YELM Community Schools

360.458.1900
FAX: 360.458.6178
107 First Street North
PO Box 476
Yelm, WA 98597-0476

SCHOOL BOARD MEMBERS: Denise Hendrickson, President ● Casey Shaw, Vice President
Bill Hauss ● Frank King ● Casey Shaw

AGENDA

Regular School Board Meeting

Thursday, January 23, 2025
6 p.m.
District Office Board Room
107 First Street North • Yelm, WA

Regular School Board Meeting

A **1.** **Call to Order**
Flag Salute

I **2.** **Audience**

A. Board Recognition

1. School Board Recognition Month
2. Outstanding Operational Excellence Award
3. VFW Teachers of the Year

B. Superintendent's Comments

C. Community Comments

A **3.** **School Board Minutes**
December 19, 2024 – Regular Business Meeting

4. **New Business**

A **A. Individual Contracts**

1. New Hires
   Erica Coble, YHS Para SPED Program FLC
   Erin Connally OSS Para SPED LRC — One Year Only
   Kennedy Davis, Food Service Office Prof. III — One Year Only
   Marianna Kemp, PR Para SPED Preschool
2. Leave of Absence
   No Report
3. Resignations/Retirements/Terminations
   Todd Cordova, YHS Coach Assistant Football — Resignation
   Jay Dorhauer, YHS Coach Head Girls Soccer — Resignation
   Bryan Hooper, YHS Coach Assistant Football — Resignation
4. Staffing Changes
   Laurie Shackelford, YHS to YES SPED Program Para

5. Recall
   Charles Confer, Facilities LK Custodian

A **B. Acceptance of Gifts**

Donor	Amount
Russell & Pauline Icenoggle, YHS Choir NY Trip	$1,000.00
Sue Strong, YHS Choir Trip	$1,800.00
Cascades Camp, LK Elementary ASB	$250.00

A **C. Out-of-District Travel**

1. YHS Cross Country to Trego, MT, June 17-21, 2025, to participate in a team camp, 15-20 students and 3 chaperones.
2. YHS FFA Floral Team to Yakima, WA, Jan 31-Feb 1, 2025, to participate in a FFA Floral contest, 7 students and 1 chaperone.
3. YHS Varsity Cheer Team to Battle Ground, WA, Jan. 24-25, 2025, to participate in the State Cheerleading Championships, 22 students and 2 chaperones.
4. YHS Educators Rising to Tempe, AZ, March 19-21, 2025, to participate in Arizona's State Educators Rising contest and conference, 5 students and 1 chaperone.

A **D. Continuous School Improvement Plans**

Fort Stevens Elementary School
Lackamas Elementary School
Mill Pond Elementary School
McKenna Elementary School
Prairie Elementary School
Southworth Elementary School
Ridgeline Middle School
Yelm Middle School

A **E. Interlocal Cooperative Agreement for Educational Services 2025-2026**

Bates Technical College

A **5. Vouchers and Payroll**

A.	General Fund	#70151310 – 70151432 #70151430 - 70151447	$1,056,985.25
B.	ASB Fund	#70409736 - 70409754	$40,664.11
C.	Capital Projects Fund	#70501791 - 70501793	$63,118.85
D.	Comp Tax	#112300013 – 202100163	$1,538.52
E.	December Payroll		$6,145,055.91

A **6. Facilities Report:**

Public Works:

Project #	Amount	Vendor / Reason
125.23	$4,276.35	Refrigeration Unlimited - Food Service Walk In Freezer Repair – YMS
145.23	$2,744.83	South Sound Fire & Security – Fire Alarm Repairs PR
156.23	$1,615.13	Weber Pros Inc. – Audio Visual Display Relocation – YMS
08.24/09.24	$13,592.23	NWAP – Annual Service on Operable Walls, Bleachers, Basketball Backboards, Divider Curtains, Mat Lift – YMS

		& RMS NWAP – Stadium Inspection & Seating/Handrail Repairs – YHS
23.24	$2,824.88	Hermanson Co LLP – Emergency HVAC Repair – RMS
24.24	$1,629.92	INSI – RM103 Cable Drop Installation – LK
33.24	$1,656.74	INSI – Library Cable Drop Installation – RMS
34.24	$1,496.83	INSI – RM22 Cable Drop Installation – MP
52.24	$3,279.53	Hermanson Co LLP – Boiler Teardown – YHS

I 7. Financial Reports

I 8. Student Enrollment Report

Jan 2024	5586 HC	5455.74 FTE (54.26 < 5510.00)
Dec 2024	5592 HC	5462.62 FTE (47.38 < 5510.00)
Jan 2024	5658 HC	

I 9. Board Comments

I 10. Superintendent's Report

A 11. Adjourn

Next Board Meeting: February 13, 2025 – 6:00 p.m. – Regular Business Meeting
Location: Yelm Middle School

Individuals with disabilities who may need a modification to participate in a meeting should contact the Superintendent's Office no later than three days before a meeting so that arrangements for the modification can be made.

A= Action **I= Information** **D= Discussion**

Yelm Community Schools, District No. 2

107 First Street North • Yelm, WA 98597 • (360) 458-1900 • *www.ycs.wednet.edu*

MINUTES

of a Regular Meeting of the Board of Directors

Thursday, December 19, 2024

BOARD MEMBERS PRESENT

Debbie Edwards, Bill Hauss, Denise Hendrickson, Frank King, Casey Shaw

ADMINISTRATION PRESENT

Holly Ackerman, Erin Bayer, Mark Bowden, Dee Dee Buckingham, Lisa Cadero-Smith, Jennifer Carrougher, Ellen Cavanaugh, Curtis Cleveringa, Craig Curry, Kurt Fourre, Becky Fowler, Jodi Jarmin, Kendall McNutt, Teri Melone, Shannon Powell, Traci Schultz, Starla Watson, Chris Woods, Kasey Wyatt

CALLED TO ORDER/PLEDGE OF ALLEGIANCE

President Debbie Edwards called the Regular Business Meeting to order at 6:00 p.m.

REORGANIZATION OF THE BOARD

Denise Hendrickson was elected to a one-year term as the president of the board of directors.
M/Casey Shaw; S/Bill Hauss
Roll Call Vote: Debbie Edwards/Yes; Denise Hendrickson/Yes; Frank King/Yes; Casey Shaw/Yes; Bill Hauss/Yes; Motion carried unanimously

Casey Shaw was elected to a one-year term as vice president of the board of directors.
M/Debbie Edwards; S/Bill Hauss
Roll Call Vote: Debbie Edwards/Yes; Denise Hendrickson/Yes; Casey Shaw/Yes; Bill Hauss/Yes; Motion carried unanimously.

Casey Shaw & Frank King were elected to a two-year term as Co-WSSDA Legislative Representatives.
M/Debbie Edwards; S/Bill Hauss
Roll Call Vote: Debbie Edwards/Yes; Denise Hendrickson/Yes; Bill Hauss/Yes; Frank King/Yes; Casey Shaw/Yes; Motion carried unanimously.

Bill Hauss was elected to a two-year term as WIAA Representative
M/Frank King; S/Debbie Edwards
Roll Call Vote: Debbie Edwards/Yes; Denise Hendrickson/Yes; Bill Hauss/Yes; Frank King/Yes; Casey Shaw/Yes; Motion carried unanimously.

AUDIENCE

Board Recognition

Outstanding School Office Professional Award: Recognizing office staff who excel in delivering exceptional administrative support, maintaining smooth school operations, and creating a positive, welcoming environment for students, staff, and families.	
NOMINEE	**SCHOOL**
Silbia Saldana	Fort Stevens Elementary
Kelley Morfoot	McKenna Elementary

Jen Roberts	Mill Pond Elementary
Shari Parsons	Prairie Elementary
Dorine Hunt	Southworth Elementary
Shannon Hillemann	Lackamas Elementary
Melanie La Madeleine	Ridgeline Middle School
Kelli Verone	Yelm Middle School
Sara DeVore	Yelm High School

Superintendent's Report
Superintendent Chris Woods updated the board on the following:

- YMS Investigation – we are still waiting for the final report. One reason this is taking longer than expected is the investigator was not able to get a key interview. It has now been given to a supervisor and the report will be coming. We hope to have the teacher back in the classroom when we return from break. Thank you to the YMS team for all their work.
- Upcoming Levy – we met with Thurston County elections officials this week, and they will not be able to run our February election. Pierce County will be running this election. Thurston County is in the process of remodeling and moving its election facilities. This will be a cost savings for the district as Pierce County does have another district on the ballot, and Thurston County would not have had anyone else with an election. More information will be coming.

Community Comments
No Comments

SCHOOL BOARD MINUTES – APPROVED
November 21, 2024 – Regular Business Meeting
M/Casey Shaw; S/Bill Hauss; Motion carried unanimously.

NEW BUSINESS

INDIVIDUAL CONTRACTS – APPROVED

NEW HIRES	POSITION	EFFECTIVE
Lorraine Brownfield	Transportation Bus Driver	12/2/2024
Bree Carson	YES ESA School Counselor .60 FTE	12/20/2024
Branden Castleberry-Taylor	YHS Coach Head Strength & Conditioning	11/18/2024
Brittanie Chapman	MP Para SPED Program 1:1	11/14/2024
Tiffany Clapp	LK Para SPED Preschool	12/16/2024
Megan Fankhauser	MP Para Instructional One Year Only	11/22/2024
Cayla Gable	YHS Coach Head Strength & Conditioning	3/3/2025
Gabriella Jordan	FS Para SPED Program 1:1	12/9/2024
Dalton Sheehan	YHS Coach Assistant Girls Basketball	11/18/2024
Michelle Smith	Food Service Cafeteria Worker PR One Year Only	12/3/2024
Sophia Struna	OSS Para Instructional One Year Only	1/6/2025

LEAVE OF ABSENCE

Sara DeVore	YHS OP IV Registrar	Student Teaching 1/6/2025-4/18/2025

RESIGNATIONS/RETIREMENTS/TERMINATIONS

Martha Ledezma	Food Service Cafeteria Worker	Resignation 12/20/2024
Richard Michaels	Transportation Bus Driver	Termination 11/22/2024
Andrew Weiser	YES Para SPED LRC	Resignation 12/3/2024

STAFFING CHANGES

Jettie Byrd	SW Para SPED LRC to YHS Para SPED Program 1:1	12/2/2024
Gulsum Turkoglu	YHS Para SPED LRC to Para SPED Program 1:1	11/1/2024
Jessica Williams	PR to MP Para SPED Program 1:1	11/21/2024

Stipends/Supplemental Contracts
$12,912.00
M/Bill Hauss; S/Frank King; Motion carried unanimously.

ACCEPTANCE OF GIFTS – APPROVED

Fundz for Kidz, YHS Powerlifting $1,000.00
Obee Credit Union, Christmas in the Park..... $150.00
YHS Connects, Choir Trip to NYC..... $15,000.00
Marilee Fry, Choir Trip to NYC $1,000.00
Yelm Chiropractic, Choir Trip to NYC..... $100.00
TwinStar Credit Union, MS Robotics Club..... $5,000.00
Kathleen Aukland, MS Robotics Club..... $500.00
Nisqually Indian Tribe, Native Education Program $20,000.00
TwinStar Credit Union, Classroom Supplies to 9 Teachers $1,800.00
Olympia Tumwater Foundation, Various Programs $4,681.00
Kevin Murphy, Toyota 3.4L Engine Core-Autoshop.....FMV $370.00
M/Denise Hendrickson; S/Bill Hauss; Motion carried unanimously.

POLICY REVISIONS – APPROVED

Second Reading – For Approval
6220 Bid Requirements
6220 Procedure
M/Bill Hauss; S/Casey Shaw; Motion carried unanimously.

POLICY REVISIONS AND REPLACEMENTS

First Reading – For Review – Replacements
3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited
3205 Procedure One
3205 Procedure Two
5011 Sex Discrimination and Sex-Based Harassment of Staff Prohibited
5011 Procedure

First Reading – For Review – Revisions
3211 Procedure - Gender Inclusive Schools
3420 Anaphylaxis Prevention and Response
3420 Procedure
3520 Student Fees, Fines, Charges
3520 Procedure
4200 Procedure - Safe and Orderly Learning Environment

2025-2026 STUDENT CALENDAR – APPROVED
M/Debbie Edwards; S/Frank King; Motion carried unanimously.

VOUCHERS AND PAYROLL - APPROVED

A. General Fund	# 70151115 - 70151244	
	# 70151265 – 70151309	$1,099,975.34
B. ASB Fund	# 70409711 - 70409735	$53,938.89
C. Capital Projects Fund	# 70501780 - 70501790	$264,762.90
D. Comp Tax	# 112300012 – 202100162	$2,191.93

E. November Payroll $6,299,768.16

M/Debbie Edwards; S/Bill Hauss; Motion carried unanimously.

FACILITIES REPORT – APPROVED

Director of Facilities Chris Hansen presented the public works voucher for board approval.

Public Works:

Project #	Amount	Vendor/Reason
80.23	$614,266.00	Wayne's Roofing – Roof Replacement – YHS BLDG 300
81.23	$166,133.00	Wayne's Roofing – Roof Replacement – YHS Auto Shop
15.24	$3,240.34	Cascade Fire & Security – Sprinkler Heads Removal for Testing - LK
46.24	$759.66	Security Solutions NW INC. – Main Entry Door Repair – YES
49.24	$1,959.32	Cascade Fire & Security – Water flow & Low Air Signal Service Call – FS

M/Debbie Edwards; S/Casey Shaw; Motion carried unanimously.

FINANCIAL REPORTS

No Additional Report

STUDENT ENROLLMENT REPORT

Dec 2024	5592 HC	5462.62 FTE (47.38 < 5510.00)
Nov 2024	5579 HC	5450.40 FTE (59.60 < 5510.00)
Dec 2023	5875 HC	

BOARD COMMENTS

Board members commented on:

- Enjoyed the recognition
- The gifts are remarkable. Every month, we are reminded of the great people and businesses in this community
- Thank you to all staff of Yelm Community Schools. This has been a challenging year, and we appreciate all your support.
- Happy Holidays!

Student Representatives commented on:

- Congratulations to the newly elected board members.
- Thank you, Office Professionals, they are all amazing!

SUPERINTENDENT'S REPORT

Superintendent Chris Woods commented on:

- Lackamas and Prairie had cancellations this week due to power outages.
- Five Levy Forums have been done
- The YHS Anatamage Team has qualified for Nationals
- We have three students who are Presidential Scholar Nominee finalists.
    - Taliah Boyd
    - Taylor Curzon
    - Alex Hurd
- Recent Nisqually Valley News articles: Student Rep Kailey Slevin and her business; Samantha Blank for Wrestling.

EXECUTIVE SESSION – 7:10 P.M.

President Denise Hendrickson recessed the regular meeting at 7:10 p.m. for an executive session to receive and evaluate complaints or charges against an employee. RCW 42.30.110. She stated the board would return from the executive session at 7:40 p.m.

President Denise Hendrickson announced at 7:40 p.m. that the executive session would be extended for 10 minutes until 7:50 p.m.

RETURN TO REGULAR SESSION – 7:50 P.M.
President Denise Hendrickson called the meeting back to order at 7:50 p.m. She announced that the board was returning from an executive session where they received and evaluated complaints or charges against an employee.

ADJOURNMENT – 7:50 p.m.

