

SCHOOL: Futurus High School

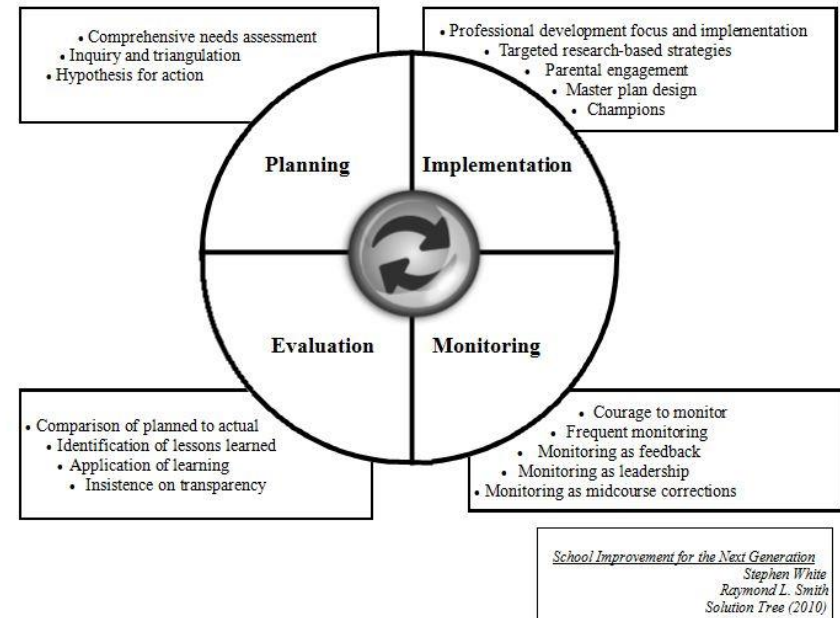
ADMINISTRATOR: James Bowers

School Leadership Team Members	
Name	Position
James Bowers	Administrator
Ted Seeley	Teacher – English/History/PE
Steve Warren	Teacher – Math/Science
Amy Hendrickson	School Counselor
Tina Christenson	Registrar/Para Educator
Audrey Lindgren	School Secretary

**SIP Board Approval Date:
Wednesday, December 11, 2019**

**Certificated Staff Board Approval Date:
Wednesday, September 25, 2019**

The Four Critical Components of the School Improvement Process



Ia. DATA: Summary of State Test Results – Futurus results based on 11th and 12th **having passed** an assessment in either year. The idea is to get students to passing so that graduation is attainable their senior year; preferable on-time graduation.

Futurus SBAC	Grade: 11 and 12		Grade 11 FHS State Data	Grade 11 FHS State Data
	2017-2018	2018-19	2017-2018	2018-19
ELA				
Hispanic	62%	44 %	Suppressed: N<10	Suppressed: N<10
Low SES	70%	63%	Suppressed: N<10	Suppressed: N<10
Overall	66%	64%	38.7%	Suppressed: N<10
Math				
Hispanic	55%	28%	Suppressed: N<10	Suppressed: N<10
Low SES	63%	46%	Suppressed: N<10	Suppressed: N<10
Overall	58%	45%	Suppressed: N<10	Suppressed: N<10

Note: Suppression for Small Student Groups (fewer than 10 students) - This level of suppression protects student privacy by obscuring the results of small groups of students wherein it might be easy to identify an individual or subset of students, and is the only level of suppression traditionally applied in Washington State Report Card.

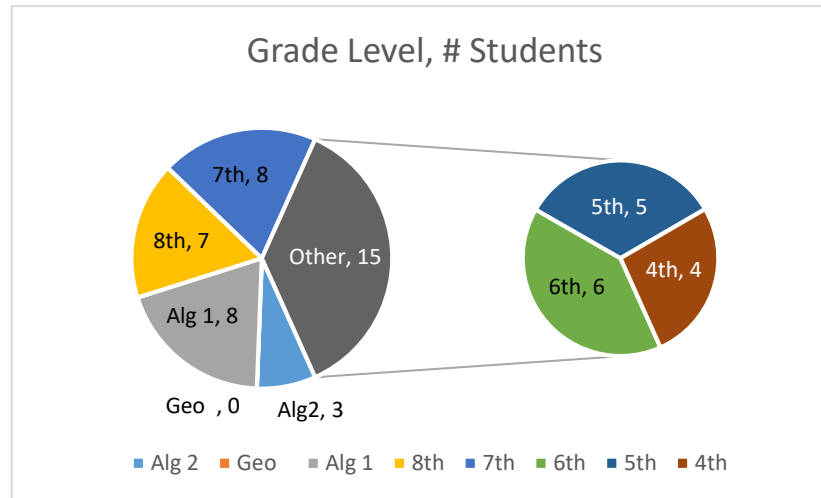
Ib. Additional Data

Reading and Math Diagnostic Results

(x) = previous year

iReady Math Findings:

- 3 (1) students is at Algebra 2 level;
- 0 (1) students is at Geometry level;
- 8 (8) students are at the Algebra 1 level;
- 7 (9) students are at the 8th Grade level;
- 8 (7) students are at the 7th Grade level;
- 6 (5) students are at the 6th Grade level;
- 5 (3) students are at the 5th Grade level;
- 4 (2) students at the 4th Grade level.

