In 2013, the Chehalis School District established a vision to improve student achievement, modernize instructional practices, and prepare students for college and careers. This vision developed out of the changing social and economic needs of the community and was embraced by the school board and The Chehalis Foundation, a community organization deeply committed to helping the community achieve success.

The **Student Achievement Initiative** aims to prepare students for college and careers. The goals include increasing the percent of Chehalis students going on to earn college degrees and certifications from 20 percent to 60 percent beginning with the W.F. West High School graduating class of 2022.

With a large number of college-going graduates enrolled at Centralia College, a third partner in this work was identified early on. Intentional collaboration, goal-setting, and focused review on student progress supports the success of Chehalis School District graduates attending Centralia College and results in data-informed decision-making for each partner.

Providing consultation to ensure research-based decision-making, the BERC Group has played an important role in this work. Funded by the Chehalis Foundation, the BERC Group continues to work with the district and college, conducting research of best practices, evaluations of systems and current practices, and offering recommendations to make improvements.

The work of this interorganizational collaboration (IOC) was studied by Dr. Stacy Mehlberg and published in her doctoral dissertation in April 2019. In her research, she found that “... in order to create a sustainable IOC in education, organizations must have distributed, humble leadership, a rigorous evaluation and research process, prioritization of initiative components, and the strategic selection of individuals to guide the work and maintain a focus on a set of common, mutually agreed up goals” (Mehlberg, 2019, p. 1). After several years of working together, the Student Achievement Initiative partners are having an incredible impact on their community and continue to work in collaboration.

Dr. Mehlberg found that this interorganizational collaboration and its goals to improve student success were not mutually exclusive. Her research shows, “the process of building an IOC was directly related to the ability to remain focused on the proposed outcomes” (Mehlberg, 2019, p. 109). In fact, in her study Mehlberg found four domains contributing to the success of this IOC. The first domain, Evaluation, emphasizes the importance of using research and data to help drive decision making, and engaging in a continuous, cyclical process of reflection and feedback. (Mehlberg, 2019, p. 110).
In this booklet, and during the meeting, we will examine data, talk about data, and hopefully plan with data. We will learn from each other, engage in dialogue, and focus on our singular goal to increase the percent of W.F. West graduates to 60% earning a meaningful post-secondary degree or certificate beginning with the class of 2022.

At the time our collaborative initiative was conceived in 2013 student persistence to a meaningful degree or certification in the community was low. College enrollment and persistence data from the National Student Clearinghouse for W.F. West High School graduates showed a completion rate at approximately 20 percent. In just seven years significant, measurable progress has been made in student achievement.

In this graphic, we celebrate a few noteworthy accomplishments, including:

- With a 99% graduate rate, 100% of the W.F. West graduates of 2020 have been accepted to a college, military, or trade school.
- As of August 2020, 54% of the W.F. West graduates of 2018 have completed their degree or credential.
- There has been an increase in the percentage of students enrolled in a post-secondary institution the fall immediately after high school from 48% to 73%.
- The percentage of students meeting course requirements for admission to a Washington 4-year college has increased from 38% to 52%.
- In five years, Chehalis Middle School increased the percentage of students enrolling in algebra from 27% to 58% and maintained this high level for three years.
- Over the past seven years Chehalis teachers have successfully implemented Powerful Teaching and Learning strategies with alignment above 80% since 2015.
- The Student Achievement Initiative team - Chehalis School District, parents, educators, Chehalis Foundation, and Centralia College is winning for kids!
Key Performance Indicators 2020

- Powerful Teaching and Learning
- Ready to enroll in college
- Centralia College
- Preparing students for college readiness
  - W.F. West
  - Chehalis Middle School
  - Elementary Schools

Powerful Teaching and Learning

Over the past seven years Chehalis teachers have successfully implemented instructional strategies which are student-centered, build conceptual skills and knowledge, show evidence of meta-cognition and personal reflection, are relevant to the learners and are supported by strong relationships. Powerful Teaching and Learning is the term used to describe brain-based, reform-like instruction which is characterized by active-inquiry, in-depth learning and performance assessment. Figures 1 and 2 illustrate the growth in levels of implementation of Powerful Teaching and Learning with percentage rates for both elementary and secondary classrooms. Focused professional development, collaboration, and peer coaching through learning walks have positively changed the culture in each school with 96 percent of elementary classrooms, and 78 percent of secondary classrooms showing Powerful Teaching and Learning.