Respectfully submitted by: Approved by:

Secretary to the Board Board President

Personnel Action for Board Approval

Doyla Buckingham
Director of Human Resources

DATE OF BOARD MEETING: January 23, 2025

NEW HIRES:

First Name	Last Name	Location	Title	Date	Comments
Erica	Coble	Yelm HS	Para-SPED Program FLC	1/16/2025	
Erin	Connally	Student Support	Para-SPED LRC	1/8/2025	OYO
Kennedy	Davis	Food Service	Office Professional III	1/17/2025	OYO
Marianna	Kemp	Prairie Elem	Para-SPED Preschool	1/9/2025	

LEAVES OF ABSENCE:

First Name	Last Name	Location	Title	Date	Comments

RESIGNATIONS/RETIREMENTS/TERMINATIONS:

First Name	Last Name	Location	Title	Date	Comments
Todd	Cordova	Yelm HS	Coach-Assistant Football	1/6/2025	Resignation
Jay	Dorhauer	Yelm HS	Coach-Head Girls Soccer	1/8/2025	Resignation
Bryan	Hooper	Yelm HS	Coach-Assistant Football	1/9/2025	Resignation

STAFFING CHANGES:

First Name	Last Name	From	To	Date	Comments
Laurie	Shackelford	Para SPED Prog SELF	Para SPED LRC	1/10/2025	YHS to YES

REQUESTS FOR WAIVERS FOR TEACHING OUT OF ENDORSEMENT:

First Name	Last Name	Location	Out of Endorsement Subject	Date	Comments

RECALL:

First Name	Last Name	Location	Title	Date	Comments
Charles	Confer	Facilities-Lackamas	Custodian	1/6/2025	

YELM Community Schools

COMMUNITIES DEDICATED TO
LEARNING AND ACHIEVEMENT

360.458.1900
FAX: 360.458.6178
107 FIRST STREET NORTH
PO BOX 476
YELM, WA 98597-0476
www.ycs.wednet.edu

MEMORANDUM

TO: Board of Directors

FROM: Jennifer Carrougher, Chief of Finance and Operations

DATE: January 23, 2025

SUBJECT: Donations

Donor	Items/Purpose	Amount
Russell & Pauline Icenoggle	YHS Choir NY Trip	$1,000.00
Sue Strong	YHS Choir NY Trip	$1,800.00
Cascades Camp	Lackamas Elementary ASB	$250.00

Student Travel Request Form

Overnight and Out of State Travel Require Board Approval

Board Policy 2320

School: Yelm High School Class/Group: Boys/Girls Cross Country

*Date of Trip June 17-21 Number of Students: 15-20

Trip Supervisor: Alex McIntire/ Jolynn Hopkins Cell Phone: (509)638-7446

*Destination: Trego Montana (Running Camp) Phone: _____

Address of Destination: 1075 Hidden Cove, Trego MT

Depart from: Yelm High School Departure time: 8:00am

Return to: Yelm High School Return time: 9:00pm

Chaperones/Advisors: Alex McIntire/ Jolynne Hopkins/ Additional district employee (undecided)

Method of Travel: ☐ District Bus (how many) _____ ☐ Chartered/Rented Vehicle(s) _____

☒ School Auto/Van (how many) 3 ☐ Commercial Airline ☐ Personal Vehicle

Estimated Costs: Registration _____ Lodging _____ Travel Gas $600

Meals $200 Misc. _____ Student Fees _____

Funding Source: ☒ ASB ☐ General Education ☐ Other: _____

Acct/Dept Budget Code(s): Cross Country 2250

Prior to Leaving the Trip Supervisor:

- ☐ *Submits list of students going on the trip to nurse one week prior for review of medical needs and to attendance office day of trip.*
- ☐ *Inform Food Service of number of students that may impact meal preparations.*
- ☐ *Must take a signed parental permission slip on the trip and return the original form to the office for record retention after trip.*
- ☐ *Remind staff/chaperones to arrange a sub prior to the trip.*
- ☐ *Ensure all non-staff chaperones are approved volunteers.*
- ☐ *Remind chaperones they must adhere to Policy 5201 during the entire trip.*

Educational Objective:

1. Purpose of the trip: Critical team building and training. Motivation for athletes to have a successful summer of off season training

2. How have you prepared the students for the field trip? Many atheletes have previously attneded the camp. Expectations are clearly shared in written and verbal format.

3. What educational activities will you use to follow up on this impact of the trip? Successful Cross Country Season

Signatures for Approval

Trip Supervisor ASB Approval Dept Budget Approval Building Approval

Superintendent Approval

*All overnight and out of state travel requests must be to the Superintendent's Office nine (9) days prior to the board meeting

Revised 10.20.23

YELM Community Schools

Student Travel Request Form

Overnight and Out of State Travel Require Board Approval

Board Policy 2320

School: YHS

Class/Group: FFA ~~Floral~~ Floral Team

*Date of Trip: Jan 31 - Feb 1, 2025

Number of Students: 7

Trip Supervisor: Dusti Nash

Cell Phone: 360 481.4 24 2

*Destination: East Valley High School & Holiday Inn Yakima

Phone: 509.573.7400 & 509.494.7000

Address of Destination: 1900 Beaudry RD and 802 E Yakima Ave, Yakima WA 98901

Depart from: YHS on Jan 31

Departure time: 2pm

Return to: YHS on Feb 1

Return time: 6p m

Chaperones/Advisors: Dusti Nash

Method of Travel: ☐ District Bus (how many) ____ ☐ Chartered/Rented Vehicle(s) ____

☒ School Auto/Van (how many) 1 ☐ Commercial Airline ☐ Personal Vehicle

Estimated Costs: Registration 0 Lodging $480.00 Travel ____

Meals ____ Misc. ____ Student Fees ____

Funding Source: ☒ ASB ☐ General Education ☒ Other: CTE

Acct/Dept Budget Code(s): ____

Prior to Leaving the Trip Supervisor:

- ☐ *Submits list of students going on the trip to nurse one week prior for review of medical needs and to attendance office day of trip.*
- ☐ *Inform Food Service of number of students that may impact meal preparations.*
- ☐ *Must take a signed parental permission slip on the trip and return the original form to the office for record retention after trip.*
- ☐ *Remind staff/chaperones to arrange a sub prior to the trip.*
- ☐ *Ensure all non-staff chaperones are approved volunteers.*
- ☐ *Remind chaperones they must adhere to Policy 5201 during the entire trip.*

Educational Objective:

1. Purpose of the trip: Participate in the FFA Floral contest in Yakima.

2. How have you prepared the students for the field trip? Students have been attending after school floral practice to prepare for the contest.

3. What educational activities will you use to follow up on this impact of the trip? Students will continue to prepare for future contests and state competition.

Signatures for Approval

Trip Supervisor

ASB Approval

Dept Budget Approval

Building Approval

Superintendent Approval

*All overnight and out of state travel requests must be to the Superintendent's Office nine (9) days prior to the board meeting.

Revised 10.20.23

Student Travel Request Form

Overnight and Out of State Travel Require Board Approval

Board Policy 2320

School: Yelm High School Jan 24-25, 2026 Class/Group: HS Varsity Cheer Team

*Date of Trip ~~January 18th-19th, 2026~~ Number of Students: 22

Trip Supervisor: Madison Hummel Cell Phone: 3602509429

*Destination: Battle Ground High School Phone: 360-855-6500

Address of Destination: 300 W Main St, Battle Ground, WA 98604

Depart from: Yelm High School Departure time: 12pm - 1/24

Return to: Yelm High School Return time: 11pm- 1/25

Chaperones/Advisors: Madison Hummel, Kennedy Villeses

Method of Travel: ☐ District Bus (how many) _____ ☐ Chartered/Rented Vehicle(s) _____

☐ School Auto/Van (how many) _____ ☐ Commercial Airline ☒ Personal Vehicle

Estimated Costs: Registration _____ Lodging $200 Travel _____

Meals $1122 Misc. _____ Student Fees _____

Funding Source: ☒ ASB ☐ General Education ☐ Other: _____

Acct/Dept Budget Code(s): 2000 General Athletics

Prior to Leaving the Trip Supervisor:

- ☐ *Submits list of students going on the trip to nurse one week prior for review of medical needs and to attendance office day of trip.*
- ☐ *Inform Food Service of number of students that may impact meal preparations.*
- ☐ *Must take a signed parental permission slip on the trip and return the original form to the office for record retention after trip.*
- ☐ *Remind staff/chaperones to arrange a sub prior to the trip.*
- ☐ *Ensure all non-staff chaperones are approved volunteers.*
- ☐ *Remind chaperones they must adhere to Policy 5201 during the entire trip.*

Educational Objective:

1. Purpose of the trip: To compete in 2 divisions at the State Cheerleading Championships

2. How have you prepared the students for the field trip? Many practices and months of competing to qualify for the state cheerleading championships in both divisions.

3. What educational activities will you use to follow up on this impact of the trip? N/A

Signatures for Approval

Madison Hummel			
Trip Supervisor	ASB Approval	Dept Budget Approval	Building Approval

Superintendent Approval

*All overnight and out of state travel requests must be to the Superintendent's Office nine (9) days prior to the board meeting.

Revised 10.20.23

YELM Community Schools

Student Travel Request Form

Overnight and Out of State Travel Require Board Approval

Board Policy 2320

School: Yelm High School

Class/Group: Educators Rising

*Date of Trip 3/19-3/21/25

Number of Students: 5

Trip Supervisor: Hillary Hull

Cell Phone: 360-269-9238

*Destination: Arizona State University- Ed. Activate Contest

Phone: 855-278-5080

Address of Destination: 1151 S Forest AveTempe, AZ 85281

Depart from: YHS-3/19/25

Departure time: 7:30am

Return to: YHS-3/21/25

Return time: 9:00pm

Chaperones/Advisors: Hillary Hull

Method of Travel: ☐ District Bus (how many) ____ ☐ Chartered/Rented Vehicle(s) ____

☒ School Auto/Van (how many) 1 ☒ Commercial Airline ☐ Personal Vehicle

Estimated Costs: Registration 600 Lodging 600 Travel 2500

Meals ____ Misc. ____ Student Fees ____

Funding Source: ☒ ASB ☐ General Education ☐ Other: ____

Acct/Dept Budget Code(s): Ed. Rising 4307

Prior to Leaving the Trip Supervisor:

- ☐ *Submits list of students going on the trip to nurse one week prior for review of medical needs and to attendance office day of trip.*
- ☐ *Inform Food Service of number of students that may impact meal preparations.*
- ☐ *Must take a signed parental permission slip on the trip and return the original form to the office for record retention after trip.*
- ☐ *Remind staff/chaperones to arrange a sub prior to the trip.*
- ☐ *Ensure all non-staff chaperones are approved volunteers.*
- ☐ *Remind chaperones they must adhere to Policy 5201 during the entire trip.*

Educational Objective:

1. Purpose of the trip: Participate in Arizona's State Educators Rising contest and conference. Students will be a part of a group activity, attend workshops and present their own knowledge throug

2. How have you prepared the students for the field trip? Students have been practicing since September and have created materials to compete with.

3. What educational activities will you use to follow up on this impact of the trip? These students will share their experience with the class and will be able to help provide workshops for future students.

Signatures for Approval

Trip Supervisor

ASB Approval

Dept Budget Approval

Building Approval

Superintendent Approval

*All overnight and out of state travel requests must be to the Superintendent's Office nine (9) days prior to the board meeting.

Revised 10.20.23

Consolidated School Improvement Plan 2024-25

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

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

Section 1: Building Data

Building Name: Fort Stevens.	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 4346	**Grade Span:** PreK-5. **School Type:** Public Elementary
Principal: Lisa Crowell.	**Building Enrollment:** 492
School District: Yelm Community Schools	**F/R Percentage:** 72.7%.
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 21.1%
Plan Date: October 2024	**English Learner Percentage:** 6.5%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3 Compound

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

Please list by (Name, Title/Role)

Emily Walsh 5th grade teacher	Brittany Meyers 4th grade teacher
Nikki Walters 2nd grade teacher	Tamara Gunstrom Sped teacher
Crystal Leslie Kindergarten teacher	Kelley Hannifan LAP Teacher

Section 3: Vision and Mission Statement

We are committed to creating a school that knows no limits to the social, emotional and academic success of each student.

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

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

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

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

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

Student Populations

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

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

- **According to the WSIF 2023 run, our student group "all students" did not show growth. The exception is for our students with disabilities group as well as our Hispanic/Latino group which did show growth, and our low income student group has stayed the same the past 2 years. Attendance ratings have increased by more than 10% from 2021-2023.**
- **With our local benchmark and grade level assessments:**
    - **We have a more clear understanding of what ELA interventions connect to skills being taught in the classroom**
    - **We need a more clear understanding of Math interventions and how they connect to specific skills. With this information, we determined the need to continue a strong focus on tier 1 instruction and be strategic in our interventions to meet the needs of individual learners.**

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

Professional development in the area of reading has been ongoing in the building and the understanding of staff has increased. District data shows a slow but steady increase in ELA student scores. Staff are ready to increase their understanding of math this year through math specific professional development.

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

- **Our ELA curriculum and tools are not building skills that help students be independent readers. Especially our new students who are coming with no decoding skills. One strength we have is a strong knowledge from our district in how to use student data to intervene with each student for their individual success.**
- **This is the same for math. If students are not coming to us with a knowledge of mathematical strategies, they are struggling with math.**
- **We also do not have a strong diagnostic assessment for math that drills down to specific skills students are missing to help with instructional design.**
- **In terms of our behavior, students are missing the skills of self regulation and feeling identification. An area of growth for our staff is really recognizing that behavior is a form of communication and our students are communicating that they need explicit teaching on self regulation and identification of how they feel.**

Educators

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

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

- **Really Great Reading Blast tools professional development: This will be PD to train staff in grades K-2 in how to plan for and implement the reading tools to support stronger phonological awareness, decoding, and multisyllabic skills. This is a need because we have learned that some students really need multimodal learning strategies. In the root cause analysis process, we determined that our curriculum lacks this opportunity past kindergarten. The Really Great Reading tools provide aligned manipulatives that support multimodal learning for students.**
- **Staff will be building their knowledge on the fundamental mathematical progression by taking an online course called The Flexibility Formula from Building Math Minds.This will provide knowledge and also a variety of activities to support our students in building fluency and mental math**

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
   - **Tier 2 & 3 supports**
   - **Kagan**
   - **Talk moves**
   - **Science of reading**
   - **Conscious Discipline book study and digital learning sessions to build a foundational understanding of what is happening in the brain when dysregulated behaviors take place and how to respond.**

   Metrics for identifying successful PD include
   - **Classroom observations**
   - **PD survey data**
   - **Teacher reports**
   - **PD series attendance**

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

   The Building Implementation Team is representative of the staff and meets regularly to review student data and recommend universal supports, an effective pre-referral process is in place to ensure Tier 1 supports and preventative measures are in place prior to ITeam referrals, The MLT assessment tool is used to monitor the effectiveness of the overall MTSS system, Teachers understand the school's MTSS system and know how to access supports.
   The ITeam process effectively identifies targeted and intensive supports for students
   Areas to be strengthened include:

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

- **Trauma informed PD**
- **Walkthroughs with feedback targeting effective supports for students**
- **Additional Tier 2 and 3 supports are communicated and practiced**
- **Collaboration between classroom teachers and support staff to meet student needs**
- **Building Math Minds professional development to increase staff understanding**

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
   Strengths
   - **Students are advocating for breaks and communicating a desire or want to self regulate**
   - **All staff have a common foundational knowledge of conscious Discipline**

   Improvement
   - **Knowledge of effective practices within mathematics**
   - **Multimodal learning**
   - **Data informed practices that are missing within our curriculum**
   - **implementing SEL practices**

3. How did your school identify these areas of strengths and improvement?
   The team identified these areas through the needs assessment process.

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
   - **Booster club helps provide additional opportunities for students to connect with one another and staff to support belonging outside of the school day with events like Kids Night Out, Bingo for Books, Family Movie Nights and helping in many other events that happen at our school throughout the year.**
   - **Parents attend school events including booster sponsored events, math and literacy nights, and school assemblies that recognize students for positives both academically and behaviorally**

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
   Areas of Strength:
   - **We have strong support from parent community**
   - **Watchdogs program running and growing**
   - **Students benefit from access to mental health services at the school**
   - **Developing partnership with the neighboring senior center**

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

Areas to strengthen:

- **Increase partnership with Senior Center**
- **Increase number of days Mental Health Services are available to students at school**
- **Include WATCH MOM in our program to encourage more parents volunteering at school**
- **Year 2 of our Conscious Discipline learning, staff are wanting to go deeper and begin aligning their work across the school. MTSS team will be a partner in helping this happen.**

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

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

5a.SY 2024–2025 SMARTIE Goal #1: ACADEMICS

By June 2025**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2024 to spring 2025 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2-5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2-4	ELA	ORF	41 pts
2-4	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 4 pts 90%+ accuracy - 0 pts (no regression)
5	ELA	aRead	7 pts

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Dibles Fall to Spring Data for K-5

Midyear we should see growth in all areas as outlined in our SMARTIE goal.

Who will monitor the progress of this overarching **goal**? Classroom Teachers and Title/LAP Staff

When/how often will they monitor progress toward this overarching **goal**? Classroom teachers will do progress monitoring on their students throughout the year and share the data at the grade level data meetings every 6 weeks. Title/LAP staff will do the benchmark assessments 3 times per year - fall, winter and spring.

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

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

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Data Measures**	**Timeframe**	**Lead**	**Resources**
What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur? What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting* ***the evidence-based practice (intervention, activity, or strategy)****?* *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*
SMALL group instruction All students will benefit from this activity	**ELA** K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy	Everyday outside of core instruction time	Certs and Intervention Paras	Benchmark and classroom based data ELA Curriculum
PD on Really Great Reading Student Decoding and Syllabication Kits TK-2	**ELA:** K-1: ELA Dibels nonsense word fluency	Once for PD- Implementation to happen during small group instruction	Certs and Intervention paras	Really Great Reading materials

Students in TK-2 will benefit from this activity	and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy			
PD on Building Math Minds All students will benefit from this activity	**Math** K: Number Sequence 1st: Decomposing 2nd-5th: aMath	On going - both in interventions and in core instruction	Certs	Online course called The Flexibility Formula from Building Math Minds

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. OSSI Grant will pay for certificated staff to be enrolled in the online course, The Flexibility Formula from Building Math Minds. $589 x 23 = $13547
2. OSSI Grant will pay for teachers to work on their time in the course, The Flexibility Formula, up to 8 hours each. 23 staff x 8 hrs= 184 total hours 184 hours x $62 per hour = 11,408 Total cost using OSSI Grant= $13,547 + $11,408 = $24,955.00

5b. SY 2024–2025 SMARTIE Goal #2: BELONGING

Fort Stevens will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 85%(2324 fall baseline) to 90% (2425 Spring) by June, 2025.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? The school will use the YCS Student Belonging Survey results to monitor our progress. The school hopes to see an increase in students who report that they feel appreciated.
Who will monitor the progress of this overarching **goal**? The school will monitor it during data meetings after the data cycle is complete
When/how often will they monitor progress toward this overarching **goal**? During each of the benchmark windows after the students have completed the survey.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Data Measures**	**Timeframe**	**Lead**	**Resources**
***What evidence-based practice (intervention, activity, or strategy)** will you implement to support*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice***	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the evidence-based practice***	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example, professional*

achieving this overarching improvement goal? *What student groups will benefit and why?*	***(intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	***(intervention, activity, or strategy)**?* *Who else will be involved?*	*development, extended time, curriculum, materials, etc.)?*
PD around equity Framework & Culture of Belonging All student groups will benefit from this activity	Data from Belonging Survey	Ongoing at staff meetings and/or principal directed PLCs	Principal, district staff and possible outside presenter	Materials already in building
PD around MTSS process, teacher support collaborative, classroom management and tiered SEL interventions All student groups would benefit from this activity	DESSA, SAEBERS, Feedback tracker, observations	Beginning in Winter and ongoing	Partnering with OSL	District resources for PD during the school day

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Click or tap here to enter text.