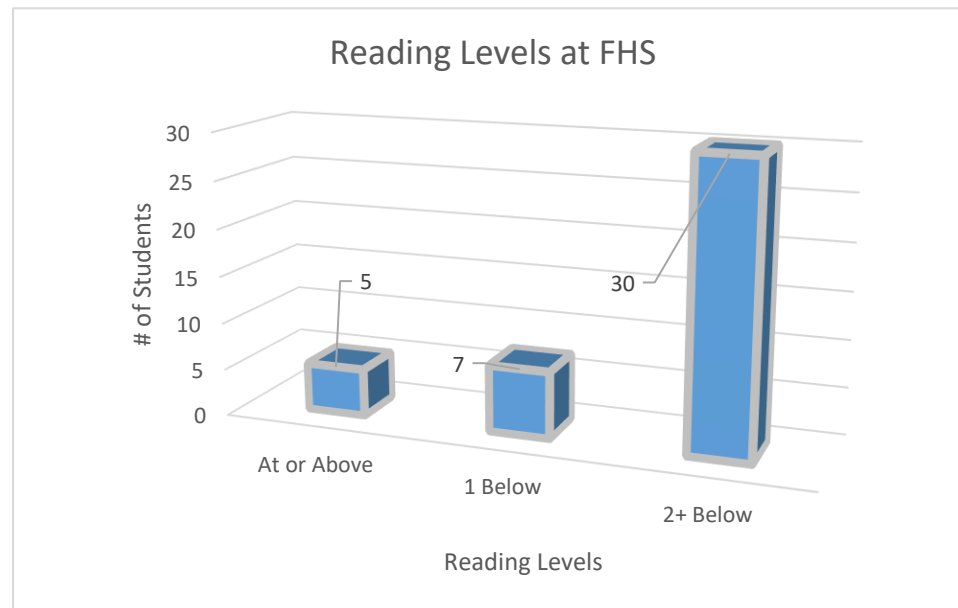


Note: Math Prep will support students in meeting the SBAC Math assessment requirement, and those students at the 4th, 5th, and 6th grade levels with added support coming from APEX in grades 6, 7, and 8.

iReady reading Findings:

- 30 - Students are two or more grade levels below;
- 7 - Students are one grade level below;
- 5 - Students are reading at grade level or above

- 2nd = 1 student
- 3rd = 2 students
- 4th = 2 students
- 5th = 2 students
- 6th = 6 students
- 7th = 3 students
- 8th = 11 students
- 9th = 1 student
- 10th = 2 student
- 11th = 7 student
- 12th = 2 student



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iReady is utilized upon enrollment at FHS to gain a baseline for math and reading, and placement in the APEX learning system; we are changing to IXL at the semester. Full year students are tested, at least twice, once upon entering and again at the end of the year in iReady for this year, and the same will be the case for IXL students entering at semester. Students at lower levels in math and reading are governed and assessed more often during the school year in support of individual success. Students falling below the 8th grade reading level struggle with content but can be successful with some help. Students between 6th and 7th grade reading levels struggle much more than their peers which also leads to a deficit in math computational skills, and math vocabulary comprehension.

Math and Reading Supports

- iReady will support math and reading needs with IXL possibly coming on board by February;
- ELA Prep will support reading/writing skill building;
- Math Prep and teacher mentor will support math skill building;

Multiple Pathways to Graduation (MPGs)

Graduation Assessment Preparation

We will prepare students for testing and re-takes in SBAC ELA and Math, and WCAS for 11th graders. Our ELA teacher is involved with the ESD 113 in professional develop regarding the preparation of students for graduation purposes. Continued enrollment in ELA Prep, Math Prep, and/or WCAS Prep classes for graduation assessment as needed by individual student.

Dual Credit

Futurus High School has a dual credit articulation with Centralia College (CC) for Personal Finance. This course meets the CC standards in their BUS 121 Business Math and BTEC 120 Applied Business Math, both are 5 credit courses. Passing this course at Futurus will meet the State of Washington assessment in mathematics requirement for graduation; this is one of the alternatives available per HB1599 – Multiple Pathways to Graduation (MPG).

