attended the trainings each month on the new state mandated teacher evaluation model. Five more teachers completed this training in 2013-2014 and another 10 teachers in 2014-2015. The remaining teachers were trained in 2015-2016. Our district chose the Marzano model. These trainings helped teachers learn about the Marzano model of effective teaching and instruction. Our staff has benefited from attending these trainings and will be providing information at our monthly staff meetings.

Our District TPEP team meets monthly to plan effective and relevant professional development for our staff members. They base their decisions on student data, best practice and input from staff through surveys recommendations. Most recently they have designed Summer Institutes to give staff optional development opportunities prior to the start of each school year.

4. Student Achievement

All certificated staff and administration participated in an activity led by Dana Anderson in which we reflected on where Napavine Elementary fits within the Nine Characteristics of high performing schools. The staff and members of this Schoolwide planning team can now use that information to better plan for improving student achievement. Additionally, staff members continue to collect data on students and meet as a collaborative team both vertically and horizontally to identify student strength and weaknesses and plan interventions to improve student learning.

A district level data team has been created to analyze our data use and improve the ways we collect and respond to data.

In addition, student achievement is discussed as a staff during school year start-up days and throughout the year during staff meetings and professional development days.

Trends in SBAC/MSP Scores over the past 4 years

ELA(MSP READING)	2017-2018	2016-2017	2015-2016	2014-2015
All NES Students				
3 rd	59.9%	57.1%	71.1%	53.0%
4 th	73.7%	53.1%	56.3%	49.0%
5 th	68.1%	57.7%	51.8%	54.5%
6 th	63.8%	44.0%	65.0%	50.7%
Low Income				
3 rd	40%	47.0%	54.5%	46.9%
4 th	69.7%	34.3%	53.3%	44.4%
5 th	54.3%	48.4%	51.4%	38.5%
6 th	60.6%	46.8%	54.5%	27.3%
Special Education				
3 rd	30%	10.0%	63.6%	
4 th	14.3%	28.5%		
5 th	25%		9.1%	
6 th	0%		25.0%	

MATH	2017-2018	2016-2017	2015-2016	2014-2015
All NES Students				
3 rd	62.9%	58.7%	72.1%	62.7%
4 th	69.2%	59.3%	65.6%	56.9%
5 th	68.1%	51.3%	41.1%	32.7%
6 th	56.8%	44.0%	56.7%	62.7%
Low Income				
3 rd	50%	55.8%	60.6%	53.1%
4 th	66.7%	40.6%	60.0%	52.8%
5 th	20%	47.0%	45.7%	15.4%
6 th	51.5%	40.6%	42.4%	50.0%
Special Education				
3 rd	40%	20.0%	45.5%	
4 th	14.3%	28.5%		
5 th	6.3%		9.1%	
6 th	14.3%	8.3%	16.7%	

5th Grade Science	2017-2018	2016-2017	2015-2016	2014-2015
All NES Students	53.8%	77.7%	78.6%	69.1%
Low Income	37.1%	76.4%	77.1%	61.5%
Special Education	25%		63.6%	

Schoolwide Reform Strategies: Component 2

Napavine Elementary Strategic Plan for School Improvement in **Reading**

Goal 1	Increase student pass rate on SBAC ELA by 5% from Spring 2018 to Spring 2019 for grades 4&5.
Goal 2	Increase student pass rate on SBAC ELA by 10% from Spring 2018 to Spring 2019 for grade 3&6.
Current Scores	60% of 3 rd grade students met standard 74% of 4 th grade students met standard 68% of 5 th grade students met standard 64% of 6 th grade students met standard
Specific goal for change needed	At Napavine Elementary, we will increase the percentage of students meeting standard by 5-10% in Grades 3-6 by Spring 2018.
Specific goal for change needed	At Napavine Elementary, we will increase the percentage of low-income students that are meeting standard in grades 3-6 by 10% by Spring 2019.
Specific goal for change needed	At Napavine Elementary, we will increase the percentage of special education students that are meeting standard in grades 3-6 by 10% by Spring 2019. We will look at each individual student in Special Education and make a plan according to their individual needs to help them meet standard.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Participate in grade level meetings for data analysis using an RTI model that includes Title 1, LAP, and special education staff	Certificated teachers Principal	School Year 2018-19	Instructional changes in intervention groups based on current data
Identify the names and data of the students not meeting standard and initiate a plan for intervention with school and home	Certificated teachers Principal Parents Child Assistance Team(CAT)	School Year 2018-19	Tracking of student data over the school year
Identify intervention tools and data to be used for placement and monitoring at each grade level	ELA Leadership Team Principal	School Year 2018-19	Matrix of supports by student achievement levels and grade levels
Provide staff development on cooperative learning and intervention strategies including Title 1, LAP, and special education programs.	Certificated teachers Classified Staff Principal	School Year 2018-19	Completion of training for intervention strategies and programs
Implement progress monitoring using DIBELS	Certificated teachers Classified Staff	School Year 2018-19	Progress monitoring data collection for all

and MAP for students below benchmark and/or students served through Title 1, LAP, and special education.	Principal		students at strategic and intensive levels.
--	-----------	--	---