2. Click or tap here to enter text.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Teacher and para salaries*
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Intervention teacher and para salaries
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	OSSI Grant- professional development
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training*. Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Not Applicable*
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students	Intervention teacher and para salaries Resources and interventions to promote literacy access and student development

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	who have not yet met, or are at risk of not meeting, state/local graduation requirements	Resources and interventions to promote student belonging and positive discipline interactions Professional development to build staff capacity for student belonging, positive discipline, interventions, and foundational literacy skills within an MTSS model
Learning Assistance Program (LAP) High Poverty	Within the building that generated the funds, provide enhanced educational opportunities for students who are not yet, or are at risk, of not meeting academic standards by providing supplemental academic and nonacademic services. These funds are meant to supplement, not supplant, LAP base funds.	Whole child facilitator salary
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	professional development

Consolidated School Improvement Plan 2024-25

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

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

Section 1: Building Data

Building Name: Lackamas Elementary.	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 5018	**Grade Span:** K-5 **School Type:** Public Elementary
Principal: Starla Watson	**Building Enrollment:** 290
School District: Yelm Community Schools	**F/R Percentage:** 47.75%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 15.3%
Plan Date: Oct 2024	**English Learner Percentage:** 2.4%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Foundational

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

Please list by (Name, Title/Role)

Krishanna Armstrong- 5th grade teacher	Erin Price- Kinder Teacher
Bree Hyder - 2nd Grade Teacher	Tara Longfellow- SPED Teacher
Sara Powell- 4th Grade Teacher	Garrett Feldtman- 3rd Grade Teacher
Jessesca Moore- Parent	Janet Enlow- Specialist Teacher

Section 3: Vision and Mission Statement

We are the Lackamas family. Here, we believe all students can achieve rigorous academic standards. We work collectively to offer support and compassion to all. We are committed to maintaining a strong sense of belonging among students, families, and staff by honoring each person's dignity, ensuring that all Lackamas family members feel appreciated, validated, and accepted.

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

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

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

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

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

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

Student Populations

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

    - **According to WSIF, overall, our student groups have made growth in the last year and attendance ratings have increased.**
    - **With our local benchmark and grade level assessments:**
    - **We have a more clear understanding of what ELA interventions connect to skills being taught in the classroom**
    - **We need a more clear understanding of Math interventions and how they connect to specific skills**
        - **With these two pieces of information, it helped us determine that we need more training on designing instruction for all learners.**

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

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

- **The skills taught in our math curriculum do not match skills assessed on our benchmark assessments in grades K-1 until much later in the year.**

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

    - **We have a more clear understanding of what ELA interventions connect to skills being taught in the classroom- This is clear in our classroom based assessments and in discrete sub-skills in ELA**

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

    - **Our ELA curriculum and tools are not building skills that help students be independent readers. Especially our new students who are coming with no decoding skills. One strength we have is a strong knowledge from our district in how to universally design lessons for all learners using data.**
    - **This is the same for math. If students are not coming to us with a knowledge of mathematical strategies, they are struggling with math.**
    - **We also do not have a strong diagnostic assessment for math that drills down to specific skills students are missing to help with instructional design.**
    - **In terms of our behavior, students are missing the skills of showing empathy, and self control. A strength of our staff is really recognizing the behavior is a communication and our students are communicating that they need explicit teaching on empathy and self control.**

Educators

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

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

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
    - **There are 3 main professional learning opportunities that our school staff need.**
        - **Shifting the balance book study work session strategy implementation: We will do this 1X per month following a building PLC discussion. This is a need for staff as there continues to be a need to learn more about best practices that shift from balanced literacy to stronger practices that support the Science of Reading within instruction. During the work session staff will work through a data Universal Design for Learning process to customize research based instructional strategies and interventions for students.**
        - **Really Great Reading Blast tools professional development: This will be a 1 hour PD to train staff in how to plan for and implement the reading tools to support stronger phonological awareness, decoding, and multisyllabic skills. This is a need because we have learned that some students really need multimodal learning strategies. In the root cause analysis process, we determined that our curriculum lacks this opportunity past kindergarten. The Really Great Reading tools provide aligned manipulatives that support multimodal learning for students.**
        -

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
    - **Monthly Data meetings with root cause analysis process**
    - **Monthly Intervention Collaborations where staff collaborate to design intervention activities based on student need**
    - **Conscious Discipline book study and digital learning sessions to build a foundational understanding of what is happening in the brain when dysregulated behaviors take place and how to respond.**

Systems of Support

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

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

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

    - **During the comprehensive needs assessment process we identified:**
        - **a lack of multimodal opportunities continuing after kindergarten for students within their foundational literacy skills**
        - **a lack of cohesive opportunity for students to explicitly learn and apply self regulation skills**
        - **a continued need for students to be familiar with how/when to advocate and utilize their specially design support written into their IEPs.**

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
    - **Strengths**
        - **Students are advocating for breaks and communicating a desire to want to self regulate**
        - **Students who receive special education services have grown in their SEL skills as measured by DESSA**
        - **All staff have a common foundational knowledge of conscious Discipline and are ready to alignment work with common building agreements**
    - **Improvement**
        - **Knowledge of effective practices that shift from Balanced Literacy to Science of Reading Practices**
        - **Multimodal learning**
        - **Data informed practices that are missing within our curriculum**
        - **Common building practices and agreements with implementing SEL practices**

3. How did your school identify these areas of strengths and improvement?
    - **As a staff we conducted the Comprehensive Needs Assessment utilizing our building data and group discussions**

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

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

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
    - **The interactions between our school and community system plays a crucial role in ensuring continuity of supports for our students. One clear example of this is our collaboration with families when a student is struggling in their self regulation skills. We strongly believe that working with families in using common language and supports plays a key role in their success. We meet with families early and align practices through a Teacher Toolbox or Intervention Team meeting where the family and the staff collaborate together for a seamless interaction between school and families. This enhances SEL and academic outcomes while reinforcing a supportive environment where students feel valued and encouraged to succeed.**

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
    - **As mentioned in question 2, an area of strength is a foundational knowledge of Conscious Discipline. Staff are ready for the next step of alignment work. In order to build further student ,family and community engagement, we will work with our foundational knowledge to align all of our SEL resources, materials, and explicit teaching. We will work on bringing in this understanding to the family meetings that we have, as mentioned in question 4. We ill also work on weekly communication about our student skills we are explicitly teaching.**

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

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

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

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

5a.SY 2024–2025 SMARTIE Goal #1:

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

5a.SY 2024–2025 SMARTIE Goal #1: ACADEMICS

By June 2025**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2024 to spring 2025 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2-5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2-4	ELA	ORF	41 pts
2-4	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 4 pts 90%+ accuracy - 0 pts (no regression)
5	ELA	aRead	7 pts

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

We will use the above data sub tests from DIBELS 8th and Fastbridge EarlyMath, aMath, and aRead, Fall to Spring Data for K-5

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

Mid year we should see 50% of targeted fall to spring growth on each of the assessments in the target table.
Who will monitor the progress of this overarching **goal**? Building level CSIP team - created in fall 2024
When/how often will they monitor progress toward this overarching **goal**? Reflections after each benchmark period

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or*	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time?* ***When or how often** (please be as specific as possible) **will***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example, professional development, extended time, curriculum, materials, etc.)?*

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

	behavior change be measured?	***progress be monitored or data reviewed?***		
1. *K-2 and 3-5 Shifting the Balance book study*	K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy For students who qualify for LAP services: progress monitoring according to their data cycles.	Monthly conversations during building PLCs	Certs/Paras	*Shifting the Balance* book
2. Professional Development on using data to inform instruction through the 3 pillars of Universal Design for Learning	K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy For students who qualify for LAP services:	Monthly 1 hour PD after school with district admin leading UDL conversations	Certs	ELA/Math Curriculum

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

	progress monitoring according to their data cycles.			
3. SMALL group instruction	**ELA** K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy **Math** K: Number Sequence 1st: Decomposing 2nd-5th: aMath	Everyday outside of core instruction time	Certs and Paras	Benchmark and classroom based data ELA/Math Curriculum

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

4. 1 Hour PD on Really Great Reading Student Decoding and Syllabication Kits	**ELA** K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy	Once for PD- Implementation to happen during small group instruction	Certs and Paras	Really Great Reading materials

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. OSSI Grant will pay for action 2- monthly PD for Data informed UDL training Intervention Collaboration for 8 X 1/month (Salaries/Benefits for 20 certs and 8 classified= $10,592.00)
2. OSSI grant will pay for action 4- 1 hour pd for classified and cert to be trained on the Really Great Reading Materials (Salaries/Benefits for 20 cert and 8 classified for 1 hour=$1,324)

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

5b. SY 2024–2025 SMARTIE Goal #2: BELONGING ○
What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? Belonging survey What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? Students showing problem solving skills, stronger team meeting participation.
Who will monitor the progress of this overarching **goal**? Building level CSIP team - created in fall 2024
When/how often will they monitor progress toward this overarching **goal**? After each benchmark testing period

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
***What evidence-based practice (intervention, activity, or strategy)** will*	*What short-and long-term **data** will be collected to measure the*	*When will this **evidence-based practice (intervention,***	*Who (what team or individual) will be responsible for*	*What resources will be used to implement this **evidence-based practice***

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

you implement to support achieving this overarching improvement goal? *What student groups will benefit and why?*	*impact of implementing this **evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	***activity, or strategy)** occur? What was/is the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	*implementing, measuring, and adjusting **the evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	***(intervention, activity, or strategy)** (for example, professional development, extended time, curriculum, materials, etc.)?*
1. Professional Development to align Conscious Discipline, PBIS, Second Step Curriculum, and Building expectation resources and practices related to positive behavior interventions and	Belonging data in the area of acceptance	Beginning of the year PD before school starts. Implementation of agreements and strategies developed will take place daily	Certs/Classified	PBIS Matrix School Expectations Common MTSS Tier 1 Behavior Agreements and practices with Conscious Discipline

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social-emotional learning				
2. **Culture of Belonging Leadership Team**	Belonging Data and Empathy Interview follow up	This team will be 3 X per year and inform the building of suggested next steps	The team (Counselor, Cert, Para) will be responsible for analyzing the data and informing the rest of staff of best practice for next steps	Belonging Data

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. OSSI grant will pay action 1 : supplies to support cohesive SEL paractices. $10,471
2. OSSSI grant will pay for the time outside of the school day for the team to meet. $220.00

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Provides students who are not reaching their fullest potential in the areas of Literacy and Math with intervention instruction from a certificated or support para in Literacy and Math so that there is a fair and equitable access opportunity for all students.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	1 hour PD on Really Great Reading manipulative kits 1 hour PD monthly for data informed intervention through UDL process Really Great Reading Manipulative Kits SEL supplies Culture of belonging leadership collaboration time
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*NA*
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement	*NA*

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
	standards that other children are expected to meet.	
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	NA
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Provides students with intervention instruction from a certificated or support para
Local Funds	Local levy revenue may be combined in schoolwide programs.	NA
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	OSSI grant will pay: - Supplies to support cohesive SEL paractices. $10,471 - Time outside of the school day for the team to meet. $220.00 - Monthly PD for Data informed UDL training Intervention Collaboration for 8 X 1/month (Salaries/Benefits for 20 certs and 8 classified= $10,592.00) - A 1 hour pd session for classified and cert to be trained on the Really Great Reading Materials (Salaries/Benefits for 20 cert and 8 classified for 1 hour=$1,324)

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose

Lackamas will establish and maintain a culture of dignity to increase student belonging as measured on the YCS Student Belonging Survey Specific Domain: Appreciated

- for all students from 80% (2324 fall baseline) to 85%(2425 Spring) by June, 2025.

Consolidated School Improvement Plan 2024-25

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

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

Section 1: Building Data

Building Name: McKenna Elementary	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 2260	**Grade Span:** K-5 **School Type:** Public Elementary
Principal: Jodi Jarmin	**Building Enrollment:** 406
School District: Yelm Community Schools	**F/R Percentage:** 40.5%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 16.7%
Plan Date: Dec 16, 2024	**English Learner Percentage:** 6.9%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Foundational

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

Jodi Jarmin-Principal	Liann Arnold-Interventionist
Mylisha Lanegan-Learning Resource Center	Jan Oberhansley-Interventionist
Kayla Willis-Parent	Myrna Porter-Counselor
Suzanne Erb-Paraeducator	Kailee Houlihan-4th/5th grade teacher
Laura Brewer-5th grade teacher	Stacie Kinsey-1st grade teacher

Section 3: Vision and Mission Statement

At McKenna Elementary we believe dignity is the value of innate self-worth where everyone is entitled to feeling seen and heard and having a sense of belonging.

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

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

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

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

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

Student Populations

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

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

- **The incoming fourth graders are showing growth in their math and reading skills but are still at a deficit according to District data information.**
- **Our fourth grade students are still showing the greatest need of support in regards to DESSA data.**
- **Our ML students show a slight increase in growth within math on state testing but falls just below the district.**
- **Our students with disabilities showed growth in our reading and math in state testing compared to the district but our overall trend took a drop from the previous year.**

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

    - **Began with a slow start each morning for students and teachers. Provided time for quality morning meetings and Check in/Check outs with students with support from our Specialists.**
    - **Continued to enhance our Leadership/Activities amongst teachers and students.**
    - **Continued SEL small groups with school counselor**
    - **Continued focus on instruction based on needs of students within ELA and Math (K-5)-Teach with a purpose.**
    - **Grade level standards/Core Instruction in constant alignment with instruction.**
    - **Begin burst groups for ELA and Math sooner with grades 1-5 based on spring data.**
    - **Students on average in grades 3-5 had a 46% growth in a year's time. Their average composite score went up 14 points.**

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

    The team reviewed benchmark data and curriculum based data in the spring. In addition, the team discussed the instructional practices that were common and shared as a whole staff. The team determined that focusing on lesson customization in order to be more intentional and increase the rigor for all students within ELA and Math. Small burst groups have proven to be effective for our students based on the root cause of the learning gap and build support with said gap to support the content for goal 1.

    To determine the focus of Goal 2, the team reviewed our SEL data along with attendance and academic data. We as a team are determined to focus on providing continued group support into our day with students to focus on SEL needs as well as provide areas of need for all our students and their interests to make our school culture for the whole child. This is currently done with small SEL groups provided by the counselor and opportunities for students to be a part of within the school setting to allow them to belong.

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

Educators

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

    - **Conscious Discipline work throughout the year with all staff-SEL**
    - **Instructional rounds that support teachers who are new to the profession and need support in areas such as management and differentiation.**
    - **Behavioral support for our students who have an IEP in social/emotional.**

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
    - **Currently working with Conscious Discipline during our building PLC time so that teachers have that support in working with our difficult behaviors.**
    - **Seeing the teachers implement the supports that have been presented in the lessons within Conscious Discipline within the classrooms.**

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

    Areas to be strengthened include:
    - **Trauma informed PD**
    - **Walkthroughs with feedback targeting effective supports for students-BCBA/BSA supports**
    - **Additional Tier 2 and 3 supports are communicated and practiced-Targeted interventions base around academics and SEL**

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
    - **Students are advocating for breaks and communicating a desire or want to self regulate**
    - **All staff have a common foundational knowledge of conscious Discipline**

3. How did your school identify these areas of strengths and improvement?
    The team identified these areas through the needs assessment process.

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

4. How well do school and community systems interact to assure continuity of support for students? Provide at least one example.

- **An influx of parent volunteers have been in the building this year supporting our students where needed. We have Library checkout by parent volunteers.**
- **We have extra eyes at lunchtime to support our students while eating.**
- **We have a Booster Club that is active and taking on so many opportunities for students such as our Book Fair, Trunk or Treat, Kids Night Out, Popcorn sales and more.**

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

    - **We have strong support from parent community**
    - **Students benefit from access to mental health services at the school**

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

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

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

5a.SY 2024–2025 SMARTIE Goal #1: ACADEMICS

By June 2025**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2024 to spring 2025 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2-5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2-4	ELA	ORF	41 pts
2-4	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 4 pts 90%+ accuracy - 0 pts (no regression)
5	ELA	aRead	7 pts

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

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

The team will monitor the goal as well as the classroom teachers. This goal will be discussed during our PLC time as well as our Data Meetings.