Figure 1. Powerful Teaching and Learning (District)
Ready to enroll in college

Students who enroll in college within one year of graduation are more likely to earn a degree than their peers who do not enroll directly. To reach the SAI goal of 60% of students earning a postsecondary credential, at least 80% of students will need to enroll in college within one year of high school graduation. Figure 9 demonstrates continued growth in this area.
With a focus on instruction and language around college attendance and career readiness, Chehalis educators have worked towards creating a culture in which students expect they will be prepared for college should they choose to enroll. Recently, we have celebrated that 100 percent of the W.F. West class of 2020 have been accepted by a college or the military!

In the past, guidance counselors, and college prep advisors have facilitated college visits, guest speakers, and signing day celebrations to promote a college-going culture. Working remotely, and in a hybrid model of face-to-face learning for small groups, they continue to serve students this fall by hosting a senior meeting, an admissions workshop, a scholarship workshop, and by providing financial aid advising.

Figure 10 shows that between 2001 and 2019, the percent of students enrolling in college within one year rose 9-percentage points, to 68%. According to National Student Clearinghouse, 68% of our students from the class of 2019 started in a credential program in their first year after high school, and according to Career and College Advisor Kerri Chaput, once we include military enlistments and enrollment in trade schools this number increases to 72% for 2018 and 73% for 2019.

Figures 11 and 12 explore enrollment over time. School and community leaders recognize that while not all students choose to enroll directly into a postsecondary educational option, many students do attempt to re-engage with their academic career later in their life.
Figure 14 shows the percentage of students enrolled in college the first year after high school who returned for a second year.
Centralia College
With a community college in close proximity to Chehalis, many graduates of W.F. West High School have chosen to attend Centralia College - to the degree that Chehalis School District and the Chehalis Foundation partner with Centralia College to further the Chehalis School District’s Career and College Readiness program and the Chehalis Foundation’s Beyond K-12 Student Achievement initiative.

Figure 13 shows the percentage of W.F. West graduates attending Centralia College. Additional graphics provide further detail regarding student success at CC.
Table 1: WFN Strategic Completion to Accomplish 60% Credential attainment

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual Graduating Class #</th>
<th>Completion % Goal</th>
<th>Completion Goal</th>
<th>Actual Results</th>
<th># To Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>201</td>
<td>50%</td>
<td>62</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>2018</td>
<td>182</td>
<td>50%</td>
<td>63</td>
<td>42</td>
<td>20</td>
</tr>
<tr>
<td>2019</td>
<td>193</td>
<td>50%</td>
<td>60</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>2020</td>
<td>187</td>
<td>50%</td>
<td>71</td>
<td>48</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 2: Graduating Class Success Rates

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>Number of Graduates</th>
<th>Number Applied</th>
<th>Total Enrolled</th>
<th>Completers</th>
<th>% of normal time</th>
<th>Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>183</td>
<td>128</td>
<td>73</td>
<td>33</td>
<td>250%</td>
<td>45%</td>
</tr>
<tr>
<td>2016</td>
<td>218</td>
<td>182</td>
<td>109</td>
<td>66</td>
<td>200%</td>
<td>42%</td>
</tr>
<tr>
<td>2017</td>
<td>201</td>
<td>100</td>
<td>81</td>
<td>42</td>
<td>150%</td>
<td>53%</td>
</tr>
<tr>
<td>2018</td>
<td>180</td>
<td>100</td>
<td>83</td>
<td>44</td>
<td>100%</td>
<td>54%</td>
</tr>
<tr>
<td>2019</td>
<td>183</td>
<td>187</td>
<td>71</td>
<td>18</td>
<td>50%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Table 1 shows that the graduate rate for W.F. West graduates has surpassed the Integrated Postsecondary Education Data System (IPEDS) graduation rate for Centralia College graduates. IPEDS defines graduation as 150% of "normal time" to complete a degree. The IPEDS published graduation rate for Centralia College is 40%.
### Table 2: Summer Bridge Program