Napavine Elementary Strategic Plan for School Improvement in **Math**

Goal 1	Increase student pass rate on SBAC Math by 5% from Spring 2018 to Spring 2019 for grades 3 and 4.
Goal 2	Increase student pass rate on SBAC Math by 10% from Spring 2018 to Spring 2019 for grade 6.
Goal 3	Increase student pass rate on SBAC Math by 15% from Spring 2018 to Spring 2019 for grade 5.
Current Scores	63% of 3 rd grade students met standard 69% of 4 th grade students met standard 41% of 5 th grade students met standard 57% of 6 th grade students met standard
Specific goal for change needed	At Napavine Elementary, we will increase the percentage of students meeting standard by 5-15% in Grades 3-6 by Spring 2018.
Specific goal for change needed	At Napavine Elementary, we will increase the percentage of low-income students that are meeting standard in grades 3-6 by 10% by spring 2018.
Specific goal for change needed	At Napavine Elementary, we will increase the percentage of Special Education students that are meeting standard in grades 3-6 by 10% by spring 2018.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
All gen-ed teachers will provide online access at home for students and parents for online math practice.	All Gen-Ed staff	School Year 2018-19	Completion of entering all students in the system
Instructional and intervention strategies and their impact on student growth will be discussed at staff meetings and waiver days	All Gen Ed staff	School Year 2018-19	Staff meeting minutes, closing the achievement gaps
Grade 6 will collaborate with the middle school to ensure best preparation for the transition to 7 th grade.	Certificated teachers Principal	School Year 2018-19	Feedback from 7 th grade teachers.
Provide staff development on cooperative learning and intervention strategies including Title 1, LAP, and special education programs.	Certificated teachers Classified Staff Principal	School Year 2018-19	Completion of training for intervention strategies and programs

Instruction by Highly Qualified Staff

School Improvement Component: Craft action plan

*Goals and strategies may be adjusted according to available revenue.

1. The staff and administration will plan professional development for teachers in the academic areas of math, reading, writing, and science to strengthen the academic areas.
2. Title 1/LAP services will be provided in the Title/LAP room, within classrooms, and within common spaces.
3. Classroom teachers and the Title 1/LAP Coordinator will keep parents informed of intervention services provided for their children.
4. Paraprofessionals will intervene with struggling students as directed by certified staff.
5. Para-educators will be scheduled based on student needs. Support and guidance for para-educators will be provided by classroom teacher, Title/LAP coordinator, and building principal.
6. Staff will create interventions for K-6 students who do not meet grade level expectations on grade-level district and state assessments.
7. Staff will use common grade-level planning time and monthly collaboration time to focus on curriculum and instruction and analyze student data to plan for interventions.
8. Interventions are implemented and tracked with progress monitoring through the use of DIBELS, iReady, STAR Math, AR scores and levels, Front Row, Read Naturally, and STAR Reading.
9. HI-Capable students are assessed and provided additional instruction during their RTI time and within the classroom. (This is addressed outside of Title 1 funding)
10. The English Language Learners will be assessed and provided additional interventions with para-educators using Journeys materials or Rosetta Stone.
11. Staff will align units to appropriate standards and use activities and assessments aligned to that standard to make instructional decisions and evaluate student progress.

High Quality and Ongoing Professional Development Activities

School Improvement Component: Craft Action Plan

*Goals and strategies may be adjusted according to available revenue.

1. The Napavine School district will provide teachers with 4 staff development days through the use of approved state waiver days. Additionally, staff are provided with a total of 14 TRI-days which include varied trainings and staff development at the district level, in individual buildings, and specific to grade-level/subject areas.
2. Staff members are encouraged to attend out of district professional development opportunities provided by OSPI, ESD 113, and other providers. Staff are encouraged to share their training with the rest of the staff.
3. TPEP team and BLT will work to create applicable training for all staff, including Special Ed., specialists and intervention services.
4. Staff will be surveyed regularly about professional development needs.
5. Staff members who possess a specific area of expertise are encouraged to develop trainings for colleagues.
6. Staff members will be provided the opportunity to observe other staff members in district or outside of district (Instructional Rounds).
7. Marzano Instructional Framework Training through the ESD 113 or District.
8. RTI Training and evaluating effectiveness
9. ELL book study for any staff
10. Smarter Balanced professional development
11. Kagan Strategies professional development to engage students not at grade level

Strategies to Attract Highly Qualified Teachers

School Improvement Component: Craft Action Plan

*Goals and strategies may be adjusted according to available revenue.