When/how often will they monitor progress toward this overarching **goal**? PLC meetings will happen weekly with the staff and the Data meetings will occur every two weeks for K-2 and 3-5 with the principal guiding the meeting.

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

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

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur? What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting* ***the evidence-based practice (intervention, activity, or strategy)****?* *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*
Small group instruction-Burst Groups based on targeted analysis of the learning gap of students within reading. All students will benefit from this activity based on their need within their reading.	K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy and aRead data. PM weekly with our intervention groups as well as PM every two weeks of students to maintain growth of fluency. Core Phonics screener	Everyday outside of core instruction time-During Intervention(WIN) time-Fall 2024-Spring 2025	Certs and Intervention Paras and parent volunteers to review	Benchmark and classroom based data ELA Curriculum 95 Percent Intervention materials/assessments

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

5b. SY 2024–2025 SMARTIE Goal #2: BELONGING

McKenna will establish and maintain a culture of dignity to increase student belonging. The average student score indicating APPRECIATED will rise from a baseline of 3.53 (measured in spring of 2024) to 3.75 or better in spring '25 as measured by the Student Belonging Survey.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?
Who will monitor the progress of this overarching **goal**? **Staff, Counselor, and Admin**
When/how often will they monitor progress toward this overarching **goal**?

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

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

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Data Measures**	**Timeframe**	**Lead**	**Resources**
What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur? What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting* ***the evidence-based practice (intervention, activity, or strategy)****?* *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*
Leadership Opportunities for all students- K-2 Lunchroom helpers **3-5 Lunchroom helpers and 4th and 5th grade leadership program after school-PAW store, Spirit Assemblies, Yearbook, Book Club, SEL supports.**	Fall Belonging Survey and Spring Survey	Sept, 2024-June 2025	Classroom Teachers, Parent Volunteers, Admin, , Classified staff	Booster Club financial support for the PAW Store for students.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Booster Club funds, Medicaid Match, ASB
2. Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Small burst groups in class/ 1:1 support with individual students*
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Small group instruction-6-8 week cycles, Micro-dosing students on targeted skills, PM weekly on targeted students
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training*. Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.

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

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

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

Consolidated School Improvement Plan 2024-25

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

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

Section 1: Building Data

Building Name: Mill Pond Elementary	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 4451	**Grade Span:** TK-5 **School Type:** Public Elementary
Principal: Rebecca Fowler	**Building Enrollment:** 371
School District: Yelm Community Schools	**F/R Percentage:** 58.35%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 21.3%
Plan Date: September 30, 2024	**English Learner Percentage:** 2.2%.

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Foundational

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

Please list by (Name, Title/Role)

Rebecca Fowler - Principal TK and K level team (T. Knothe, M. Wolfe, J. Sampson) 1st Grade level team (M. Dust, K. Jimenez, M. Vinson) 2nd Grade level team (C. Jones, D. Nelson, S. Nelson) 3rd Grade level team (T. Bonham, A. Sumey)	4th Grade level team (M. Darnell, S. Wilkens) 5th Grade level team (C. James, R. Sargent) Counselors (S. Gubser, M. Porter) Intervention Team - Ashley Eickmeyer, Danielle Wood Specialist - Esther Campbell, Margaret Moon

Section 3: Vision and Mission Statement

Mill Pond Elementary is a safe, student-centered, and collaborative learning environment dedicated to helping students achieve grade-level expectations and their full learning potential.

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

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

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

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

Student Populations

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

In this section, look at your WSIF data and note the student groups who comparatively are under-performing or performing well, not any changes from the previous year that seem significant.

According to WSIF, overall, all of our student groups made growth. Our students with disabilities group made growth in all academic areas last year with a positive trend upward over the last 3 years. Attendance ratings have dropped overall as a school population with the impact on Students with Disabilities group of -1 decile point. Factors include (but are not limited to) surgeries, first full year of public school as a 3rd grade student, health conditions putting students at risk of cold/flu, McKinney Vento families and cancelled transportation routes.

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

    - 20/20 certificated staff participated in conscious discipline training last school year with one new certificated staff member in the building for the 24-25SY. Training modules were purchased and are available to classified staff for professional development and clock hours. Additional training was provided to all staff in August Days from two certificated staff members who were able to attend a week of intensive extended training in person.
    - Veteran staff averaging 10+ years of teaching experience with the majority of certificated staff holding a Master's degree, some holding additional credentials.
    - Data focused groups with collaborative conversations and multiple review points.

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

    - Enrollment in primary (specifically second grade)impacts small group instruction and the ability to close achievement gap in foundational skills
    - Increased number of students struggling with self-regulation skills supported by behavior and point sheets
    - gaps in systems for MTSS and iteam to monitor and collect data in an efficient process
    - 22/26 students on 504 plans have accommodations to support students for regulation or sensory needs; 32 students on IEPs with adaptive or SEL goals to support regulation or sensory needs

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
    - Data meetings by grade level
    - Strong knowledge and mentorship in building of IEP implementation and best practice
    - Review of belonging data
    - SEL supports in classrooms, structured break supports with counselors, front office and admin

- SEL space in the building for structured breaks, cooperative and or sensory experiences, small group interaction and instruction and data collection

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
    - Conscious Discipline book study and digital learning sessions; staff led professional development after attending week-long workshop with building focus on creating safe places for students and supporting restorative conversations between students
    - "Wolfie Den" safe space to help students regulate staffed to engage and support students learning coping strategies and skills

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
    - Limited hands on opportunities for students to engage in learning after kindergarten; fewer exploratory experiences with majority teacher led via worksheet or computer
    - Staff availability and systems to support and teach students experiencing conflict in the moment vs responding after a problem has occurred
    - Clear understanding of guest staff to support breaks and accommodations for ALL students
2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

Strengths

- *Internal professional development on Conscious Discipline completed by the majority of certificated staff (23-24 SY) with continued pd for all staff in August 24.*
- *Safe places and procedures in ALL classrooms*
- *Creation of SEL space for ALL students funded by OSSI grant to support tier 1 and tier 2 SEL supports in addition to classroom supports and staffed by adult to facilitate activities and collect data*
- *Counseling space that can support small group instruction or restorative conversations*
- *Wellness Wednesday allows for whole grade level SEL lessons and counselor interventions and instruction*
- *Additional spaces, systems and supports for students on IEPs to support breaks and or provide safe spaces for de-escalation and recovery. Students are advocating and utilizing spaces prior to escalation reducing overall escalations in students served in this area.*

Improvement

- *Resources and activities that align with curriculum to increase student independence in learning through hands on experiences*
- *Training and expectations for guest teachers to support and align with building expectations in how to support students*
- *Extension activities for students needing extended learning opportunities or exposure to both reinforce learning and enhance learning*

3. How did your school identify these areas of strengths and improvement?
    - We meet in grade level team cycles every week to review data, discuss root causes, and assess needs.These cycles are on a rotation basis so each grade level meets every 6 weeks for a total of 3 complete cycles in the 24-25SY. Electronic monitoring and data collection is set-up for review between cycles.

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
    - The Booster Club at Mill Pond has worked closely with the building to identify and support needs for the 24-25SY. In addition to facilitating a school supply drop-off in August before school (due to cancellation of Open House), the Booster has scheduled monthly events, holds monthly meetings in person, monthly zoom meetings to review in person agenda for those who could not attend, and is working with our Music teacher to create opportunities for collaboration for student performances combined with community activities. Events have been well attended this year with over 80 students attending the kickoff welcome event in September.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?
    - Building on our sense of belonging for students, staff, families and community fosters a safe space for learning. Mill Pond continues to work on strengthening these supports through partnerships with parent volunteers, community events with the Booster Club, working with partnerships at the local and state level (engaging with new community partner Hudon at Mill Pond and continuing partnerships with

    Areas of Strength:
    - Strong sense of belonging over 90% as reported by students and families
    - Strong Booster Club presence and partnership to expand building activities into community events
    - Return of Watch Dogs program
    - Outside mental health counseling supports
    - TK program that supports students in Mill Pond catchment and others in district
    - Preschool programs (2) that support district students in early learning on IEPs and peer mentor students ages 3-5
    - Increasing support from parent community
    - Student mentors and volunteers from Ridgeline Middle school
    - Consistent communication through newsletter, updates on website and readerboard and autodial communication

    Areas to strengthen:
    - Finding ways to create opportunities at the building level that compensate for lost funding (i.e. school supply drop-off to support loss of Open House, Winter singa along to support loss of CHirstmas in the Park)
    - Work with building teams and families to identify students who would benefit from additional counseling supports
    - Continue Conscious Discipline work with staff and review progress on building targets of teaching safe places and restorative practices with students
    - Hire staff to implement All SCHOOL SEL space (Wolfie Den)

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

5a.SY 2024–2025 SMARTIE Goal #1: ACADEMICS

By June 2025**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2024 to spring 2025 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2-5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2-4	ELA	ORF	41 pts
2-4	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 4 pts 90%+ accuracy - 0 pts (no regression)
5	ELA	aRead	7 pts

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

- Fall Winter and Spring Benchmark Data for K-5 (Including early math, aMath, DIBELS, and aRead), to monitor progress toward Goal 1
- Progress monitoring in Special Education, Lap and Title bi-weekly to monitor growth in high risk students to monitor progress toward Goal 1
- Weekly meetings to review grade level progress and identify students for interventions related to Goal 2

Midyear we should see 2+ growth points in Math, 10-12 points in K ELA Letter Sounds, 4-5points in K/1 ELA Nonsense Word Fluency, 20 points in 2-4 ELA ORF, 3-4 points in 2-4 ELA ORF Accuracy and 3 points in 5 ELA aRead as as outlined in our SMARTIE goal.

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

- Grade level teams will discuss data in weekly PLCs

• Grade level teams will analyze data in regularly scheduled team meetings • Grade level teams will monitor progress data for identified students
When/how often will they monitor progress toward this overarching **goal**? • Grade level teams will discuss data in weekly PLCs • Grade level data teams will analyze data in 6 week cycles for identified students at risk in all areas • Building data will be reviewed quarterly with staff

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Data Measures**	**Timeframe**	**Lead**	**Resources**
***What evidence-based practice (intervention, activity, or strategy)** will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example, professional development, extended time, curriculum, materials, etc.)?*
ELA	**ELA**	Quarterly assessments	Admin	**ELA**

Title and Lap Support for identified students, weekly data review meetings by grade level in PLC groups, building data review meetings in 6 week cycles, weekly progress monitoring SPED	K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy		Grade Level Teams Title Lap Teams	Benchmark and classroom based data ELA Curriculum
Title and Lap Support for identified students, weekly data review meetings by grade level in PLC groups, building data review meetings in 6 week cycles, weekly progress monitoring SPED	**Math** K: Number Sequence 1st: Decomposing 2nd-5th: aMath	Quarterly assessments	Admin Grade Level Teams Title Lap Teams	Benchmark and classroom based data Math Curriculum
Providing staffed SEL support room for all students needing tier 1 and tier 2 level interventions.	Sign in-out logs Duration of time spent Frequency of time spent Activities/objects accessed	Monthly data review	Admin Grade Level Teams MTSS team Student Support Team Title/Lap Team	Conscious Discipline Kaagan Love and Logic

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. OSSI- Grant funds used to staff SEL space available to ALL students for tier 1 and tier 2 SEL supports. the space has tools and activities available to support a variety of student needs. Staffing will also include data collection process of frequency and supports needed for each student. Cooperative activities and materials to support 1:1 or small group instructing using Kaagan strategies and Conscious Discipline framework provided in addition to professional development to support staff.
2. Title IIa- $9840 ($5520 Job-Embedded Instruction Professional Development, $4320 CSIP planning and support)

5b. SY 2024–2025 SMARTIE Goal #2: BELONGING

Mill Pond will establish and maintain a culture of dignity to increase student belonging

- as measured on the YCS Student Belonging Survey Composite Score
  - for all students from 90% (fall baseline) to 95%,
  - for students with disabilities from 90% (fall baseline) to 95%, and for
  - multilingual learners from 80% (fall baseline) to 85%

by June, 2025.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

- Referral Data to monitor progress toward Goal 2
- Belonging Survey Benchmark Data (Fall and Spring)
- SAEBRS SEL Data
- mid-year growth expected to increase overall from baseline by a minimum of 2%

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

- Grade level teams will discuss data in weekly PLCs
- Grade level teams will analyze data in regularly scheduled team meetings

• Grade level teams will monitor progress data for identified students
When/how often will they monitor progress toward this overarching **goal**? • Grade level teams will discuss data in weekly PLCs • Grade level data teams will analyze data in 6 week cycles for identified students at risk in all areas • Building data will be reviewed quarterly with staff

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
***What evidence-based practice (intervention, activity, or strategy)** will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example, professional development, extended time, curriculum, materials, etc.)?*
Professional Development to align Conscious Discipline, and Building expectation resources	Belonging data	Beginning of the year PD before school starts. Implementation of agreements and	Certs/Classified	PBIS Matrix School Expectations Common MTSS Tier 1 Behavior Agreements and

and practices related to positive behavior interventions and social-emotional learning		strategies developed will take place		practices with Conscious Discipline
SEL space for ALL students (Wolfie Den)	Frequency data and identified preferred strategies	Monthly and again in 6 week cycles with grade level cycles	Grade level teams, counselor, intervention and admin	pd for assigned staff, curriculum and lessons for students
Providing staffed SEL support room for all students needing tier 1 and tier 2 level interventions.	Sign in-out logs Duration of time spent Frequency of time spent Activities/objects accessed	Monthly data review	Admin Grade Level Teams MTSS team Student Support Team Title/Lap Team	Conscious Discipline Kaagan Love and Logic

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. OSSI- Grant funds used to staff SEL space available to ALL students for tier 1 and tier 2 SEL supports. the space has tools and activities available to support a variety of student needs. Staffing will also include data collection process of frequency and supports needed for each student. Cooperative activities and materials to support 1:1 or small group instructing using Kaagan strategies and Conscious Discipline framework provided in addition to professional development to support staff.
2. Title IIa- $9840 ($5520 Job-Embedded Instruction Professional Development, $4320 CSIP planning and support)

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	Basic education funds essential staffing and small amount of critically important curriculum resources
Title I, Part A	To provide all children a significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Title funds 1.8 teaching positions and 2.0 classified positions
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	OSSI- Grant funds used to staff SEL space available to ALL students for tier 1 and tier 2 SEL supports. the space has tools and activities available to support a variety of student needs. Staffing will also include data collection process of frequency and supports needed for each student. Cooperative activities and materials to support 1:1 or small group instructing using Kaagan strategies and Conscious Discipline framework provided in addition to professional development to support staff.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Ongoing CSIP development, MTSS support and professional development resources, job-embedded professional development including learning walks*
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Students identified as ML learners receive intervention weekly to close gaps and gain skills in the area of early literacy. Students engage with curriculum specific to ML instruction in addition to general education curriculum.*
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	NA

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Mill Pond receives funding for LAP and Title programs serving XX students in the 24-25 school year with 1.8 certificated staff and 2.0 classified staff serving students. The district adopted Rewards as an intervention curriculum for the 24-25 school year to support instruction for students demonstrating at risk skills as measured by district Dibels, and Fast test scores.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Due to double levy failure additional levy funds are currently not available.
Other Funding Sources, including School Improvement Grant Funding	N/A	N/A

Consolidated School Improvement Plan 2024-25

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

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

Section 1: Building Data

Building Name: Prairie Elementary	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 4224	**Grade Span:** PreK-5 **School Type:** Public Elementary
Principal: Holly Ackerman	**Building Enrollment:** 440
School District: Yelm Community Schools	**F/R Percentage:** 62.1%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 23.4%
Plan Date: October 2024	**English Learner Percentage:** 5.9%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Tier 3 Compound

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

Please list by (Name, Title/Role)

Felecia Stenbakken- parent & Sped Chrissy Marshall- Ttile/Lap Vivian Fulkerson- paraeducator Natasha Dunnam- 4th grade Shannon Oakes-5th grade	Trecy Beauchamp- Sped Jacob Venema- 2nd grade Maggie Friesz- Kinder Kayla Stephens- 1st grade

Section 3: Vision and Mission Statement

Yelm Prairie Elementary School, in partnership with staff, families, community members, and resources, is committed to creating learning opportunities for students to achieve their full potential; to develop through creativity and inquiry; and to prepare each child for success through his/her educational and personal life.