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>Smart Start</th>
<th>Canvas Courses</th>
<th>Presidential Dinner</th>
<th>Total Summer Participants</th>
<th>Enrolled Year 1</th>
<th>Enrolled Year 2</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td>25</td>
<td>98% (24)</td>
<td>72% (18)</td>
<td>40% (10)</td>
</tr>
<tr>
<td>2019</td>
<td>15</td>
<td>9</td>
<td>14</td>
<td>26</td>
<td>92% (24)</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>2020</td>
<td>14</td>
<td>6</td>
<td>NA</td>
<td>19</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### College Level Math Completion Project

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Passed</th>
<th>Failed</th>
<th>Withdraw</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2020</td>
<td>15</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
W.F. West

We are celebrating the highest graduation rate seen in several years (shown in Figure 5). With nearly all students graduating in June 2020, students and staff at W.F. West should be extremely pleased - especially when completing much of the senior year remotely.

Figure 6 shows the percent of students graduating 4-year College Eligible has remained flat for 2020 at 52 percent. Our goal is for 80 percent of our students to graduate 4-year college eligible. In order to achieve this goal, we are paying careful attention to the
Individual course Requirements for Admission to 4-year Colleges that our students are taking. Progress in meeting these requirements is shown in Figures 7 and 8 and 25-27.
Appendix A

Figure 25. College Eligible by Subject 2020 without Senior Quantitative Requirement

Figure 26. Requirements Met by Students Missing at least 1 CADRS Requirement
Research on high school completion has shown that students who complete their ninth grade year without failing any core academic courses are more likely to graduate high school and enroll in a post-secondary institution or program than their peers who fail one or more courses. Figure 15 shows the percentage of students who complete their ninth grade year passing all core academic courses.

Chehalis Middle School
In order to advance to higher level math and sciences classes at the high school, students need to take algebra in 8th grade. In 2012-2013, 24 percent of eighth grade students were enrolled in algebra. The district set goals to increase this to 50 percent, and later, middle school staff increased this goal to 60 percent of students ready for and enrolled in algebra by eighth grade. Over time, this percentage has grown, then plateaued. For the current year, the percentage of eighth graders taking algebra has dropped, as shown in Figure 3.

Research suggests that taking algebra courses in high school is one of several important indicators for students' college readiness and success. Specific course-taking pathways and participation in college preparatory programming also have been shown to be correlated with future success. For example, the completion of Algebra I in the eighth grade and Algebra II in the ninth grade is inversely correlated with the need for remediation at the postsecondary level (CRIS Annenberg Institute for School Reform, 2010; Klepfer & Hull, 2012; Lee, 2012, 2013). Taken from College & Career Readiness & Success Center at American Institutes for Research, November 2013
Figure 4 shows the percentage of eligible eighth grade students who applied to the College Bound Scholarship program, which was created in 2007 to provide state financial aid to low-income students who may not consider college a possibility due to the cost. Data is incomplete for the class of 2025. However, all data points for Chehalis students are higher than the state average of 72 percent, according to the Washington Student Achievement Council website.
Knowing a child’s early academic experiences and perceptions are critical to further success, we continue to focus upon kindergarten readiness. Figure 16 shows the percent of kindergarten students scoring proficient or higher on the WaKIDS assessment. This topic will be explored in greater detail during presentations.

The graphic below represents metrics included in this packet.
Using the W.F. West Class of 2011 as a baseline for the work of the SAI, district leaders can track progress towards the goal of having 60% of students obtain a postsecondary credential. Within 8 years, 37% of students from the Class of 2011 completed a postsecondary degree. The goal is that this percentage continues to increase as a response to the commitment and dedication district and community members have made to support all students past K-12 and into their futures.