1. Napavine School District will publicize open teaching positions in local newspapers, at state universities and colleges in Washington, and with the Washington Education Association.
2. Napavine School District is part of the ESD Personnel Cooperative and seeks to attract highly qualified teachers through their recruitment process which extends to teacher websites such as wateach.com.
3. Napavine School District will carefully review all applicants for the most highly qualified candidates. Candidates for a specific teaching position will have certificates and endorsements in the area to which they are applying.

Strategies to Increase Parent/Community Involvement

School Improvement Component: Research and select Best Practices, Craft Action Plan.

*Goals and strategies may be adjusted according to available revenue.

1. Napavine Elementary is committed to recruiting and maintaining a core of both parent and community volunteers. Volunteers are recognized publicly at an annual volunteer reception and assembly.
2. Monthly newsletters and all-call messages are sent home to keep parents informed of school activities and events.
3. Parents, teachers, and students sign a parent compact indicating each member's role in a student's learning.
4. Regular Family Night Activities will be promoted in partnership with the PTA.
5. Parents will be encouraged to attend parent-teacher conferences and monthly student recognition assemblies.
6. A Title 1, LAP and ELL parent night will provide parents with information and activities for parents to work with their children at home.
7. School Messenger will be used prior to major school community outreach events.

Transition Plans from Preschool and between Grades

School Improvement Component: Craft Action Plan

*Goals and strategies may be adjusted according to available revenue.

1. Preschool teacher will meet with Kindergarten teacher to assist in planning transitions.
2. A school-wide BBQ and open house for families preschool through 6th grade to meet with teachers and staff to help relieve anxiety about school and to bring in supplies so the first day of school is more settled.
3. Teachers are encouraged to meet vertically and horizontally throughout the year to ensure quality transitions between grades levels, providing student data for incoming students.
4. Sixth grade teachers meet with junior high staff to provide student data to assist with student placement.
5. Placement cards will be used to track student growth and at the end of the year to pass on to next year's teacher.

6. The BLT will review student data annually to recommend changes to student supports and transition practices.
7. Content Leadership Teams with representatives from each grade level will work to align curriculum so students are prepared for each each.

Activities to Ensure Mastery: Component 3

Measures to Include Teachers in Assessment Decisions

School Improvement Component: Collect, sort, and select data; Build and analyze the school portfolio; Set and prioritize goals; Craft action plan; Monitor implementation of the Plan; Evaluate Impact on Student Achievement

*Goals and strategies may be adjusted according to available revenue.

1. Staff will meet to review district and state assessment results to determine areas for improvement as a staff.
2. Based on district and state assessment results, the staff will determine areas in which to focus staff professional development.
3. Grade level teams will use assessment tools identified for each unit to monitor and assess key skills within their team.
4. Using district and state assessments, staff will meet at least monthly to identify students who are performing below grade level or who have not met the standard as identified by the state assessment.
5. Teachers will recommend students for before or after school and summer programs who have not met standards and continue to struggle making grade-level progress.

Strategies for Providing Timely Additional Assistance to Students Experiencing Difficulty Mastering Standards

School Improvement Planning Component: Research and Select Best Practices

*Goals and strategies may be adjusted according to available revenue.

1. Napavine Elementary will monitor and assess students who do not meet benchmark on the DIBELS reading assessment.
2. Assessment data will be used to identify and best serve students who are performing below grade level. Assessments may include the state assessment, MAP, STAR Reading, STAR Math, DIBELS, and curriculum based assessments.
3. The District Leadership/Intervention Team will research best practices for remediation, intervention, and enrichment.
4. At least monthly grade level teams will meet to review student data, set goals, plan and adjust instruction and intervention. They will keep a written record

- of meetings including benchmarks towards the goals, formative assessments to be reviewed as a team and a schedule for follow up, review and reflection.
5. Students needing intervention will receive additional assistance as part of the Schoolwide Title and or Schoolwide LAP program. Students who do not show significant improvement through these interventions will be referred to the Child Assistance Team (CAT Team) to study student data and current interventions in an effort to determine whether additional/alternate interventions should be attempted or if the student should be referred to special education for additional testing.

Coordination and Integration: Component 4

Coordination and Integration of Federal, State, and Local Services

School Improvement Component: Craft Action Plan

*Goals and strategies may be adjusted according to available revenue.

Services and funds from the following federal, state, and local programs will be available in the Napavine Elementary Schoolwide Plan.