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

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

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

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

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

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

Student Populations

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

- **According to WSIF 2023 run, we maintained growth with all students and attendance ratings have increased.**
- **With our local benchmark and grade level assessments:**
  - **We have a more clear understanding of what ELA interventions connect to skills being taught in the classroom**
  - **We need a more clear understanding of Math interventions and how they connect to specific skills**
  - **With this information, we determined we need to continue a strong focus on Tier 1 instruction and be strategic with our intervention support to meet the needs of all learners.**
  - **Continue to focus on our PLC structures**

2. What are areas of strength your team identified? What data supported them and how can they be leveraged for areas of improvement?
   - **District data shows a slow but steady increase in ELA and Math student scores. Staff are ready to increase their understanding of math this year through math specific professional development.**

3. What are possible root causes your team has identified for areas of improvement? Consider areas of strength and what it will take to build strength in other areas.
   - **Our ELA curriculum and tools are not building skills that help students be independent readers. Especially our new students who are coming with no decoding skills. One strength we have is a strong knowledge from our district in how to use student data to intervene with each student for their individual success.**
   - **This is the same for math. If students are not coming to us with a knowledge of mathematical strategies, they are struggling with math.**
   - **We also do not have a strong diagnostic assessment for math that drills down to specific skills students are missing to help with instructional design.**
   - **In terms of our behavior, students are missing the skills of self regulation and feeling identification. An area of growth for our staff is really recognizing that behavior is a form of communication and our students are communicating that they need explicit teaching on self control and identification of how they feel.**
   - **Kagan is used in some classrooms for cooperative grouping**

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

Educators

1. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
    - **Staff will be building their knowledge on the fundamental mathematical progression by taking an online course called The Flexibility Formula from Building Math Minds.This will provide knowledge and also a variety of activities to support our students in building fluency and mental math.**
    - **Staff will also be participating in Conscious Discipline that is a 10 session online training to support SEL.**
    - **Improve our practice surrounding PLCs and data informed instruction**
    - **Staff need more strategies for student de-escalation and in trauma informed practice**

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
    - **Monthly Data meetings with root cause analysis process**
    - **Conscious Discipline book study and digital learning sessions to build a foundational understanding of what is happening in the brain when dysregulated behaviors take place and how to respond.**
    - **Tier 2 & 3 supports**
    - **Classroom Morning Meetings**

    Metrics for identifying successful PD include
    - **Classroom observations**
    - **Teacher reports**
    - **PD series attendance**
    - **PD Survey Data**

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

    The Building Implementation Team is representative of the staff and meets regularly to review student data and recommend universal supports, An effective pre-referral process is in place to ensure Tier 1 supports and preventative measures are in place prior to ITeam

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

referrals, The MLT assessment tool is used to monitor the effectiveness of the overall MTSS system, Teachers understand the school's MTSS system and know how to access supports.
The MTSS Building Implementation Team is representative of the staff and meets regularly to review student data and recommend universal supports, The ITeam process effectively identifies targeted and intensive supports for students
Areas to be strengthened include:

- **Trauma informed PD**
- **Walkthroughs with feedback targeting effective supports for students**
- **Additional Tier 2 and 3 supports are communicated and practiced**
- **Collaboration between classroom teachers and support staff to meet student needs**
- **Building Math Minds**

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
Strengths
   a. **Students are advocating for breaks and communicating a desire to want to self regulate in calm down areas/safe spaces**
   b. **Students who receive special education services have grown in their SEL skills**
   c. **All staff are growing their foundational knowledge of Conscious Discipline**

Improvement

- **Knowledge of effective practices within mathematics**

   d. **Multimodal learning**
   e. **Data informed practices that are missing within our curriculum**
   f. **Implementing SEL practices**

3. How did your school identify these areas of strengths and improvement?
The team identified these areas through the needs assessment process.

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

- **PTO is present as they provide additional opportunities for students to connect with one another and staff to support belonging outside of the school day with events like Halloween Carnival, Boohoo Breakfast, Spirit Weeks and helping in many other events that happen at our school throughout the year.**
- **Parents attend school events including PTO sponsored events, math and literacy nights, and school assemblies that recognize students for positives both academically and behaviorally.**
- **We meet with families early and align practices through a Teacher Support Collaborative or Intervention Team meeting where the family and the staff collaborate together for a seamless interaction between school and families. This enhances SEL and academic outcomes while reinforcing a supportive environment where students feel valued and encouraged to succeed.**

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

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

Areas of Strength:

- **Currently we have strong support from parent community**
- **Students benefit from access to mental health services at the school**
- **Volunteer opportunity throughout the year**

Areas to strengthen:

- **Increase number of days Mental Health Services are available to students at school**
- **Watchdogs program needs to built back up**
- **Foundational knowledge of Conscious Discipline**
- **Foundational knowledge of mathematical effective practices**

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

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

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

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

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

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

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

- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

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

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

5a.SY 2024–2025 SMARTIE Goal #1: ACADEMICS

By June 2025**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2024 to spring 2025 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2-5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2-4	ELA	ORF	41 pts
2-4	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 4 pts 90%+ accuracy - 0 pts (no regression)
5	ELA	aRead	7 pts

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Dibles Fall to Spring Data for K-5

Midyear we should see growth in all areas as outlined in our SMARTIE goal.

Who will monitor the progress of this overarching **goal**? Classroom Teachers and Title/LAP Staff

When/how often will they monitor progress toward this overarching **goal**? Classroom teachers will do progress monitoring on their students throughout the year and share the data at the grade level data meetings every 6 weeks. Title/LAP staff will do the benchmark assessments 3 times per year - fall, winter and spring.

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

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

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Data Measures**	**Timeframe**	**Lead**	**Resources**
What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur? What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting* ***the evidence-based practice (intervention, activity, or strategy)****?* *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*
SMALL group instruction	**ELA** K-1: ELA Dibels nonsense word fluency and letter sounds read correctly skill areas 2-5 Reading Fluency accuracy	Everyday outside of core instruction time	Certs and Paras	Benchmark and classroom based data ELA Curriculum
PD on Building Math Minds	**Math** K: Number Sequence 1st: Decomposing	On going - both in interventions and in core instruction	teachers	online course called The Flexibility Formula from Building Math Minds

	2nd-5th: aMath			
PD on PLC+ All students will benefit from this activity.	Observational during PLC meetings with Teachers	On going at staff meetings or Principal directed PLCs- Quarterly	Principal, Building Staff, district staff, outside presenter as needed	District PD resources
On going data review with staff Math/ELA All students will benefit from this activity.	Benchmark data, IABs	Throughout the year: Aug, Oct, Feb, Apr/May	Principal & Title/LAP	District Assessment System

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. OSSI Grant will pay for Building Math Minds PD called The Flexibility Formula. Certs will be paid for 8 hours of time to take the online sessions.
2. Click or tap here to enter text.

5b. SY 2024–2025 SMARTIE Goal #2: BELONGING

Prairie will establish and maintain a culture of dignity to increase student belonging

- as measured on the YCS Student Belonging Survey Specific Domain: Appreciated
  - for all students from 90%(fall baseline) to 95%

by June, 2025.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**? The school will use the YCS Student Belonging Survey results to monitor our progress. The school hopes to see an increase in students who report that they feel appreciated.
Who will monitor the progress of this overarching **goal**? The school will monitor it during data meetings after the data cycle is complete
When/how often will they monitor progress toward this overarching **goal**? During each of the benchmark windows after the students have completed the survey.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
***What evidence-based practice (intervention, activity, or strategy)** will you implement to support*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based***	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the***	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example,*

achieving this overarching improvement goal? *What student groups will benefit and why?*	***practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	***evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	*professional development, extended time, curriculum, materials, etc.)?*
Review Data from Belonging Survey All students will benefit from this activity.	Belonging Data	November	Principal, Counselor & MTSS	District Assessment System
PD around Trauma Informed practice and conscious discipline All students will benefit from this activity.	Feedback tracker, observations	In process	Outside Presenter- online	District PD resources

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. OSSI Grant will pay for certs and classified to view 6 Conscious Discipline online modules.
2. Click or tap here to enter text.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*teacher and para salaries*
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Provides students who are not reaching their fullest potential in the areas of Literacy and Math with intervention instruction from a certificated or support para in Literacy and Math so that there is a fair and equitable access opportunity for all students.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	OSSI Grant: 8 hour PD The Flexibility Formula that must be completed within 3 months. 1 hour PD monthly for Conscious Discipline
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	Provides students with intervention instruction from a certificated or support para Resources and interventions to promote literacy access and student development

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
		Resources and interventions to promote student belonging and positive discipline interactions Professional development to build staff capacity for student belonging, positive discipline, interventions, and foundational literacy skills within an MTSS model
Local Funds	Local levy revenue may be combined in schoolwide programs.	
Other Funding Sources, including School Improvement Grant Funding	Click or tap here to enter text.	OSSI Grant will pay for: Building Math Minds course called The Flexibility Formula 8 hours of PD with BMM course called The Flexibility Formula 6 PD hours for certs and classified for Conscious Discipline

OSPI School Improvement Plan 2024–2025

Step-by-Step School Improvement Planning and Implementation Guide

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, please use the Consolidated School Improvement Template to satisfy the appropriate Components.

Building data

Please provide your school district and building name below.

School District: Yelm Community Schools
Building Name: Ridgeline Middle School
School Code: 5052
Date: 2024-2025 School Year
Does your school share a building with another school? Yes ☐ No X **If yes, which one?** (Please note each school with a school code must submit a separate School Improvement Plan)Click or tap here to enter text.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Craig Curry, Principal Anthony Quichocho, Assistant Principal Daryn Walter, AVID Site Coordinator & 8th Gr. AVID Elective Teacher	Christian Kerrigan, 7th Grade AVID Elective Teacher Donna McCarty, 6th Grade AVID Elective Teacher Jeremiah McMahan, Science Teacher & AVID Team Member William Warren, Social Studies Teacher & AVID Team Member Stacey Jansen, Counselor & AVID Team Member Becca Cole, Booster Club President & Parent Representative

WSIF Cycle Identification and Report Card Data

Please use the 2023 WSIF Cycle 3 data from the Washington State Report Card to complete the table below. School Improvement Plans for schools identified for tiered support under WSIF are required to align their goals with their WSIF Cycle Identification. The data included in the table below will help align the focus on the Comprehensive Needs Assessment, SMARTIE Goals, and evidence-based practices used in this plan.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle Identification** Foundational
WSIF Data Measures	**2023 WSIF Identification Score** (indicate Not Applicable with N/A)
Comprehensive (All Student Group)	**6.83**
Comprehensive Graduation Rate	**N/A**
Student Group	

American Indian/Alaska Native	**N/A**
Asian	**N/A**
Black/African American	**N/A**
Hawaiian/Other Pacific Islander	**N/A**
Hispanic/Latino	4.28
Two or more races	7.18
White	6.88
English Learner	2.3
Low Income	5.25
Special Education	2.7

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is required of all schools identified for improvement under the Washington School Improvement Framework. In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?
Our strengths are in our efforts to build instructional consistency across our building and to build belonging through student voice and choice. Our improved WSIF score, improved Belonging survey data, and improved qualitative data on classroom WICOR implementation.
Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
We are working to address inequitable outcomes for students on IEPs and ML students: though we are also seeing growth with these demographic groups, their outcomes are far lower than any other group.
What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?
While we have made progress with each group, they are still underperforming other demographic groups. We have a need to build the capacity of our staff to better serve students receiving IEP and ML services.
Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.
Building consistency in our instruction (AVID WICOR practices) and improving our implementation of those strategies, along with improving consistency and capacity with our embedded support strategies (UDL).

2024-25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence-based practices (interventions, activities, or strategies) for SY 2024-25. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Please refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based practices (interventions, activities, or strategies) being used to achieve the SMARTIE Goal?

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

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

- How will we know if progress toward the goal is being made?
- When and how often will data be checked for progress?

Questions to ask and answer when addressing inclusion and equity:

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

SY 2024–2025 SMARTIE Goal #1: Academics

90% of all students, including those that qualify for multilingual or special education services, will make the minimum targeted scale score growth from fall 2024 to spring 2025 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Target Score Growth Fall to Spring
6-10	Math	aMath	2 Pts
6-10	ELA	aRead	4 pts

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Student learning artifact data for WICOR strategies, IAB data, and progress monitoring data for teacher teams. We expect to see WICOR strategies being implemented in all classrooms, along with IAB data and progress monitoring data reflecting the percentage of students scoring proficient that will align with our goal.

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

The AVID Site Team will monitor goal #1.

When/how often will they monitor progress toward this overarching **goal**?

Monthly

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
***What evidence-based practice (intervention, activity, or strategy)** will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example, professional development, extended time, curriculum, materials, etc.)?*

Professional Learning on WICOR	Surveys, Artifacts, Observations, and Walk-Throughs	Through April	Craig and the AVID Site Team	Professional Learning Materials, Classroom Materials (Tutorial Boards, et al)
Professional Learning on Embedded Support Strategies and UDL	Surveys, Artifacts, Observations, and Walk-Throughs	Through April	Craig, Anthony, and Support Teachers	Professional Learning Materials
PLC WICOR Goals	Progress Monitoring, AVID Site Team member check-in with PLCs	Through April/May, depending on goal	Craig, Anthony, and AVID Site Team	Paperwork/Negligible
Peer Observation Walk-Throughs	Surveys and Walk-Through Learning Feedback	Late January	Lori Gray and Craig	Funding for Subs by applying for PD funds through OSL

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. All materials from building budget
2. PD and peer walk-throughs from the building PD budget that we have to apply for through OSL

SY 2024-2025 SMARTIE Goal #2: BELONGING

Ridgeline MS will establish and maintain a culture of dignity to increase student belonging

- as measured on the YCS Student Belonging Survey Specific Domain: Feeling Validated
  - for all students from 85%(fall baseline) to 90%,
  - for students with disabilities from 78%(fall baseline) to 85%, and
  - for Feeling Accepted for multilingual learners from 76%(fall baseline) to 85%

by June, 2025

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Student voice surveys, Belonging survey, and Empathy Inteview feedback. We expect to see Empathy Interviews with students receiving IEP and ML services to reveal indicators of validation, appreciation, and acceptance.

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

MTSS Team, Anthony, and Craig

When/how often will they monitor progress toward this overarching **goal**?

Monthly when possible, but at least quarterly

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur? What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting* ***the evidence-based practice (intervention, activity, or strategy)****?* *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*
Anonymous Student Surveys Administered by Each Teacher in the Fall and Spring	Student Survey Data in Fall and Spring	Late October and Mid-March before conferences	Craig, Anthony, and MTSS Team	Surveys Exemplars and Templates Provided to Teachers
Each Teacher Conducts Empathy Interviews with Selected Students Receiving IEP and ML Services	Coded Results of Empathy Interviews	Late January	Craig, Anthony, and MTSS Team	Professional Learning Materials
Monthly Student Voice Forums	Coded Results of Forum Feedback	Monthly from September to May	Craig, Anthony, and MTSS Team	Materials/Negligible
3 SEL Signature Practices (CASEL) in All Classrooms	Surveys, Observations, and Walk-Throughs	September to May	Craig	3 SEL Signature Practices (CASEL) Document

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Building budget for materials
2. N/A

Consolidated School Improvement Plan 2024-25

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

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

Section 1: Building Data

Building Name: Southworth Elementary	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 3848	**Grade Span:** K-5 **School Type:** Public Elementary
Principal: Charles Cook	**Building Enrollment:** Free reduce enrollment count for May: 686
School District: Yelm Community Schools	**F/R Percentage:** 43.29%
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** 19.3%.
Plan Date: Oct 2024	**English Learner Percentage:** 3.7%

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:

Foundational

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

Please list by (Name, Title/Role)

Charles Cook, Principal	Jordan Harrison, Counselor/Parent/SPED Parent
Teresa Schultz, Assistant Principal	Kaylyne Stockton, Teacher/Parent/SPED Parent/Native Community Member
Liz Laughlin McCloskey, Teacher/Parent	Alison Mayer, Teacher
Debi Patin, Teacher	Carla San Martin, Teacher

Section 3: Vision and Mission Statement

Children succeed when they are surrounded by adults who believe them can succeed. All Children are capable of success, NO EXPECTATIONS!

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

Student Populations

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

   Growth seen in the area of SPED. SPED growth to close the gap with all students is still needed although the gap has narrowed. EL no longer exists on the WISF trend table.

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

   Breakdown showed that growth for SPED students in math was outperforming students without disabilities. Low-Income students showed greater growth than non-low income students. Military parent students had greater growth than non military parent students in ELA but was slightly lower than non military parent students in math.

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

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

   Students with disabilities ELA growth is an area of need to continue to close the gap. Behaviors this year in the Learning Resource Center caused multiple issues with running small reading groups. This is a primary focus to support. Location to remove behaviors is being addressed and staffing is being discussed and the need for a third resource teacher based on numbers is needed to address the number of students with reading difficulties.

Educators

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

   Reflective walks with a building coach to support learning and growth to support instruction and positive behavioral practices. Still researching other practices and hopeful to find other resources through classes offered by the ESD for staff to attend.

2. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?

   Conscious Discipline has shown positive progress with staff based on staff meetings and discussions with staff. It was seen in how staff worked with students with more consistency and support for student needs. Grade level data meetings to focus on students and student sub groups are doing as to interventions to support growth.

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

Systems of Support

1. Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

   Funding and staffing to support student growth and ensure student management will be an issue this year and in the future as to the double levy failure that we are currently dealing with that will create larger class sizes and fewer small group supports.

2. Consider the degree to which your school's system of support is grounded in meeting the cultural, behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.

   Strength is working with the Nisqually tribe and the addition of the Nisqually Language program for our students. MFLC in building 3 days a week providing support for students that have parents of active military personnel. Using Title funds to support SEL needs of students with the addition of a Restorative Specialist (part time) to work with students to help them learn to play and have friends. All three programs supported students and helped them feel part of the school and the community. Needing to continue and strengthen all three of these programs based on their success.

3. How did your school identify these areas of strengths and improvement?

   Student, parent, and staff input was the greatest indicator of success of these three programs that support students.

4. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.