Figures 17 through 24 show on-going progress for the Classes of 2011 through 2018.
Class of 2011 Postsecondary Enrollment and Progress

- Not in NSC to Date
- Persisted
- New to College
- Returned after Stop Out
- No Longer Enrolled & Not Graduated
- Graduated

Figure 17. 8-year breakdown of secondary enrollment and progress of class of 2011

Class of 2012 Postsecondary Enrollment and Progress

- Not in NSC to Date
- Persisted
- New to College
- Returned after Stop Out
- No Longer Enrolled & Not Graduated
- Graduated

Figure 18. 7-year breakdown of secondary enrollment and progress of class of 2012
Class of 2013 Postsecondary Enrollment and Progress

- Not in NSC to Date
- Persisted
- New to College
- Returned after Stop Out
- No Longer Enrolled & Not Graduated
- Graduated

2014: 9% Not in NSC, 12% Persisted, 11% New to College, 0% Returned after Stop Out, 5% No Longer Enrolled & Not Graduated, 32% Graduated
2015: 46% Not in NSC, 12% Persisted, 17% New to College, 1% Returned after Stop Out, 3% No Longer Enrolled & Not Graduated, 32% Graduated
2016: 41% Not in NSC, 12% Persisted, 17% New to College, 1% Returned after Stop Out, 4% No Longer Enrolled & Not Graduated, 32% Graduated
2017: 36% Not in NSC, 12% Persisted, 22% New to College, 2% Returned after Stop Out, 5% No Longer Enrolled & Not Graduated, 32% Graduated
2018: 34% Not in NSC, 12% Persisted, 25% New to College, 3% Returned after Stop Out, 2% No Longer Enrolled & Not Graduated, 32% Graduated
2019: 34% Not in NSC, 12% Persisted, 26% New to College, 3% Returned after Stop Out, 1% No Longer Enrolled & Not Graduated, 32% Graduated

Figure 19. 6-year breakdown of secondary enrollment and progress of class of 2013

Class of 2014 Postsecondary Enrollment and Progress

- Not in NSC to Date
- Persisted
- New to College
- Returned after Stop Out
- No Longer Enrolled & Not Graduated
- Graduated

2015: 6% Not in NSC, 13% Persisted, 10% New to College, 0% Returned after Stop Out, 22% No Longer Enrolled & Not Graduated, 35% Graduated
2016: 62% Not in NSC, 13% Persisted, 42% New to College, 2% Returned after Stop Out, 3% No Longer Enrolled & Not Graduated, 32% Graduated
2017: 42% Not in NSC, 13% Persisted, 27% New to College, 2% Returned after Stop Out, 3% No Longer Enrolled & Not Graduated, 31% Graduated
2018: 34% Not in NSC, 13% Persisted, 19% New to College, 3% Returned after Stop Out, 3% No Longer Enrolled & Not Graduated, 31% Graduated
2019: 41% Not in NSC, 13% Persisted, 21% New to College, 3% Returned after Stop Out, 2% No Longer Enrolled & Not Graduated, 29% Graduated

Figure 20. 5-year breakdown of secondary enrollment and progress of class of 2014
Class of 2015 Postsecondary Enrollment and Progress

Figure 21. 4-year breakdown of secondary enrollment and progress of class of 2015

Class of 2016 Postsecondary Enrollment and Progress

Figure 22. 3-year breakdown of secondary enrollment and progress of class of 2016
Figure 23. 2-year breakdown of secondary enrollment and progress of class of 2017

Figure 24. 1-year breakdown of secondary enrollment and progress of class of 2018
Presentations

Math literacy skills are important to success in school, work, and life. They serve as foundation for higher levels of achievement and can determine access to higher level courses. Three presentations will focus on math and mindset and will be followed by group discussion.

Centralia College
Student performance in math courses at Centralia College show various levels of success. Educational leaders from the college will share data gathered from transcript analysis. Centralia College Vice President for Student Services Dr. Robert Cox will also present ideas for further research of student success and actions to be considered.