ASVAB

We have scores for our students but we are awaiting a cut-score from the State of Washington as an alternative to the assessment requirement for graduation; MPG.

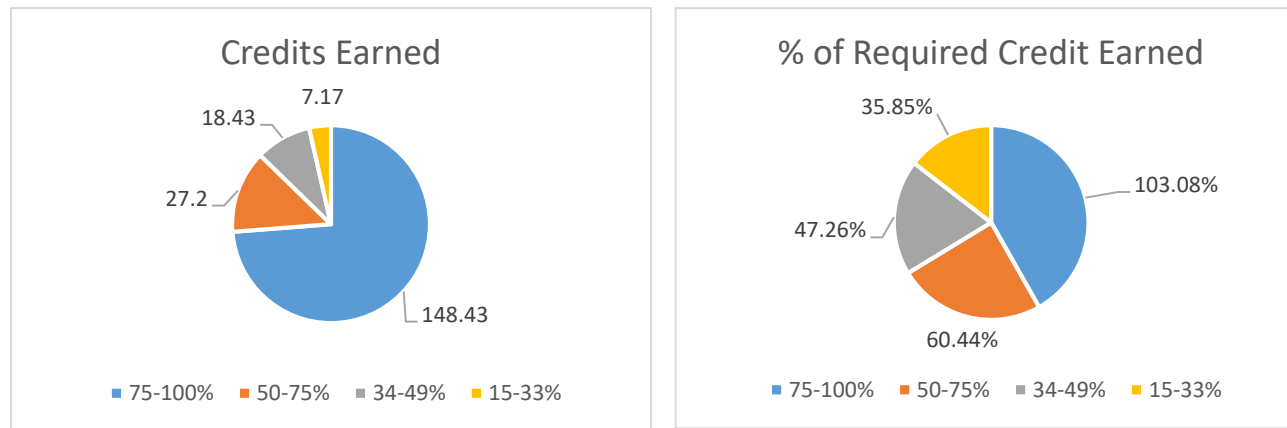
Other MPGs at FHS

All students needing ELA and/or Math for graduation purposes are offered to take the ACT. Last year we had 11 of 12 students meet graduation requirement in mathematics by passing the ACT. Two students in the class of 2019 students took advantage of accepted enrollment in a post-secondary institution to meet their graduation requirement.

Ic. Data Summary

Credit attainment

After the 2018-19 school year we found that our students were earning 0.18 credits more per year than the on-track amount of 6 per year. Our Gutsy Goal was for students, on average, to earn six credits during the school year if enrolled with us at least 75% of the time, and we met this goal. Our Gutsy Goal for this is year is the same but pro-rated for the amount of time they attend. Below are some charts depicting our success in blue (6 per year) and our challenges in yellow (2 per year), gray (3 per year), and orange (4.5 per year). Current PLC conversations is on the ‘Why’ relating to yellow, gray, and orange.



As our students continue to attend FHS all day, the expectation is to attain a minimum of 6 credits per student per year. Some students wanting to graduate on time will be looking to earn 7-9 credits during the school year in order to compensate for their lack of credit before entering Futurus.

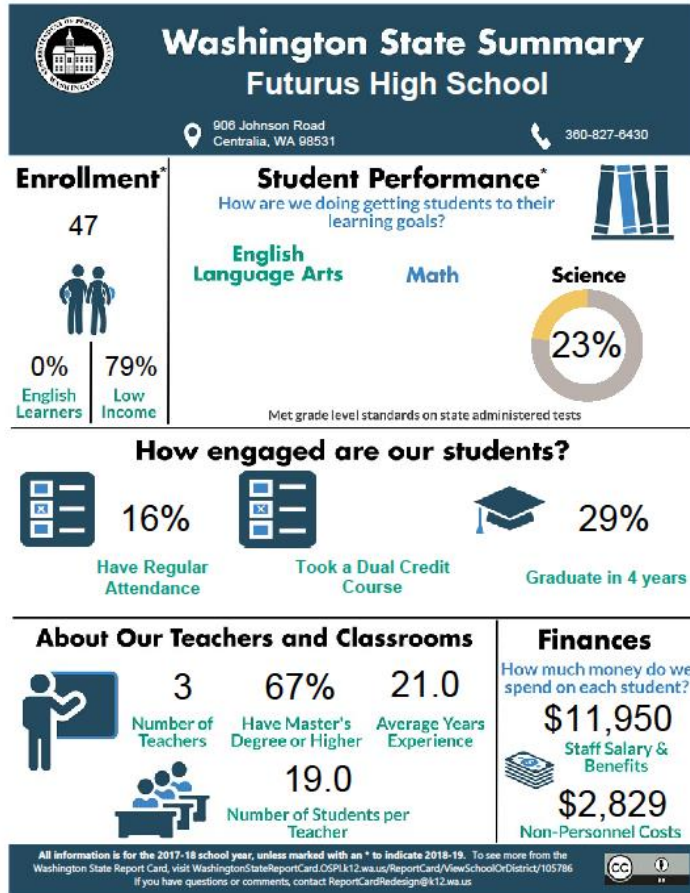
Note: 80% of our students entering FHS this year are credit deficient.