   Working with our Nisqually tribal partners we have been able to have our Nisqually tribal students have lunch bunch groups and Nisqually Language program. Students would not be able to have accessed these with the support and the work with the Nisqually tribe.

5. What areas have you identified as areas of strength, and where do you hope to strengthen and build further student, family and community engagement and partnership(s)?

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

We are hoping to have our MFLC move to a full time position with our building population over 30% students of active military parents to support more military family nights like the one that was hosted in the Spring at the school. Building more opportunities for families of military parents to feel part of the community will help get them to come in and volunteer and become more active in their students education.

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

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

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

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

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

- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

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

5a.SY 2024–2025 SMARTIE Goal #1: ACADEMICS

By June 2025**, 90%** of all students, including those that qualify for multilingual or special education services, will make the minimum targeted score (scale/raw) growth from fall 2024 to spring 2025 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Minimum Target Score Growth Fall to Spring
K	Math	Number Sequencing	5 pts
1	Math	Decomposing	4 pts
2-5	Math	aMath	5 pts
K	ELA	Letter Sounds	22 pts
K	ELA	Nonsense Word Fluency	10 pts*
1	ELA	Nonsense Word Fluency	10 pts
2-4	ELA	ORF	41 pts
2-4	ELA	ORF - Accuracy	0-83% accuracy-7pts 84-90% accuracy - 4 pts 90%+ accuracy - 0 pts (no regression)
5	ELA	aRead	7 pts

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Teachers will be monitoring this growth every two weeks with progress monitoring after the first benchmark to determine starting point for the year and how students are progressing to the end of year goal. Mid-year data should show student growth and teachers should be able to talk about how students are doing and what they are doing to support students to make their yearly growth at data meetings.
Who will monitor the progress of this overarching **goal**? Grade level, individual, teachers with progress monitor their own classes and bring student data to scheduled data meetings with admin.
When/how often will they monitor progress toward this overarching **goal**? Teachers will monitor this every two weeks and teachers will work with building admin every 6 weeks as to progress.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #1: answer all prompts in each column for each evidence-based practice (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	**Data Measures**	**Timeframe**	**Lead**	**Resources**
***What evidence-based practice (intervention, activity, or strategy)** will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example, professional development, extended time, curriculum, materials, etc.)?*
Small test of change progress monitoring of student grade level	Benchmark data will be collected three times a year and measure	Monitoring of all student data will be taken every two	Primary is grade level teacher for monitoring and measuring growth.	Grade level data meetings. ESD PDs will be looked into to see if any support this

groups that will be done bi weekly using math fact formative checks for math: K- number sequence, 1- composing, and 2-5 aMath. Student progress will be tracked and students needing extra support will be provided small tests of change interventions. Teachers will provide updates on progress at grade level meetings. All sub groups will be monitored. ***End of year goal is to have 65% of all students meeting benchmark on grade level math assessments.***	yearly growth. Sub tests of benchmark tests will be looked at for specific skill category. Follow up sub skill tests will be given to monitor growth every two weeks to ensure students are making adequate progress.Click or tap here to enter text.	weeks by the teacher. Teacher will report data at regularly scheduled data meetings to peers, administration, and Title teacher..	Title teacher for support with interpretation of data and aligning supports with paras that the school has. Administration with oversight and monitoring of all practices.	proactive practice to send teams to bring back needed knowledge. Reflective walk throughs will be designed to observe core instruction in ELA and math to help teachers learn and reflective on effective practices to support student growth.
Small test of change progress monitoring of student grade level groups that will be done bi weekly using DIBELS subtests for ELA. K-1 focus will phonemic awareness and 2-5 focus will ORF/accuracy. Student progress will be tracked and students needing extra support will be provided small tests of change	Benchmark data will be collected three times a year and measure yearly growth. Sub tests of benchmark tests will be looked at for specific skill category. Follow up sub skill tests will be given to monitor growth every two weeks to ensure students are making adequate progress. K-1 phonemic	Monitoring of all student data will be taken every two weeks by the teacher. Teacher will report data at regularly scheduled data meetings to peers, administration, and Title teacher.	Primary is grade level teacher for monitoring and measuring growth. Title teacher for support with interpretation of data and aligning supports with paras that the school has. Administration with oversight and monitoring of all practices.	Grade level data meetings. ESD PDs will be looked into to see if any support this proactive practice to send teams to bring back needed knowledge. Reflective walk throughs will be designed to observe core instruction in ELA and math to help teachers learn and reflective on effective practices to support student growth.

interventions. Teachers will provide updates on progress at grade level meetings. All sub groups will be monitored. ***End of year goal is to have 60% of all students meeting benchmark on grade level reading assessments.***	awareness monitoring and 2-5 ORF/accuracy.			

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Contracted services for staff attending ESD PD and Staffing funds to support building plans with reflective walks to support student growth and teaching effectiveness. 2. Title one funds and LAP funds to support staffing of instructional paras to support student push in support and Title/LAP teacher to support building efforts and data management
3. Click or tap here to enter text.

5b. SY 2024–2025 SMARTIE Goal #2: BELONGING

Southworth will establish and maintain a culture of dignity to increase student

belonging as measured on the YCS Student Belonging Survey Specific Domain: **Appreciated**

- for all students from 81%(2324 spring baseline) to 85%(2425 Spring) by June, 2025.

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

Student data (SABERS and Attendance) will be looked at along with fall Dessa data to determine social groups for students. These groups will be given formative assessments about how they feel at school as to relationships with staff and peers. Comparing the student fall and win SAVERS data we hope to see less students in the red along with data from the formative assessments of students in small social groups that students are feeling more connected after attending small groups.

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

The SEL team (Mrs. Holmes Restorative Coach, Mr. Harrison counselor, Mrs. McMurray school psychologist, Mrs. Daily MFLAC, Mrs. Schultz assistant principal, and Mr. Cook principal) will monitor all of the data and meet bi-weekly to discuss student groups and supports for students to support SEL health of the student body. Team will also progress monitor 2nd Step lessons to ensure that all students are getting the SEL curriculum.

When/how often will they monitor progress toward this overarching **goal**?

Data is looked at least once a month as to student group assessments, benchmark data, attendance trends of students attending social groups, and student discipline during one of the regularly scheduled SEL meetings that are held every two weeks.

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) *will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term* ***data*** *will be collected to measure the impact of implementing this* ***evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this* ***evidence-based practice (intervention, activity, or strategy)*** *occur? What was/is the projected length of time?* ***When or how often*** *(please be as specific as possible)* ***will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting* ***the evidence-based practice (intervention, activity, or strategy)****?* *Who else will be involved?*	*What resources will be used to implement this* ***evidence-based practice (intervention, activity, or strategy)*** *(for example, professional development, extended time, curriculum, materials, etc.)?*
Children succeed when they are surrounded by adults who believe they can succeed. Create a positive culture of learning that focuses on HOPE to support student learning by conducting staff PD through Reflective walks with coaches (all teachers will walk and reflect on their learning this year prior to Spring Break).	District benchmark belonging data. Attendance data will be compared to the 2324 school year to see if student attendance trends and number of students with chronic attendance issues decrease.	Three times a year after benchmark data is in data will be looked at to see how student acceptance data is doing and if it is increasing. Attendance data will be looked at monthly as to trends.	Counselor MFLC Restorative specialist Administration **All Staff** Office staff	ESD Professional Development opportunities will be looked at as resources. Building Reflective walks with a building coach to observe positive approaches to working with students by positive adult role models. Kids at Hope training around the framework
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Contracted services for staff attending ESD PD and Staffing funds to support building plans with reflective walks to support student growth and teaching effectiveness. Title one funds to support Restorative Coach to support student SEL needs.
2. Click or tap here to enter text.

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	*Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.* Late start Wednesdays for Professional Learning Communities. (1 hour late start most Wednesdays).
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Regularly scheduled data meetings to review student growth and development along with regular walk through observations by administration.
School Improvement	All funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification.	SPED ELA growth will be addressed and looked ato for closing the gap through data meetings and regular bi-weekly progress monitoring.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	*Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* Kids at Hope: looking at Hope and the science of it Neuroscience: looking at SEL and resilience training supports for staff to support students
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.* ML para to support students with limited English proficiency

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

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

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Tech teacher to provide tech specialist rotation for students to help with tech integration and support services
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.* Paras to provide instructional support
Local Funds	Local levy revenue may be combined in schoolwide programs.	Double Levy failure - No Levy Funds
Other Funding Sources, including School Improvement Grant Funding	Improve Tier 1 instructional model building wide	Reflective walks with the use of School Improvement grant funds for staff for this purpose

OSPI School Improvement Plan 2024–2025

Step-by-Step School Improvement Planning and Implementation Guide

Note: For schools operating a Title I, Part A, Targeted Assistance and Schoolwide Program, please use the Consolidated School Improvement Template to satisfy the appropriate Components.

Building data

Please provide your school district and building name below.

School District: Yelm Community Schools
Building Name: Yelm Middle School
School Code: 2481
Date: Click or tap here to enter text.
Does your school share a building with another school? Yes ☐ No X **If yes, which one?** (Please note each school with a school code must submit a separate School Improvement Plan)Click or tap here to enter text.

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

Mark Bowden Sheri Roe Kyle Greenwood Cori Pribula (Parent) Angelic Sugai	Melissa Cleveringa Nicole Scheuerman Emily Macias Kaiya Burgess

WSIF Cycle Identification and Report Card Data

Please use the 2023 WSIF Cycle 3 data from the Washington State Report Card to complete the table below. School Improvement Plans for schools identified for tiered support under WSIF are required to align their goals with their WSIF Cycle Identification. The data included in the table below will help align the focus on the Comprehensive Needs Assessment, SMARTIE Goals, and evidence-based practices used in this plan.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	**2023 WSIF Cycle Identification** Support Tier 1: Targeted 1-2
WSIF Data Measures	**2023 WSIF Identification Score** (indicate Not Applicable with N/A)
Comprehensive (All Student Group)	**5.88**
Comprehensive Graduation Rate	N/A
Student Group	
American Indian/Alaska Native	1.53
Asian	5.88

Black/African American	4.75
Hawaiian/Other Pacific Islander	5.95
Hispanic/Latino	4.2
Two or more races	5.65
White	6.83
English Learner	1.38
Low Income	4.83
Special Education	2.63

Summary of Comprehensive Needs Assessment (CNA):

A Comprehensive Needs Assessment (CNA) is required of all schools identified for improvement under the Washington School Improvement Framework. In this section, please summarize data and information gathered from conducting your CNA including all relevant areas of the WSIF (Academic Achievement (ELA and Math Proficiency), Other Academic Achievement (Student Growth Percentile), Graduation Rate, (4-Year Adjusted Cohort) (if applicable), School Quality and Student Success SQSS (Regular Attendance, Ninth Grade on Track, Dual Credit) (if applicable), English Learner Progress).

What areas of strength has your team identified through the needs assessment process? What data supported them and how can they be leveraged for areas of improvement?
The strength of our school has always been our staff and the collaborative nature that we have here at the school.. Staff feel empowered to try and solve problems and to work together.
Describe resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.
Our biggest areas for inequities are our SPED students and our ML students. Our ML students are no achieving at the same levels and our SPED students are in a similar positions and we worry about their rate of suspension
What possible root causes has your team identified to account for these inequities, especially disproportionalities among student groups?
The cause that we have identified for much of the disproportionalities is that we have students that are so far below grade level that they are acting out to hide their deficiencies
Describe the highest priority focus areas for improvement (funding, staffing, materials, resources, etc.) identified through WSIF data and by conducting the Comprehensive Needs Assessment that will be addressed in this plan.
We have created structures this year that allow for much more intense support for our SPED students in Core replacement classes. The goal of these is to be in them as little as possible.

2024-25 School Improvement Plan

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that you plan to accomplish through evidence-based practices (interventions, activities, or strategies) for SY 2024–25. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Please refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal? Are the evidence-based practices (interventions, activities, or strategies) being used to achieve the SMARTIE Goal?

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

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

Questions to ask and answer when addressing inclusion and equity:

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

SY 2024–2025 SMARTIE Goal #1: Academics

90% of all students, including those that qualify for multilingual or special education services, will make the minimum targeted scale score growth from fall 2024 to spring 2025 as shown in the table of assessments below.

Grade(s)	Subject	Assessment	Target Score Growth Fall to Spring
6-10	Math	aMath	2 Pts
6-10	ELA	aRead	4 pts

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

We will be looking at FAST results at Winter and comparing those results to our IXL, class-based assessments and grades

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

Each of the departments will do the progress monitoring within the context of their PLC

When/how often will they monitor progress toward this overarching **goal**?

At least once a month the PLC teams will be reviewing data

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

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

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
***What evidence-based practice (intervention, activity, or strategy)** will you implement to support achieving this overarching improvement goal?* *What student groups will benefit and why?*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example, professional development, extended time, curriculum, materials, etc.)?*
AVID WICOR Strategies	Formative and summative assessments	Year-long time frame for overall	ELA Department	Curriculum

Common Academic Language Entry Tasks Common Entry Expectations and Activities Targeted Intervention Groupings Department Based Instructional Rounds looking at horizontal and vertical alignment	Progress Monitoring in PLC's IXL Progress monitoring FIABs FAST testing in Fall, Winter Spring	Every six weeks for IXL FIABs every quarter Fall, Winter, Spring Fast Classroom assessments every couple of weeks	Math Department AVID Team (See CSIP Team) ELA is overseen by Kaiya Burgess Math, Science, SS and SPED overseen by Mark Bowden	Professional Development Consistency within rubrics. Time to create and calibrate.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

SY 2024–2025 SMARTIE Goal #2: BELONGING

Yelm MS will establish and maintain a culture of dignity to increase student belonging

- as measured on the YCS Student Belonging Survey Specific Domain: Feeling Accepted
  - for all students from 85%(fall baseline) to 89%,
  - for students with disabilities from 81%(fall baseline) to 85%, and for
  - multilingual learners from 76%(fall baseline) to 80%

by June, 2025

What data will be used to determine the extent to which the school is on track to meet this overarching **goal**? What does the school expect to see mid-year to know if they are on track to meet the overarching **goal**?

This is a much harder one to monitor but our counseling group is doing smaller check-ins on some of these key data points within some of their groups

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

Counselors and admin

When/how often will they monitor progress toward this overarching **goal**?

We are looking at the results at least once between the Fall and the Spring

Instructions: Use the empty rows in the table below to detail evidence-based practices (interventions, activities, or strategies) supporting your SMARTIE Goal #2: answer all prompts in each column for each evidence-based practices (intervention, activity, or strategy) described.
***Each evidence-based practice (intervention, activity, or strategy) needs to support the larger SMARTIE Goal.** (Data + Evidence-based Practice = Support of SMARTIE Goal)*

Evidence-based practice (intervention, activity, or strategy) to support SMARTIE Goal	Data Measures	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? *What student groups will benefit and why?*	*What short-and long-term **data** will be collected to measure the impact of implementing this **evidence-based practice (intervention, activity, or strategy)?*** *How will the impact on equitable learning or behavior change be measured?*	*When will this **evidence-based practice (intervention, activity, or strategy)** occur? What was/is the projected length of time?* ***When or how often** (please be as specific as possible) **will progress be monitored or data reviewed?***	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting **the evidence-based practice (intervention, activity, or strategy)**?* *Who else will be involved?*	*What resources will be used to implement this **evidence-based practice (intervention, activity, or strategy)** (for example, professional development, extended time, curriculum, materials, etc.)?*
Monthly Homeroom SEL lessons **Weekly Homeroom SEL check ins** **Grade Level Lessons led by counselors** **Staff stand outside of class and greet students as they enter class.** **Get to know students.** **Student voice in classroom norms.** **Student voice in classroom activities.** **Student voice in student growth goals.** **Weekly announcements/ recap** **Posting Student Events/Pictures** **HR reps meetings**	Belonging Survey (Fall and Spring) Student Interviews led by counselors Student Leader Meetings Monthly with Principal	Year-Long Time Frame	PLC's PBIS Team	Seating charts Posting in the classroom/ hallways (Google Classroom, posters,hallway TV's etc.) Professional Development Character Strong Curriculum
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Funding: List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement Grants and what expenses they will cover, these funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

Bates Technical College
Interlocal Cooperative Agreement for Educational Services
2025-2026
With Yelm School District #34002

This agreement is entered into by and between Bates Technical College, Pierce County, Washington, which is hereinafter referred to as the "College" and Yelm School District #34002 hereinafter referred to as the "District."