360 Math Update
Three school districts, Chehalis, Spokane, and Bremerton, along with research partners from the University of Washington have combined efforts through an opportunity, funded through the Washington State Legislature, to determine effective approaches to systemic and lasting improvement in math achievement in grades 6-12.

Phil Crocker, Tommy Elder, and Lynn Panther will provide an update of this work including a glimpse of where we are heading as this work continues.

AVID Presentation
Chehalis School District Superintendent Dr. Moloney will provide an overview of AVID philosophy and strategies and update the team on training already done in AVID. She will show connections between Dr. Jo Boaler’s work on mathematical mindset and Dr. Carol Dweck’s work on growth mindset.

CSD Math Improvement Planning
Significant effort has been made to improve student success in math, and growth has occurred. However, concerns remain. District leaders continue to explore ways to improve student achievement and ensure literacy skills are strong upon high school graduation.
MATH DATA ANALYSIS

1. Below Avg
2. Avg or Satisfactory
3. Passing or Credited
4. College

Highest Math Passed with at least a C
Next Steps/Deeper Dive

- HS math versus overall GPA
- Technical math
- Outliers for college-level GPA/HS GPA results
- Year last math course taken
- Summer math programs
- Mandatory math enrollment at CC
- Directed Self-Placement at CC
Math360 Project

PREPARING students for Career & College. Students will genuinely be prepared to succeed in a meaningful career and/or college by earning a diploma acknowledging this preparedness.

IMPROVING student achievement by increasing the quality of instructional practice, classroom organization, professional development and teaching efficacy.

Chehalis, along with Spokane and Bremerton, comprise a two-year Washington State Math Pilot funded by the legislature and made possible by the efforts of J Vander Stoep.

The resources from the Math Pilot are supercharging the math improvement efforts already underway at the middle and high schools. The undergirding of SAI elements such as Powerful Teaching & Learning, PLCs and focused metrics are the foundation of this math-focused effort.

The Math 360 Project is enabling the secondary math teachers to take action on more aspects of the SAI math improvement more quickly.
Lynn Panther oversees the Math360 Project with support from Tommy Elder

A three-person team from the University of Washington College of Education are not only the project evaluators but have also become valuable partners with the Chehalis math team in the development of research-based, best-practice improvement efforts.

- Dr. Ana Elfers, Research Associate Professor
- Dr. Kara Jackson, Associate Professor
- Dr. Anita Lenges, Clinical Associate Professor

By the Numbers:
- 2 Schools
- 1,475 Students
- 20 Teachers
  - 12 General Education Math
  - 7 Special Education
  - 1 TOSA

---

Activities Undertaken 19-20 School Year

| On-going analysis of strengths and opportunities for improvement. | Engagement with UW team |
| Research of evidence-based instructional strategies and student learning practices | Relationship building |
| Goal setting and team buy-in at both schools | Classroom observations |
| Research of evidence-based instructional strategies and student learning practices | Planning meetings |
| • Jo Boaler - Mathematical Mindset | Implementation of diagnostic assessment |
| • AVID | and a math intervention system (6-12) |
| Identification of available resources and training opportunities. | • iReady |
| | Expansion of math achievement focus from 6-12 to 6-14. |
| | • WFW/CC Faculty-to-Faculty |
| | • Transcript data dive |
Activities for 20-21 School Year

Continued development and partnership with UW team.

Shift in professional development focus.
- AVID
- Jo Boaler

Implementing evidence-based instructional and student learning practices.
- WICOR (AVID)

Further development and implementation of diagnostic tools.
- CM5 – iReady
- WFW – Math team is developing, will be implemented November 2020

Identifying systems of support.

WHERE ARE WE HEADING?

Shift from a Math Completion focus to a Match Achievement focus

Leveraging Math360, WFW/CC Faculty-to-Faculty, & CSD SAI
- All 3 compliment and enhance each other

Expand and improve our ability to make data-driven decisions.
- Both micro and macro levels
Student Achievement Initiative and A.V.I.D.