Note: Not all students coming to FHS will need to earn the minimum of 6 credits as they might only be 1 or 2 credits short of graduating.

Note: Credit earning per year will change with Core 24 being implemented next Fall; after waiver.

Id. Washington School Improvement Framework:

Our school is identified as eligible for: Tier III support. Below is the snapshot created by OSPI depicting demographic and assessment data. Currently we have a ½ time guidance counselor through the grant for Tier III support and we feel this is making a positive difference in our students and we hope to see it increase our on-time graduation rate.



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Proficiency

From the 2018-19 WSIF Report from OSPI out of 47 students, 79% are low-income. We have a 29% On-Time Graduation Rate.

The percent of students that met standard in English language arts and math on state assessments are low in ELA (38.7%), and suppressed in Mathematics. Student who attend FHS are in an alternative setting for many reasons including, but not limited to, being credit deficient, homeless, and other socio-economic factors that are challenges in regard to academic success.

Futurus staff, although one para-educator down, are dedicated to improving student reading and math levels in order to compensate for past educational efforts in other locations. This will be accomplished through a firm commitment to relationship building with our students many of whom lack the skills necessary to pass the state exams, have not attended school on a consistent basis, need supported achievement efforts to meet graduation requirements, and guidance in building lifelong learning skills. Programs like APEX Learning, IXL, and iReady will be used to assess, re-assess, and teach skills necessary for student achievement while staff will work on relationship skills building here, at home, and in the community. The *Framework Score by Student Group* shows none of the categories to be higher than a 4.0 with most in the 1-2 range.

Framework Score by Student Group

	All Students	American Indian/Alaskan Nati...	Asian	Black/African American	Hispanic/Latino of any race (3)	Native Hawaiian/Other Pacific...	Two or More Races	White	English Learners	Low Income	Students with Disabilities
Final Framework Score	2.5							3.4		3.0	
Combined Proficiency Indicator	1.0							3.0		2.0	
ELA Proficiency Score	2							3		3	
Math Proficiency Score	1									1	
Combined Growth Indicator											
ELA Growth Score											
Math Growth Score											
Graduation Indicator	4.0				3.0			4.0		4.0	
Extended Graduation Increase	2				2			2		2	
Four Year Graduation Score	2				1			2		2	
EL Progress Indicator											
SQSS Indicator	1.5				1.5			1.5		1.5	2.0
Regular Attendance Score	1				1			1		1	
Ninth Grade on Track Score											
Dual Credit Score	2				2			2		2	2

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The *Measures by Student Group* shows that the proficiency rate at FHS for ELA is 38.7% for all students with a 20.8% graduation rate and a 67.5% attendance rate.

Measures by Student Group

	All Students	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latinx	Native Hawaiian	Two or More Races	White	English Learners	Low Income	Students with Disabilities
ELA Proficiency Rate	38.7%										
Math Proficiency Rate											
ELA Median SGP											
Math Median SGP											
Graduation Rate	20.8%							25.0%			
EL Progress Rate*											
Regular Attendance Rate	67.5%				70.7%			66.9%		66.7%	
Ninth Grade On Track Rate											
Dual Credit Rate											

*The English Learner Progress measure is only calculated for the all students group

Areas of Concern

This is why we exist...

The *Graduation Rate* is a category which in the Washington State Report Card does not give any data relating to Futurus High School for the 2016-17 school year but delivers a 20.8% graduation rate for 2017-18. This graduation rate encompasses all 96 students who set foot in the door during 2017-18 but does not take into consideration the exiting of some students who could not meet the rigor of independently working on graduation requirements and left before taking the opportunity. An important note here is that students coming to Futurus are credit deficient and that is only one of many At-Risk categories they fall into which limit on-time graduation. We work closely with each student here at Futurus, and we do not shy away from those unwilling to strive toward meeting our rigor in learning, and, instead treat each as a unique individual through differentiation and support. Surprisingly, we have not looked at all State assessment alternatives such as our teachers requesting a need for Locally Determined Courses that will satisfy said State assessment requirements for graduation.