WHEREAS, each school district in the state of Washington is authorized by state statue to participate in interlocal agreements to secure educational opportunities, including vocational education programs, not otherwise provided; and

WHEREAS, the District has determined that certain students may advantageously be enrolled in the College's educational program;

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereinafter contained, the parties agree that:

1. An eligible student is at least sixteen and, as of the beginning of the school year, is not yet twenty one years of age is enrolled in the district, and has not yet earned the credits required for, or received, a high school diploma, or fulfilled the requirements of their individual education program. Eligibility shall be established by the District. Qualifications for admission into the College program shall be determined by the College.
2. The District may approve the eligible student to enroll at the College and no costs will be paid to the College by the District unless otherwise agreed upon by both parties; the duration of the approval will be for one College school year only. The College shall not charge tuition or student services and activities fees to eligible students. Students will be responsible for payment of applicable lab, supply, and consumable textbook fees.
3. Upon reentering the District, the student's transcript will be reviewed for determination of high school credits earned.
4. Transportation to and from the College is the responsibility of the student or the parent/guardian of the student.
5. This agreement does not affect the enrollment at the College of District secondary students under the Running Start program or of district students who are receiving special educational services.
6. If a dispute arises under this Agreement, the parties agree that the venue to resolve the dispute is Pierce County.
7. The duration of the Agreement is September 1, 2025-August 31, 2026.
8. The College agrees to comply with all reporting requirements of WAC 392-121-187 and RCW 39.34.040. Basic education monies shall be allocated and paid as provided in WAC 392-121-187.
9. The parties appoint the College as the administrator, who shall be responsible for administering this Agreement. No power or authority of acquiring, holding and disposing of real and personal property has been given or relinquished by the parties entering into this Agreement.
10. This Agreement constitutes the entire agreement of the parties, and no other promise or agreement has been made that is not contained in this Agreement. Each party acknowledges that they have fully read this Agreement.

Christine Winskill, Executive Director of Finance Bates Technical College	Superintendent Christopher Woods Yelm School District #34002
Date	Date

YELM COMMUNITY SCHOOLS

Board Date: JANUARY 23, 2025

Fund: GENERAL

Vouchers audited and certified by the auditing officer as required by R.C.W. 42.24.080 and those expense reimbursement claims certified as required by R.C.W. 42.24.090, have been recorded on a listing which has been made available to the board.

As of JANUARY 23, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70151310 70151430 THROUGH 70151432 70151447

IN THE TOTAL AMOUNT OF $ 1,056,985.25

SECRETARY _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

Voucher Auditor's Statement

I, the undersigned do hereby certify that I have reviewed each of the vouchers listed above, and that the claims are just, due and unpaid obligations against the school district, and that I am authorized to authenticate and certify to said claim.

SIGNATURE OF AUDITING OFFICER _____

AP Check Register

AP Run: GENERAL 12-4-24 — Post Date: 2024-12-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/04/2024	70151310	Check	BLAZERWORKS	21,294.43
12/04/2024	70151311	Check	BUHMEIER, KELSEY	409.75
12/04/2024	70151312	Check	CARTER, KRISTEN LAUREN	27.54
12/04/2024	70151313	Check	FIRST CITIZENS BANK & TRUST CO	10,152.57
12/04/2024	70151314	Check	FOSSUM, MICHELLE RENEE	20.30
12/04/2024	70151315	Check	FRANZ FAMILY BAKERIES	666.61
12/04/2024	70151316	Check	GUBSER, SHANNON MARIE	40.47
12/04/2024	70151317	Check	HILL, ROBERT ANDREW	415.53
12/04/2024	70151318	Check	HULL, HILLARY RYANN	63.45
12/04/2024	70151319	Check	MAXIM HEALTHCARE SERVICES INC	7,118.74
12/04/2024	70151320	Check	NISQUALLY POST AND PRINT	546.50
12/04/2024	70151321	Check	NOLAND, MINDY	17.35
12/04/2024	70151322	Check	POMP'S TIRE SERVICE INC	545.44
12/04/2024	70151323	Check	SMITH, ROBERT CRAIG	160.00
12/04/2024	70151324	Check	SOUTH PUGET SOUND COMM COLLEGE	124,846.15
12/04/2024	70151325	Check	SUPERINTENDENT OF PUBLIC INSTR	9,138.13
12/04/2024	70151326	Check	TSE, KA KI	36.58
12/04/2024	70151327	Check	US FOODS	60,713.96
12/04/2024	70151328	Check	VAUGHAN, JACOB H	59.90

AP Check Register

AP Run: GENERAL 12-4-24 — Post Date: 2024-12-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/04/2024	70151329	Check	WELLS FARGO FINANCIAL LEASING	376.79
			Total:	**$236,650.19**

GENERAL 12-4-24 Summary

Type	Count	Amount
Regular	20	236,650.19
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**20**	**$236,650.19**

Fund	Total
10 - GENERAL FUND	236,650.19
	$236,650.19

AP Check Register

AP Run: GENERAL 2 12-4-24 — Post Date: 2024-12-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/04/2024	70151330	Check	US BANK - CORPORATE PAYMENT SYSTEMS	33,473.52
			Total:	**$33,473.52**

GENERAL 2 12-4-24 Summary

Type	Count	Amount
Regular	1	33,473.52
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$33,473.52**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	33,473.52
	$33,473.52

AP Check Register

AP Run: GENERAL 12-10-24 — Post Date: 2024-12-10 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/10/2024	70151331	Check	ADVANCED CLASSROOM TECHNOLOGIES	2,020.28
12/10/2024	70151332	Check	AMERISAFE	75.40
12/10/2024	70151333	Check	ATS AUTOMATION INC	5,534.68
12/10/2024	70151334	Check	BAESEN, REGINA T	74.00
12/10/2024	70151335	Check	BLAZERWORKS	8,435.75
12/10/2024	70151336	Check	BRYSON SALES & SERVICE	1,821.42
12/10/2024	70151337	Check	CAPITAL BUSINESS MACHINES INC	547.51
12/10/2024	70151338	Check	CASCADE ALARM	1,959.32
12/10/2024	70151339	Check	CAVANAUGH, ELLEN	331.02
12/10/2024	70151340	Check	CENTRAL WELDING SUPPLY CO INC	1,428.25
12/10/2024	70151341	Check	CINTAS CORP	305.45
12/10/2024	70151342	Check	CITY OF YELM	15,654.71
12/10/2024	70151343	Check	COLE, SKYLAR S	23.32
12/10/2024	70151344	Check	COMMERCIAL BRAKE CLUTCH INC	269.15
12/10/2024	70151345	Check	COMPHEALTH MEDICAL STAFFING	10,126.86
12/10/2024	70151346	Check	CRYSTAL SPRINGS	38.60
12/10/2024	70151347	Check	DAIRY FRESH FARMS INC	19,757.22
12/10/2024	70151348	Check	DECA	20.00
12/10/2024	70151349	Check	DEPT OF LICENSING	45.00
12/10/2024	70151350	Check	DRAIN PRO	778.09
12/10/2024	70151351	Check	ESD #112	100.00

AP Check Register

Check Date	Check Number	Payment Type	Name	Check Amount
12/10/2024	70151352	Check	ESD #113	49,411.46
12/10/2024	70151353	Check	FIRST STUDENT	2,118.90
12/10/2024	70151354	Check	FRONTSTREAM	1,582.16
12/10/2024	70151355	Check	GORDON TRUCK CENTERS	1,229.42
12/10/2024	70151356	Check	HD SUPPLY INC	22,892.11
12/10/2024	70151357	Check	HONEY BUCKET	335.00
12/10/2024	70151358	Check	HOPSKIPDRIVE INC	2,277.37
12/10/2024	70151359	Check	JACKSON THERAPY PARTNERS	6,142.50
12/10/2024	70151360	Check	JAMF SOFTWARE LLC	1,500.00
12/10/2024	70151361	Check	LINGUALINX INC	45.00
12/10/2024	70151362	Check	MATHIS, LINDSEY	40.94
12/10/2024	70151363	Check	MAXIM HEALTHCARE SERVICES INC	1,433.26
12/10/2024	70151364	Check	MILLER, NANCY MICHELE	49.45
12/10/2024	70151365	Check	MOUNTAIN LUMBER & HARDWARE INC	1,694.17
12/10/2024	70151366	Check	NAPA AUTO PARTS	1,949.17
12/10/2024	70151367	Check	NCS PEARSON INC	9,018.81
12/10/2024	70151368	Check	OCCUPATIONAL HEALTH CENTERS OF WA	272.00
12/10/2024	70151369	Check	OFFICE DEPOT BUSINESS SOLUTIONS	1,906.57
12/10/2024	70151370	Check	PACIFIC LIGHTING SYSTEMS	2,851.38
12/10/2024	70151371	Check	PETROCARD	28,855.01
12/10/2024	70151372	Check	PORTER FOSTER RORICK LLP	3,745.00

AP Check Register

AP Run: GENERAL 12-10-24 — Post Date: 2024-12-10 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/10/2024	70151373	Check	PUGET SOUND ENERGY	82,662.85
12/10/2024	70151374	Check	RAINIER LIGHTING & ELECTRICAL SUPPLY	231.72
12/10/2024	70151375	Check	RWC GROUP	1,688.41
12/10/2024	70151376	Check	SCHETKY NORTHWEST SALES INC	1,253.48
12/10/2024	70151377	Check	SCHOLASTIC BOOK FAIRS INC	2,993.51
12/10/2024	70151378	Check	SEATTLE POTTERY SUPPLY INC	45.91
12/10/2024	70151379	Check	SILVER SPRINGS ORGANICS	26.45
12/10/2024	70151380	Check	SOUTH PUGET SOUND COMM COLLEGE	119,281.16
12/10/2024	70151381	Check	SPROUT THERAPY SOLUTIONS LLC	23,228.00
12/10/2024	70151382	Check	STOCKTON, KAYLYNE MAY	66.70
12/10/2024	70151383	Check	TED BROWN MUSIC CO	144.54
12/10/2024	70151384	Check	THE PART WORKS INC	619.75
12/10/2024	70151385	Check	TYLER TECHNOLOGIES	290.00
12/10/2024	70151386	Check	WA CAREER & TECH SPORTS MED ASSOC	45.00
12/10/2024	70151387	Check	YELLOWFOLDER	6,307.32

AP Check Register

AP Run: GENERAL 12-10-24 — Post Date: 2024-12-10 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/10/2024	70151388	Check	YELM SCHOOLS REVOLVING FUND	575.32
			Total:	**$448,155.83**

GENERAL 12-10-24 Summary

Type	Count	Amount
Regular	58	448,155.83
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**58**	**$448,155.83**

Fund	Total
10 - GENERAL FUND	448,155.83
	$448,155.83

AP Check Register

AP Run: GENERAL 2 12-10-24 — Post Date: 2024-12-10 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/10/2024	70151389	Check	US BANK - CORPORATE PAYMENT SYSTEMS	19,279.99
			Total:	**$19,279.99**

GENERAL 2 12-10-24 Summary

Type	Count	Amount
Regular	1	19,279.99
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$19,279.99**

Fund	Total
10 - GENERAL FUND	19,279.99
	$19,279.99

AP Check Register

AP Run: GENERAL 12-11-24 — Post Date: 2024-12-11 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/11/2024	70151390	Check	US POSTAL SERVICE	1,910.00
			Total:	**$1,910.00**

GENERAL 12-11-24 Summary

Type	Count	Amount
Regular	1	1,910.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$1,910.00**

Fund	Total
10 - GENERAL FUND	1,910.00
	$1,910.00

AP Check Register

AP Run: GENERAL 12-17-24 — Post Date: 2024-12-17 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/17/2024	70151391	Check	ALL DATA CORPORATION	1,067.62
12/17/2024	70151392	Check	AMPLIFY EDUCATION INC	1,260.00
12/17/2024	70151393	Check	BLAZERWORKS	20,926.29
12/17/2024	70151394	Check	CAPITAL BUSINESS MACHINES INC	5,935.36
12/17/2024	70151395	Check	CENTRAL WELDING SUPPLY CO INC	1,589.72
12/17/2024	70151396	Check	CI SOLUTIONS	121.55
12/17/2024	70151397	Check	COLE, SKYLAR S	48.04
12/17/2024	70151398	Check	ESD #113	4,750.00
12/17/2024	70151399	Check	FAHOUM, KARI ANN	84.42
12/17/2024	70151400	Check	FRANZ FAMILY BAKERIES	116.98
12/17/2024	70151401	Check	GRAINGER INC	50.36
12/17/2024	70151402	Check	HEARTSPRING INC	36,806.00
12/17/2024	70151403	Check	HENRY SCHEIN INC	671.72
12/17/2024	70151404	Check	HERMANSON CO LLP	668.06
12/17/2024	70151405	Check	HUMMEL, MADISON MAE	93.80
12/17/2024	70151406	Check	Inspire to Create Enterprises LLC	3,220.55
12/17/2024	70151407	Check	K C D A	6,454.62
12/17/2024	70151408	Check	LANGUAGE LINE SERVICES	221.83
12/17/2024	70151409	Check	LEXIA LEARNING SYSTEMS LLC	2,890.80
12/17/2024	70151410	Check	LINGUALINX INC	232.26
12/17/2024	70151411	Check	MAXIM HEALTHCARE SERVICES INC	13,158.59

AP Check Register

AP Run: GENERAL 12-17-24 — Post Date: 2024-12-17 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/17/2024	70151412	Check	MCCRACKEN, DARIA SALLY	189.51
12/17/2024	70151413	Check	MORNINGSIDE	200.00
12/17/2024	70151414	Check	OPW FUEL MANAGEMENT SYSTEMS LLC	985.50
12/17/2024	70151415	Check	OWEN, KARI	3,266.72
12/17/2024	70151416	Check	PIERCE COLLEGE	4,500.00
12/17/2024	70151417	Check	PUGET SOUND ENERGY	181.61
12/17/2024	70151418	Check	PUGET SOUND ESD	29,244.00
12/17/2024	70151419	Check	RAINIER SCHOOL DISTRICT 307	2,926.32
12/17/2024	70151420	Check	RWC GROUP	1,369.31
12/17/2024	70151421	Check	S/P2	225.00
12/17/2024	70151422	Check	SCHOLASTIC BOOK FAIRS INC	1,418.80
12/17/2024	70151423	Check	SOUTH SOUND FIRE & SECURITY	3,555.65
12/17/2024	70151424	Check	SPRAGUE PEST SOLUTIONS	576.37
12/17/2024	70151425	Check	STEPHENS, CLINTON PAUL	143.17
12/17/2024	70151426	Check	TED BROWN MUSIC CO	262.69
12/17/2024	70151427	Check	WA SCHOOL INFO PROCESSING COOP	588.92
12/17/2024	70151428	Check	WASHINGTON FLORAL SERVICE INC	988.30

AP Check Register

AP Run: GENERAL 12-17-24 — Post Date: 2024-12-17 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/17/2024	70151429	Check	WASHINGTON STATE SCHOOL F/T BL	28,136.25
			Total:	**$179,126.69**

GENERAL 12-17-24 Summary

Type	Count	Amount
Regular	39	179,126.69
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**39**	**$179,126.69**

Fund	Total
10 - GENERAL FUND	179,126.69
	$179,126.69

AP Check Register

AP Run: GENERAL 2 12-17-24 — Post Date: 2024-12-17 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/17/2024	70151430	Check	US BANK - CORPORATE PAYMENT SYSTEMS	7,648.86
			Total:	**$7,648.86**

GENERAL 2 12-17-24 Summary

Type	Count	Amount
Regular	1	7,648.86
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$7,648.86**

AP Check Register

Fund	Total
10 - GENERAL FUND	7,648.86
	$7,648.86

AP Check Register

AP Run: GENERAL 12-19-24 — Post Date: 2024-12-19 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/19/2024	70151432	Check	NICHOLSON, DANIEL	9,477.10
			Total:	**$9,477.10**

GENERAL 12-19-24 Summary

Type	Count	Amount
Regular	1	9,477.10
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$9,477.10**

AP Check Register

Fund	Total
10 - GENERAL FUND	9,477.10
	$9,477.10

AP Check Register

AP Run: GENERAL 12-20-2024 — Post Date: 2024-12-20 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/20/2024	70151433	Check	BLAZERWORKS	15,658.42
12/20/2024	70151434	Check	CARTER, KRISTEN LAUREN	37.19
12/20/2024	70151435	Check	FRANZ FAMILY BAKERIES	1,142.61
12/20/2024	70151436	Check	MCCARTHY, MARY	414.57
12/20/2024	70151437	Check	MCMURRAY, KIMBERLY BRELAND	40.27
12/20/2024	70151438	Check	OCCUPATIONAL HEALTH CENTERS OF WA	136.00
12/20/2024	70151439	Check	PETROCARD	26,889.57
12/20/2024	70151440	Check	REALLY GREAT READING LLC	3,788.33
12/20/2024	70151441	Check	REFRIGERATION UNLIMITED	4,276.35
12/20/2024	70151442	Check	SPROUT THERAPY SOLUTIONS LLC	5,100.00
12/20/2024	70151443	Check	US BANK - CORPORATE PAYMENT SYSTEMS	37,327.34
12/20/2024	70151444	Check	US FOODS	24,411.73
12/20/2024	70151445	Check	WEBER PROS INC	1,615.13
12/20/2024	70151446	Check	YAGUCHI, ALISHA D	15.81
			Total:	**$120,853.32**

GENERAL 12-20-2024 Summary

Type	Count	Amount
Regular	14	120,853.32
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**14**	**$120,853.32**

AP Check Register

Fund	Total
10 - GENERAL FUND	120,853.32
	$120,853.32

AP Check Register

AP Run: GENERAL 2 12-20-24 — Post Date: 2024-12-20 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/20/2024	70151447*	Check	BUHMEIER, KELSEY	409.75
			Total:	**$409.75**

GENERAL 2 12-20-24 Summary

Type	Count	Amount
Regular	1	409.75
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$409.75**

Fund	Total
10 - GENERAL FUND	409.75
	$409.75

YELM COMMUNITY SCHOOLS

Board Date: JANUARY 23, 2025

Fund: ASB

Vouchers audited and certified by the auditing officer as required by R.C.W. 42.24.080 and those expense reimbursement claims certified as required by R.C.W. 42.24.090, have been recorded on a listing which has been made available to the board.