- Prepares students to succeed in college and a meaningful career.
- Dramatically raise the expectations of future successes for our student by improving and modernizing our instructional practices and creating a school culture that prepares students for careers and post-secondary education after high school.

AVID’s Mission

The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle:

- will succeed in rigorous curriculum,
- will complete a college preparatory path,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated, responsible participants and leaders in a democratic society.

AVID’s systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.
AVID System

Culture
College awareness and preparation, common belief in student success, family and community involvement, high expectations for all, positive and safe learning environment

Instruction
WICOR strategies, 21st century skills, student leadership skills, goal-setting/monitoring, rigor for all

Leadership
Strategic planning, modeling of expectations, college readiness mission and vision, career readiness, distributed leadership approach

Systems
AVID Site/District teams, professional learning, secondary AVID elective classes, equity and access to rigorous courses, data collection and analysis

AVID increases...

Equity
AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.

Teacher Effectiveness
The AVID Effect is realized through the delivery of inquiry-based and student-centric instruction, which increases levels of effectiveness.

Leadership
AVID leaders shift the campus culture to drive change and spread best practices.

Student Learning
With AVID, teachers inspire students to take control over their own learning.
AVID Enhances the Potential of Other Programs

AVID aligns with both national and state standards in education as well as bolsters the quality and equity of concurrent programs.

- District Initiatives (Our Student Achievement Initiative)
- STEM
- Career and Technical Education (CTE)
- Literacy
- Social and Emotional Learning
- Cultural Relevance and Responsiveness
- College and Career Readiness

Powerful Teaching and Learning (BERC)

- Concepts & Processes
  ----> Model to Learn
- Question & Discussion
  ----> Talk to Learn
- Purpose & Expectations
  ----> What to Learn
- Environment & Differentiation
  ----> Ready to Learn

AVID continues and expands the Instructional Practices in Chehalis School District that were developed through the BERC group as a part of the Student Achievement Initiative.

- WICOR Lessons (Writing, Inquiry, Collaboration, Organization, and Reading)
- High Expectations for all students
- Rigor
- Creating a Culture of College Readiness
AVID is about Mindset

- Perseverance
- The power of “yet”
- Confidence and no fear of mistakes
- “I can” attitude
- **Builds on Dr. Jo Boaler’s work on mathematical mindset**

AVID is...

- Collective responsibility, concentrated instruction, convergent assessment and certain access
- Developing a culture where
  - all students have access to higher level course work
  - all staff are accountable for all students and where
    - educators take risks and engage in professional dialogue to ensure EACH student is prepared to meet expectations (PLC: professional learning communities)
    - educators work in collaboration to find ways for learning to take place for each student (RTI: response to intervention)
AVID System

- Career and college readiness (life and career skills)
- Builds relationships (training for teachers) to engage their students
- Mindset
- Collective responsibility
- Hidden curriculum of schools
- Supports Powerful Teaching and Learning
- Support in all subject areas

Relationships, Rigor and Relevance

AVID Math 6-12

- Specific math focused professional development for teachers
- Students engage in
  - WICR: Writing, Inquiry, Collaboration and Reading
  - Higher level thinking and discourse
- Active learning methodologies increase student engagement and achievement

Relationships, Rigor and Relevance
Where are we now?

- AVID District Director Trisha Smith
- 53 staff trained in AVID this summer
- W.F. West: June 2021 first graduating AVID elective class
- Site teams developed at Lintott, Smith and CMS fall 2020
- Leadership modeling AVID strategies in meetings

AVID Timeline

- Attended AVID National Conference in Orlando, FL
  Team included Board Members, District Office staff, MS/HS Principal and Counselor
  2014
- AVID Site Team attends RA Long HS National School Showcase
  2016-17
- Site Team (8) attended AVID Summer Institute in San Diego
  2017
- 1st AVID Elective Cohort
  2017-18
AVID Timeline