The *Regular Attendance Rate* 67.5% is one of our greatest challenges and warrants a closer look at how we work with students and convey to each the importance of arriving and leaving on time. In some instances we have found that the home environment is not conducive to doing anything on time, de-values the importance of an education, or finds itself looking for food, shelter, and clothing thus not placing much importance to getting to school regularly. Overcoming these barriers is being supported by district and

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community personnel where we see an Adverse Child Experiences program taking place with students each Friday, we have an ESD Student Assistance Navigator who meets with students each week, the school psychologist is present weekly for any student needs, and a district McKinney-Vento representative meets weekly with our students in need of assistance. Aside from these supports we call home daily on absences, we file BECCA on students not attending, and we take into consideration all aspects relating to a students' life when addressing attendance concerns.

We know that our direct *Testing Proficiency* rates are low and we have supports in place (II. Academic Action Plan, below) on improving these results school-wide and across all sub-groups. Again, Locally Determined Courses that will suffice as State alternative assessment would be beneficial.

II. Academic Action Plan

A.

Content Area: ELA		Grade level: 11-12		
Student Achievement Goal (SMART GOAL): 85% of 11 th and 12 th grade students will meet graduation requirements through one or more of the following: EOC, ACT, SAT, SBAC, ASVAB, Dual-Credit Class, college enrollment, or Locally Determined Assessment.				
ACTION PLAN		RESOURCES		
<i>SIP Actions</i>	Assess Progress: Formative and Summative Measures	Person (s) Responsible:	Resources Needed:	Implementation Timeline
ELA Preparation Class in place to assist students for taking their necessary state assessment to meet graduation requirements.	<p>Classroom Visits by principal</p> <ul style="list-style-type: none"> will help determine needs at the teacher and student levels state assessment scores and strands will be used to determine which gaps need filling PLC meetings are utilized each week to assess the progress of students toward the state assessment graduation requirement <p>Desired outcome: a valid and effective ELA Prep Class</p> <p>Direct Instruction/Lesson reviews Desired outcomes: passing of state assessments, completion of English credit, planning for student needs, and increased reading levels.</p>	<ol style="list-style-type: none"> Teacher/PLC Ted S. Para-Educator support 	LAP funds	20 weeks throughout school year coinciding with state assessments
One on One Help – Focused Instruction – All students will receive this one on one help to meet their individual	Daily work with teacher and para-educator is built into the schedule.	Ted S./Para	LAP funds	Daily

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needs, fill their learning gaps, and improve their study skill habits.	Desired outcomes: meeting graduation requirements, completion of English credit, and increased reading levels			
iReady data will be used to determine proper course placement in APEX, and the ELA Prep class.	<p>Weekly PLC meetings</p> <p>ELA Prep class</p> <p>Desired outcomes: passing of state assessments, completion of English credit, planning for student needs, and increased reading levels.</p>	<p>PLC team</p> <p>Ted S.</p>	<p>Dedicated PLC time now in place</p> <p>Daily and Weekly in place</p> <p>PD from ESD</p>	School Year

B.

Content Area: Mathematics		Grade level: 11-12		
Student Achievement Goal (SMART GOAL): <i>80% of 11th and 12th grade students will meet graduation requirements through one or more of the following; EOC, ACT, SAT, SBAC, ASVAB, Dual-Credit Class, college enrollment, or Locally Determined Assessment</i>				
ACTION PLAN		RESOURCES		
SIP Actions	Assess Progress: Formative and Summative Measures	Person (s) Responsible:	Resources Needed:	Implementation Timeline
Math Preparation Class has been implemented to assist students for taking their necessary state assessment to meet graduation requirements.	<ol style="list-style-type: none"> iReady Quantile Scores state assessment scores and strands will be used to determine which gaps need filling PLC meetings are utilized each week to assess the progress of students toward the state assessment graduation requirement Direct Instruction iReady/APEX Tutorials <p>Desired outcomes: a valid and effective math prep class,</p>	<ol style="list-style-type: none"> Regular Ed. Teacher/PLC James Bowers Beth VonRotz PT tutor School Wide Intervention Team (SWIT) 	<p>LAP funds</p> <p>PD from ESD</p>	20 weeks throughout school year coinciding with state assessments

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	passing of state assessments, completion of math credit, planning for student needs, and increased math levels.			
iReady/APEX Tutorials - This program will be used to improve student skills in mathematics for students below grade level.	1. Daily/Weekly monitoring 2. Grade Level Improvement Desired outcome: increasing math iReady scores	1. Teachers/Para 2. PLC	Building cost	School Year with weekly checks
One on One Help – Focused Instruction – All students will receive this one on one help to meet their individual needs, fill their learning gaps, and improve their study skill habits.	1. Daily work with teacher, in-school tutor, and para-educator twice per week on average. Desired outcome: passing of state assessments	1. Teachers/Para 2. Beth VonRotz PT Tutor	LAP funds	Daily
iReady data will be used to determine proper course placement in APEX, iReady, and the Math Prep class. .	Weekly PLC meetings Daily, weekly, and monthly checks with students Desired outcome: planning for student needs	1. Teachers/Para 2. PLC	Dedicated PLC time now in place	School Year

C.