1. As a Schoolwide Building, funds are combined from basic education, Title 1, LAP and levy revenues in an effort to upgrade the entire educational system within our building and coordinate the best intervention for students with need. See the “Combining Schoolwide Funds” on the next 2 pages for a more detailed breakdown.
2. In addition to our Schoolwide Program, Transitional Bilingual Instruction Program (ELL) and the Highly Capable Program provides the supplemental services in reading, math, and/or reading readiness.

Combining Funds for Schoolwide Title 1 and LAP at Napavine Elementary School

Program	Amount	How the intents and purposes of the program will be met.
Title 1, Part A	\$101,817	Additional in class assistance, small group to reinforce grade level expectations. When funds are available, professional development, a before, after school and/or summer program may be offered.
Basic Ed	\$	All students receive instruction aligned with state standards
Local Levy	\$	Professional development, facilities, curriculum, playground, crosswalk, bus, and lunchroom para educators teaching appropriate behaviors/school rules.
LAP (Learning Assistance Program)	\$224,694	Additional in class assistance, small group to reinforce grade level expectations. When funds are available, professional development, a before, after school and/or summer program may be offered.
LAP High Poverty School Allocation	\$119,457	When funds are available, a before, and after school program for students below grade level.

The following staff will be paid solely from the Combined Schoolwide Fund:

Julie	Spalding	K Classroom Teacher
Laura	Schouten	K Classroom Teacher
Nancy	Evans	K Classroom Teacher
Allison	Kottenburg	1 st Classroom Teacher
Sarah	Bruneau	1 st Classroom Teacher
Rebecca	Hansen	1 st Classroom Teacher
Dani	Bullock	2 nd Classroom Teacher
Elizabeth	Meldrum	2 nd Classroom Teacher
Marcy	Salme	2 nd Classroom Teacher
Cathy	Chesley	3 rd Classroom Teacher
Tracie	Johnson	3 rd Classroom Teacher
Heather	Teitzel	3 rd Classroom Teacher
Jordan	Hunt	4 th Classroom Teacher
Cindy	Mitchell	4 th Classroom Teacher
Shari	Myers	4 th Classroom Teacher
Shirley	Stanton	5 th Classroom Teacher
Sali	Stratton	5 th Classroom Teacher

Leah	Schutz	5 th Classroom Teacher
Dana	Keller	6 th Classroom Teacher
Brian	Demarest	6 th Classroom Teacher
Brian	Bullock	6 th Classroom Teacher
Diana	Telders	LAP/Title 1 Teacher
Eric	Anderson	PE – Certified Teacher
Katie	Jahnsen	Music – Certified Teacher
Becky	Stark	Classified Librarian
Bethany	Vetter	Classified PE/Tech Aide
Michelle	Ross	Classified Paraeducator
RaeAnne	Hendricks	Classified Paraeducator
Amber	Valentine	Classified Paraeducator
Amanda	Dalebout	Classified Paraeducator
Julianne	Alvord	Classified Paraeducator
Kristi	VanWyck	Classified Paraeducator
Daniel	Craig	Band Teacher
Alex	Brownsmith	Director of Student Supports/ Dean of Students
Jessica	Gilbert	Classified Paraeducator
Cori	Fulleton	Classified Paraeducator
Corrine	Subitch	Classified Paraeducator

Combining Funds for Schoolwide Title and LAP at Napavine Elementary School

Elementary School Employees that are **NOT** included in the Combined Schoolwide funding or Special Education funding are the following:

Deborah	Bagge	Assistant Secretary
Michelle	Sabin	Lead secretary
Paul	Lewis	Principal
Jody	Low	Classified Paraeducator

Homeless Education Plan

“Homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence and who are otherwise legally entitled to or eligible for free public education.

That includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because the children are living in circumstances described above.

Identification:

Working with school personnel and community organizations, the homeless liaison will identify homeless children and youth, both in and out of school.

School Selection:

Homeless children will remain in their school of origin to the extent feasible, unless that is against the parents or youth’s wishes.

Enrollment:

The school selected for enrollment will immediately enroll homeless children. Enrollment will not be denied or delayed due to lack of any document normally required for enrollment.

Transportation:

Transportation will be provided to and from the school of origin for a homeless child.

Title 1:

Reserved funds will be used to provide education-related support services to homeless children, and to remove barriers that prevent regular attendance. Homeless children will be reported and included in accountability systems as required by state and federal law.

Services:

Homeless children will be provided services comparable to services offered to other students in their school, including Transportation, Title 1 services, other educational services for which the student meets eligibility criteria (including special education and related services and programs for English Language Learners), Vocational and technical education programs, gifted and talented programs, school nutrition programs, and any before school, after school, or summer school programs that may be offered.