Site Team (12) attend AVID Summer Institute in Seattle  2018

Host site for AVID Regional training.
Begin introduction of schoolwide strategies
AVID Electives become staple in Learning Walks

Site Team (8) attends AVID Summer Institute in San Diego  2019

Host site for AVID Regional training.
Continue to present PTI schoolwide strategies

AVID Timeline

WFH (20), CMS (13), Smith (12), and Lintott (8) staff members attend AVID Digital XP Summer Institute  2020

Four High School Cohorts of AVID Elective
1st Graduating Class of AVID Elective
7th Grade AVID Elective
5th grade AVID rollout of six classrooms/teachers
K-5 Two or more AVID teacher participants @ every grade level
K-5 Organization Focus

2020-21
Math Improvement Planning

- Eighth grade algebra metric inspired concern
- Goal: *Certain Access* for all students

- 2020-2021 focus: Professional Development
  - Dr. Carol Dweck – *Mindset* book study
  - Dr. Jo Boaler – *Mathematical Mindset*
  - Achievement Via Individual Determination (AVID)
- 2020-2021 assessment: UW Researchers?
- 2021-2022 focus: *Concentrated Instruction* with tools and a system of support

Group discussion on math focus
CTE Update
Brian will review the recommendations of the BERC audit on CSD’s Career and Technical Education program and update the team on efforts to improve.

At A Glance

- Rick Goble, CTE Director
- September 2020 full time equivalent (FTE) = 177
- Teaching staff = 11
- Different courses offered = 37
- Students enrolled, 1,043

BERC Audit Recommendations

- Coordinator
- Advisory Committee
- Mission and Vision
- Identify Funding
- Job site visits and business partnerships
- Career Pathways
- Recruit and train staff
- Course adoption
- Rebranding
- Improve facilities

Additional information

- SB Policy 2170 Career and Technical Education – adopted October 20
- CSD Annual CTE Plan – adopted October 20
- Leonard Trust Committee – meetings September 29 and November 18
Guided Pathways
Centralia College Vice President of Instruction Dr. Joyce Hammer will provide an update on Guided Pathways Strategic Initiatives.

Guided Pathways Strategic Initiatives

- EDI work
- 360 college placement: HS Transcript Placement
- Math and English co-requisites
- Student success courses expanded
- Areas of Study (Meta-Majors)
- Student success technology analysis
- Exploratory tracks

CSD Elementary
Director of Teaching and Learning Trisha Smith will update the team on Kindergarten Readiness efforts taking place in Chehalis School District. (Figure 16)
Early Childhood

Next Steps
- Reach out to United Way to continue partnership (do not double-up work)
- Purchase “No Small Matter” for school district use
  - Staff, families, high school seniors
- Reach out to at-risk families to seek local preschool options, provide intervention, and break down barriers.
  - Transportation, language barrier, tuition costs, education, etc.
  - Provide parent education and connection to parenting resources
- Supply families with the Early Childhood Binder and appropriate preschool learning materials
  - crayon, paint, scissors, playdough, pencils, etc.
- Continue to meet all students where they are at and prepare them to be Career & College Ready
- Monitor data points of at-risk to track success of Early Childhood Plan (first grade, third grade data

Re-engagement discussion
Brian will introduce the topic and ask Kevin to provide a statement of interest for the team to discuss. Group discussion.
<table>
<thead>
<tr>
<th>Certification Success Leadership Incentives (Reimbursement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000.00</td>
</tr>
<tr>
<td>$25,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 Through 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,000.00</td>
</tr>
<tr>
<td>6,000.00</td>
</tr>
<tr>
<td>9,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,817.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20 Through 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
</tr>
<tr>
<td>0.00</td>
</tr>
<tr>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,817.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2020-21 Through 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
</tr>
<tr>
<td>0.00</td>
</tr>
<tr>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,817.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2021-22 Through 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
</tr>
<tr>
<td>0.00</td>
</tr>
<tr>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,817.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2022-23 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,817.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 Through 2022-23 Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,817.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>38,817.00</td>
</tr>
</tbody>
</table>