Content Area: Science		Grade level: 11		
Student Achievement Goal (SMART GOAL): 70% of 11 th grade students will pass the WCAS Science state assessment for graduation.				
ACTION PLAN		RESOURCES		
<i>SIP Actions</i>	Assess Progress: Formative and Summative Measures	Person (s) Responsible:	Resources Needed:	Implementation Timeline
Both iReady and transcript data will be used to determine proper course placement in APEX. Staff will keep comprised of changes to the Next Generation	Weekly PLC meetings Desired outcome: planning for student needs	PLC team/Principal Steve Warren Teachers/PLC/SWIT	Dedicated PLC time PD from ESD	School Year

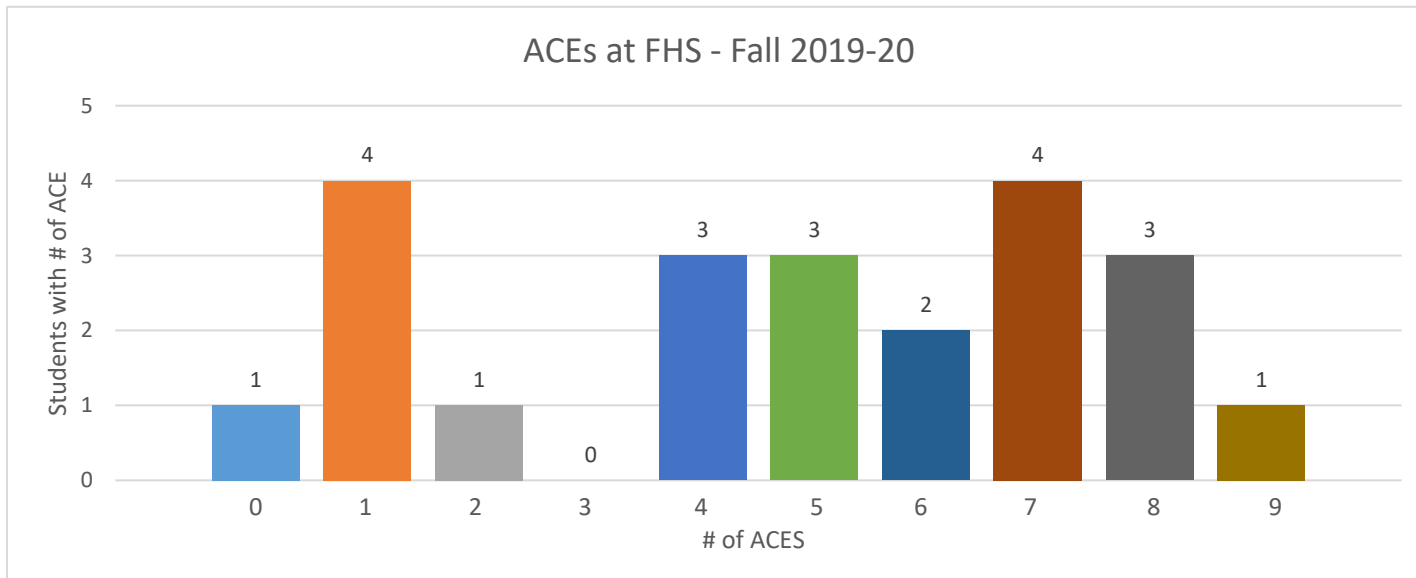
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<p>Science Standards and implement as necessary working closely with CHS science teachers in a cross building PLC.</p>	<p>Science Prep Class Desired outcome: passing of state assessment in science</p> <p>Daily, weekly, and monthly checks with students Desired outcome: meeting compliance standards for State and planning for student achievement</p>			
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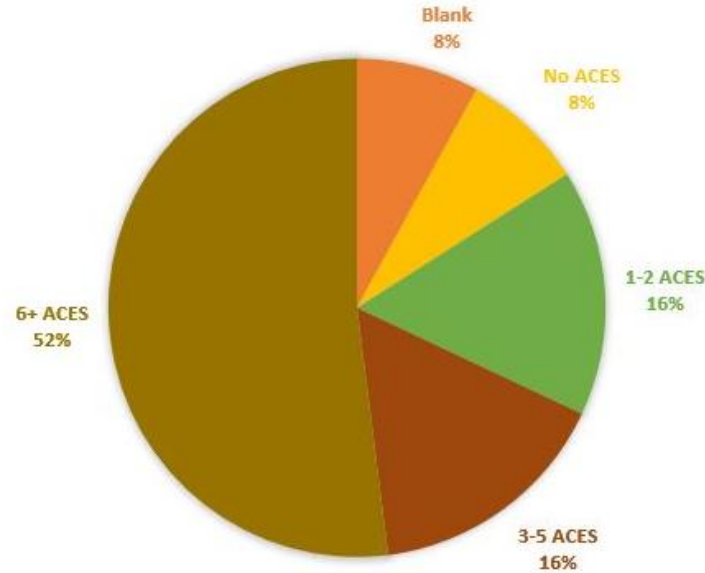
III. SEL / PBIS / Restorative Practices / Student Management Action Plan:

ACEs

The staff at Futurus, after viewing Paper Tigers with our students have found that a focus on ACEs (Adverse Childhood Experiences) will continue to be most advantageous for our student demographic. We are continuing the Trauma-Informed Awareness program where teachers, and staff work closely with our students who have experienced ACEs and are in need of healthy relationship modeling. Much work is being done through research, best practices, and specific needs based assessments here at FHS, with student involvement on a weekly and monthly basis supported by district and school staff, and outside entities. Two charts, below, show current and the past year ACEs at FHS.



STUDENT ACES AT FUTURUS - FALL 2018



Note: It is our belief that by increasing student’s awareness of their own Adverse Childhood Experiences, as well as providing intervention and assistance, not only will we see an increase in healthy behavior, but our credit accrual goal will be achieved.

Content Area: Trauma Informed School (T.I.S.) - ACEs (Adverse Childhood Experiences)		Grade levels: 10 th -12 th		
Goal (SMART GOAL): <i>Determine effect on credit earning by introducing resiliency strategies in coping with ACEs.</i>				
ACTION PLAN		RESOURCES		
SIP Actions	Assess Progress: Formative and Summative Measures	Person (s) Responsible:	Resources Needed:	Implementation Timeline
Trauma Informed School (T.I.S.) team formed at FHS.	1. Weekly meetings with administrator as part of the T.I.S. team at FHS	Administrator	Community Resource Involvement	Friday mornings
Weekly delivery of ACEs content to students on late Friday mornings.	2. Weekly student presentations and work sessions on ACEs	T.I.S. Team		Early Release Fridays with staff
Added group time following ACEs: Self-control, Anxiety/Depression, Equity	3. Monthly staff trainings on ACEs	School Wide Improvement		

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<p>Staff will participate with students on a weekly basis on ACEs program, and as a staff on the early release days in the district.</p> <p>We are looking at the effects of a positive learning environment on student achievement. This will be based mostly on perceptual data compared to credit accrual.</p>	<p>4. Perceptual measures by teachers on ACEs and student credit accrual</p>	<p>Team (S.W.I.T) team</p>		
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Note: This could be a difficult measure of student success. Our hope is to see academic, testing, attendance, and assessment improvements because of relationships, understanding, and resiliency amongst staff, students, and parents.

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V. Professional Development Plan:

PD at FHS

Date	Time	Type of day (TRI, early release, etc.)	Description	Implementation Notes (Implementation strategies, monitored, etc.)
8/28/19	8am	Building Day	Trauma Informed Awareness	All Staff viewing and planning for ACEs at FHS
8/29/19	8am	Building Day	Building Day – Opening Day prep	All Staff
8/30/19	8am	Building Day	Nuts and Bolts – ACEs prep	All Staff
9/27/19	1pm	Early Release	Trauma Informed Awareness Update by Vincent Perez	All Staff
1/8/2020			Social Studies Webinar	Ted Seeley – History Teacher
1/17/2020	8am		ALE Admin Meeting	James Bowers - Administrator
1/28/2020			What STEM Looks Like	Steve Warren – Math/Science Teacher
2/12/2020			GATE Language Learners Webinar	Sarah Ballard – EL Para
2/28/2020	1pm	Early Release	ACEs – Staff	All Staff ACE’s training continuation
3/5/2020			IXL Training	Sarah Ballard - Para
3/5-7/2020			WALA Conference	Ted Seeley – History Teacher
3/6-8/2020			School CISPUS Leadership Camp	Staff and Students
3/8-3/10/2020	8am		WASWUG	Tina Christenson – Registrar – Statewide Training for Skyward
4/24/2020	1pm	Early Release	ACEs – Staff	All Staff ACE’s training continuation
5/29/2020	1pm	Early Release	ACEs – Staff	All Staff ACE’s training continuation
6/28/2020	8am		AWSP Summer Conference	James Bowers - Administrator

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Ongoing				
Monthly	3:15-3:45pm Wednesdays Beginning 2/12/20	TRI	Teacher Focus Group (T.F.G.)	The three teachers will meet to discuss student successes, concerns, and needs using data from iReady, Achieve 3000, APEX, and OSPI
Monthly			ESD Skyward	Tina Christenson
Monthly	Last Wednesday		School Wide Improvement Team Meeting	All Staff
Weekly	7:15am		PLC	Teacher PLC
Weekly	8:15am		ACEs - Trauma Informed Schools (T.I.S.)	Wednesday delivery of ACE's to student and staff on Fridays, followed by Groups (Anxiety, Self-Control, and Equity)
Weekly	9am		McKinney-Vento Liaison	Tuesday weekly visit – student support
Weekly	10am		Math Tutor – Beth Von Rotz	SBAC Math Prep Class – student support

SIP Update – January 24, 2020 – Futurus High School – Centralia School District – James Bowers

Section 9b: STUDY – Futurus High School – Centralia School District	
(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
<p>Study <i>(SY 19-20 mid-year implementation) Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p>Click or tap here to enter text.</p>
<p>ELA – there currently 8 students who are in the ELA Prep class which is using SBAC Interim Assessments to determine gaps in learning. These gaps are study using the strand data to help prepare the activities and lessons for each student by our English instructor.</p> <p>Math – there are currently 15 student who are in the Math Prep class which is using SBAC Interim Assessments to determine gaps in learning. These gaps are closing using the strand data to help prepare the activities and lessons for each student by our mathematics teacher and LAP funded math mentor (retired math instructor). This tends to be our biggest concern relating to learning gaps. Students are prepared for SBAC and ACT where the focus on strand data is the foundation of lesson and activity preparation. Last year, 11 of 12 students needing to meet the graduation math requirement were successful in the ACT due to this endeavor.</p> <p>Credit Accrual – 80% of students come into Futurus High School credit deficient. In mathematics 73% are below the Algebra level with 37% at the elementary level. In reading 73% are two or more grade levels below, 7% are one grade level below, and 20% are College and Career ready.</p> <p>Our credit accrual rate for this 1st semester is 2.65 out of 3.0 for the student to not fall behind on credits. The same prior credit accrual rate for our new students is 1.99. This data does show an increase of 0.66 credits per semester but still not at the 3.0 being earned let alone more than 3.0 necessary for meeting the on-time graduation requirement somehow imposed upon ALE schools; the irony.</p> <p>Note: If I were to remove four, non-performing, students from the credit accrual calculation the numbers would look 3.54, 2.22, and 1.32, respectively.</p> <p>Science – no longer a graduation requirement but all 11th graders will be tested for federal accountability.</p>	

Section 10: ADJUST – Futurus High School – Centralia School District	
(COMPONENT #3: ACTIVITIES TO ENSURE MASTERY)	
Adjust <i>(SY 19-20 mid-year implementation) What adjustments to your activities are you making after examining the results of your progress monitoring?</i>	Click or tap here to enter text.
<p>This process has just begun for both English and math assessment preparation. Aside from standard credit earning with teacher guidance the preparation classes are scheduled, the testing dates are scheduled, the all-school ACT registration date and presentation are set, and our counselor is working closely with students and school advisors to prepare for needs.</p> <p>Each Wednesday is devoted to teacher PLCs on student learning and student needs.</p> <p>Each Friday is devoted to college visits, industry professional visits, field trips, and Adverse Childhood Experience presentations to students. These are all an integral part of Futurus High School which services an at-risk population of students in Centralia who would not normally have access to such for learning development, career awareness, and personal resiliency.</p> <p>Our credit accrual adjustment is two-fold with the simplest being the standard of supporting student learning to effectively deliver content in a knowing and understanding manner. The second is a deeper dive into each student as an individual and their gaps, needs, and the supports needed to learn.</p>	

Parent Involvement: upon entry an orientation occurs allowing parent and student to discuss the similarities and differences between traditional schooling methods and ideologies and alternative learning environments. Parents participate in bi-yearly conferences, they are welcome to attend our celebration of student success events, they can be relied upon to attend to concerns we have about their student falling behind, and they are given the opportunity to take an end of the year survey about their experience with Futurus High School with the opportunity to offer suggestions at the same time; as are our students.

Centralia School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator & Title IX Coordinator: Tabitha Whiting (twighting@centralia.wednet.edu); and Section 504 Coordinator: Tammy Jensen-Tabor, (jensen-tabor@centralia.wednet.edu) (360) 330-7600, 2320 Borst Avenue, Centralia, WA 98531-0610.