As of JANUARY 23, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70409736 THROUGH 70409754

IN THE TOTAL AMOUNT OF $ 40,664.11

SECRETARY _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

Voucher Auditor's Statement

I, the undersigned do hereby certify that I have reviewed each of the vouchers listed above, and that the claims are just, due and unpaid obligations against the school district, and that I am authorized to authenticate and certify to said claim.

SIGNATURE OF AUDITING OFFICER _____

AP Check Register

AP Run: ASB 12-4-24 — Post Date: 2024-12-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/04/2024	70409736	Check	CITY OF YELM	420.00
12/04/2024	70409737	Check	TAGS AWARDS & SPECIALTIES	483.12
12/04/2024	70409738	Check	US BANK - CORPORATE PAYMENT SYSTEMS	1,818.91
			Total:	**$2,722.03**

ASB 12-4-24 Summary

Type	Count	Amount
Regular	3	2,722.03
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$2,722.03**

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	2,722.03
	$2,722.03

AP Check Register

AP Run: ASB 12-10-24 — Post Date: 2024-12-10 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/10/2024	70409739	Check	DECA	260.00
12/10/2024	70409740	Check	HARRIS, GARY	10,757.00
12/10/2024	70409741	Check	IMPREST YELM HIGH	2,075.00
12/10/2024	70409742	Check	POWERHOUSE FUNDRAISING	2,359.00
12/10/2024	70409743	Check	US BANK - CORPORATE PAYMENT SYSTEMS	2,330.55
12/10/2024	70409744	Check	WA CAREER & TECH SPORTS MED ASSOC	825.00
12/10/2024	70409745	Check	YELM COMMUNITY SCHOOLS	15.75
12/10/2024	70409746	Check	YELM SCHOOLS ASB REVOLVING	5.00
			Total:	**$18,627.30**

ASB 12-10-24 Summary

Type	Count	Amount
Regular	8	18,627.30
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**8**	**$18,627.30**

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	18,627.30
	$18,627.30

AP Check Register

AP Run: ASB 12-17-24 — Post Date: 2024-12-17 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/17/2024	70409747	Check	BC Technologies Company	3,250.00
12/17/2024	70409748	Check	CLOUD 9 SPORTS	4,145.34
12/17/2024	70409749	Check	US BANK - CORPORATE PAYMENT SYSTEMS	666.11
12/17/2024	70409750	Check	YELM COMMUNITY SCHOOLS	225.00
			Total:	**$8,286.45**

ASB 12-17-24 Summary

Type	Count	Amount
Regular	4	8,286.45
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**4**	**$8,286.45**

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	8,286.45
	$8,286.45

AP Check Register

AP Run: ASB 12-18-24 — Post Date: 2024-12-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/18/2024	70409751	Check	*Total Sports Development Center*	5,000.00
			Total:	**$5,000.00**

ASB 12-18-24 Summary

Type	Count	Amount
Regular	1	5,000.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$5,000.00**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	5,000.00
	$5,000.00

AP Check Register

AP Run: ASB 12-20-24 — Post Date: 2024-12-20 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/20/2024	70409752	Check	ASSN OF WA STUDENT LEADERS	350.00
12/20/2024	70409753	Check	CITY OF YELM	3,360.00
12/20/2024	70409754	Check	US BANK - CORPORATE PAYMENT SYSTEMS	2,318.33
			Total:	**$6,028.33**

ASB 12-20-24 Summary

Type	Count	Amount
Regular	3	6,028.33
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$6,028.33**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	6,028.33
	$6,028.33

YELM COMMUNITY SCHOOLS

Board Date: JANUARY 23, 2025

Fund: CAP PROJ

Vouchers audited and certified by the auditing officer as required by R.C.W. 42.24.080 and those expense reimbursement claims certified as required by R.C.W. 42.24.090, have been recorded on a listing which has been made available to the board.

As of JANUARY 23, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70501791 THROUGH 70501793

IN THE TOTAL AMOUNT OF $ 63,118.85

SECRETARY _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

Voucher Auditor's Statement

I, the undersigned do hereby certify that I have reviewed each of the vouchers listed above, and that the claims are just, due and unpaid obligations against the school district, and that I am authorized to authenticate and certify to said claim.

SIGNATURE OF AUDITING OFFICER _____

AP Check Register

AP Run: CAP PROJ 12-10-24 — Post Date: 2024-12-10 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/10/2024	70501791	Check	SECURITY SOLUTIONS NW INC	1,606.37
12/10/2024	70501792	Check	WAYNE'S ROOFING INC	59,814.65
			Total:	**$61,421.02**

CAP PROJ 12-10-24 Summary

Type	Count	Amount
Regular	2	61,421.02
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$61,421.02**

Fund	Total
20 - CAPITAL PROJECTS FUND	61,421.02
	$61,421.02

AP Check Register

AP Run: CAP PROJ 12-17-24 — Post Date: 2024-12-17 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
12/17/2024	70501793	Check	North American Rescue Holdings, LLC	1,697.83
			Total:	**$1,697.83**

CAP PROJ 12-17-24 Summary

Type	Count	Amount
Regular	1	1,697.83
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$1,697.83**

Fund	Total
20 - CAPITAL PROJECTS FUND	1,697.83
	$1,697.83

YELM COMMUNITY SCHOOLS

Board Date: JANUARY 23, 2025

Fund: COMP TAX

Vouchers audited and certified by the auditing officer as required by R.C.W. 42.24.080 and those expense reimbursement claims certified as required by R.C.W. 42.24.090, have been recorded on a listing which has been made available to the board.

As of JANUARY 23, 2025 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 11230013 GENERAL THROUGH 202100163 ASB

IN THE TOTAL AMOUNT OF $ 1,538.52

SECRETARY _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

BOARD MEMBER _____

Voucher Auditor's Statement

I, the undersigned do hereby certify that I have reviewed each of the vouchers listed above, and that the claims are just, due and unpaid obligations against the school district, and that I am authorized to authenticate and certify to said claim.

SIGNATURE OF AUDITING OFFICER _____

AP Check Register

AP Run: COMP TAX GENERAL 1-2-25 — Post Date: 2025-01-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
01/02/2025	11230013	Wire Transfer	DEPARTMENT OF REVENUE	1,218.61
			Total:	**$1,218.61**

COMP TAX GENERAL 1-2-25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	1,218.61
Epayables:	0	0.00
Total:	**1**	**$1,218.61**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	1,218.61
	$1,218.61

AP Check Register

AP Run: COMP TAX ASB 01-02-25 — Post Date: 2025-01-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
01/02/2025	202100163	Wire Transfer	DEPARTMENT OF REVENUE	319.91
			Total:	**$319.91**

COMP TAX ASB 01-02-25 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	319.91
Epayables:	0	0.00
Total:	**1**	**$319.91**

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	319.91
	$319.91

YELM Community Schools

360.458.1900
FAX: 360.458.6178
107 FIRST STREET NORTH
PO BOX 476
YELM, WA 98597-0476
www.ycs.wednet.edu

MEMORANDUM

TO: Board of Directors

FROM: Kasey Wyatt, Director of Facilities

DATE: January 23, 2025

SUBJECT: Recommendation to Approve Public Works Projects

The following Public Works Projects were completed for acceptance by the Board:

Project #	Amount	Vendor / Reason
125.23	$4,276.35	Refrigeration Unlimited - Food Service Walk In Freezer Repair – YMS
145.23	$2,744.83	South Sound Fire & Security – Fire Alarm Repairs – PR
156.23	$1,615.13	Weber Pros Inc. – Audio Visual Display Relocation – YMS
08.24/09.24	$13,592.23	NWAP – Annual Service on Operable Walls, Bleachers, Basketball Backboards, Divider Curtains, Mat Lift – YMS & RMS NWAP – Stadium Inspection & Seating/Handrail Repairs – YHS
23.24	$2,824.88	Hermanson Co LLP – Emergency HVAC Repair – RMS
24.24	$1,629.92	INSI – RM103 Cable Drop Installation – LK
33.24	$1,656.74	INSI – Library Cable Drop Installation – RMS
34.24	$1,496.83	INSI – RM22 Cable Drop Installation – MP
52.24	$3,279.53	Hermanson Co LLP – Boiler Teardown – YHS

I will be available to answer any questions you may have.

YELM Community Schools

360.458.1900
FAX: 360.458.6178
107 First Street North
PO Box 476
Yelm, WA 98597-0476
www.ycs.wednet.edu

TO: Chris Woods, Superintendent

FROM: Jennifer Carrougher, Chief of Finance and Operations

RE: **Monthly Budget Report for December 2024**

DATE: January 23, 2025

A Budget Status Report for each fund is also provided as supporting documentation.

General Fund

	Budget	Actual	% To Date
Beginning Fund Balance	$ 5,900,000	$ 4,979,114	
Revenues	$ 88,617,555	$ 31,345,785	35.4%
Expenditures	$ 95,553,818	$ 30,778,959	32.2%
Transfer to Other Funds	$ 276,323	$ -	0%
Ending Fund Balance	$ (1,312,586)	$ 5,545,939	

Revenues by Major Source	Annual Budget	2024-2025 Revenues to Date	% Collected	Prior Year Comparison
Local Taxes	$ 5,437,902	$ 5,398,880	99.3%	$ 5,142,632
Local Nontax (e.g. lunch receipts, donations, investments)	$ 709,900	$ 366,428	51.6%	$ 405,200
Apportionment, Levy Equalization	$ 58,106,386	$ 18,378,414	31.6%	$ 17,716,226
State Special Purpose (e.g. SPED)	$ 18,106,179	$ 5,879,204	32.5%	$ 5,232,319
Federal	$ 6,257,188	$ 1,322,859	21.1%	$ 1,970,379
Total	$ 88,617,555	$ 31,345,785	35.4%	$ 30,466,756

Expenditures by Program	Annual Budget	2024-2025 Expenditures to Date	% Expended	Prior Year Comparison
Regular Instruction	$ 49,472,525	$ 15,694,303	31.7%	$ 17,559,551
Federal Stimulus	$ -	$ -	0.0%	$ 267,465
Special Ed	$ 17,511,322	$ 5,379,265	30.7%	$ 5,539,820
Vocational	$ 4,514,972	$ 1,288,795	28.5%	$ 1,472,693
Compensatory	$ 4,393,324	$ 1,110,435	25.3%	$ 1,307,489
Other Instructional	$ 202,481	$ 30,212	14.9%	$ 153,105
Support Services	$ 19,459,194	$ 7,275,951	37.4%	$ 7,559,130
Total	$ 95,553,818	$ 30,778,960	32.2%	$ 33,859,253

Capital Projects Fund

	Budget	Actual	% To Date
Beginning Fund Balance	$ 17,913,501	$ 16,916,651	
Revenues			
Investment Earnings	$ 250,000	$ 177,890	71.2%
Impact & Mitigation Fees	$ 1,000,000	$ 148,590	14.9%
Other	$ -	$ -	
Total Revenues	$ 1,250,000	$ 326,480	26.1%
Expenditures			
Safety & Security Projects	$ 35,000	$ 30,344	86.7%
Technology Upgrades	$ 100,000	$ 1,606	1.6%
HB 1257 - Energy Efficiency	$ 40,000	$ -	0.0%
Building Painting	$ 300,000	$ -	0.0%
Roof Replacements	$ 550,000	$ 258,844	47.1%
Parking Lot Improvements	$ 150,000	$ -	0.0%
Capital Projects - Unassigned/Contingency	$ 3,000,000	$ 229	0.0%
Growth Capacity Projects	$ 3,500,000	$ 44,568	1.3%
Transportation Bldg Remodel	$ 1,800,000	$ 33,587	1.9%
Total Expenditures	$ 9,475,000	$ 369,179	3.9%
Ending Fund Balance	$ 9,688,501	$ 16,873,952	

Transportation Vehicle Fund

	Budget	Actual	% To Date
Beginning Fund Balance	$ 1,026,858	$ 1,021,277	
Revenues			
Local Non-Tax	$ 1,000	$ 9,344	934.4%
Bus Depreciation (received in August)	$ 508,000	$ -	0.0%
Total Revenues	$ 509,000	$ 9,344	
Expenditures			
New Buses	$ 689,799	$ -	0.0%
Total Expenditures	$ 689,799	$ -	
Ending Fund Balance	$ 846,059	$ 1,030,621	

Associated Student Body Fund

	Budget	Actual	% To Date
Beginning Fund Balance	$ 437,979	$ 575,455	
Revenues	$ 1,028,057	$ 392,819	38.2%
Expenditures	$ 1,066,544	$ 180,935	17.0%
Ending Fund Balance	$ 399,492	$ 787,339	

Debt Service Fund

Local Taxes	$	6,861,489	$	3,121,887	45.5%
Investment Earnings	$	45,000	$	40,915	90.9%
General Fund Transfer (Non-Voted Debt)	$	276,323	$	-	0.0%
Total Revenues	$	7,182,812	$	3,162,802	
Expenditures					
Voted Debt	$	3,125,000	$	3,125,000	100.0%
Non-Voted Debt	$	255,000	$	255,000	100.0%
Interest Payments	$	3,708,099	$	1,894,516	51.1%
Underwriter & Bond Transfer Fees	$	1,500	$	-	0.0%
Total Expenditures/Financing Uses	$	7,089,599	$	5,274,516	
Ending Fund Balance	$	3,815,638	$	1,708,003	

Series	Purpose	Original Issue	Current Balance	Final Payment
Voted Debt				
2019	Replace YMS & Southworth / Safety Security Projects	$ 88,400,000	$ 82,430,000	12/01/2038
Non Voted Debt				
2009B	Purchase & Renovate Transportation Facility	$ 2,000,000	$ 145,000	12/16/2025
2009A / 2015 Refunding	Replace Roofs at Mill Pond & Fort Stevens / Repair YHS Stadium Roof	$ 1,685,000	$ 625,000	12/01/2029
		Total Outstanding Debt	$ 83,200,000	

Budget Status Report

2024-2025 **YELM COMMUNITY SCHOOLS**

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 10

Reporting Month: December **Budget Type:** Revised **Fund Description:** General Fund - LEA

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	5,437,902	192,502.80	5,398,879.67		39,022.33	99.28
2000 LOCAL SUPPORT NONTAX	709,900	71,396.30	366,428.32		343,471.68	51.62
3000 STATE - GENERAL PURPOSE	58,106,386	5,208,821.31	18,378,414.12		39,727,971.88	31.63
4000 STATE - SPECIAL PURPOSE	18,106,179	1,684,448.27	5,879,203.71		12,226,975.29	32.47
5000 FEDERAL - GENERAL PURPOSE	165,000	40,782.00	40,782.00		124,218.00	24.72
6000 FEDERAL - SPECIAL PURPOSE	6,092,188	862,503.50	1,282,076.87		4,810,111.13	21.04
7000 REVENUES FR OTH SCH DIST	0	0.00	0.00		0.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	0.00	0.00		0.00	0.00
9000 OTHER FINANCING SOURCES	0	0.00	0.00		0.00	0.00
Total	**88,617,555**	**8,060,454.18**	**31,345,784.69**		**57,271,770.31**	**35.37**
B. EXPENDITURES						
00 Regular Instruction	49,472,525	3,751,982.95	15,694,303.08	914,250.26	32,863,971.66	33.57
10 Federal Stimulus	0	(2,892.52)	0.00	0.00	0.00	0.00
20 Special Ed Instruction	17,511,322	1,387,713.73	5,379,265.22	2,750,151.87	9,381,904.91	46.42
30 Voc. Ed Instruction	4,514,972	291,432.84	1,288,793.76	93,947.16	3,132,231.08	30.63
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	4,393,324	286,968.81	1,110,434.50	15,381.91	3,267,507.59	25.63
70 Other Instructional Pgms	202,481	2,889.27	30,211.76	12,075.93	160,193.31	20.88
80 Community Services	0	0.00	0.00	0.00	0.00	0.00
90 Support Services	19,459,194	1,470,852.34	7,275,950.81	3,094,526.70	9,088,716.49	53.29
Total	**95,553,818**	**7,188,947.42**	**30,778,959.13**	**6,880,333.83**	**57,894,525.04**	**39.41**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**276,323**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(7,212,586)**	**871,506.76**	**566,825.56**		**7,779,411.56**	**(107.**
F. TOTAL BEGINNING FUND BALANCE	**5,900,000**		**4,979,113.93**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**(1,312,586)**		**5,545,939.49**			

Budget Status Report

2024-2025 **YELM COMMUNITY SCHOOLS**

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 20

Reporting Month: December **Budget Type:** Revised **Fund Description:** Capital Projects Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	1,250,000	98,862.41	326,479.96		923,520.04	26.12
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**1,250,000**	**98,862.41**	**326,479.96**		**923,520.04**	**26.12**

B. EXPENDITURES						
10 Sites	150,000	0.00	0.00	0.00	150,000.00	0.00
20 Buildings	9,255,000	59,814.65	292,375.49	999,382.70	7,963,241.81	13.96
30 Equipment	30,000	3,169.20	76,803.02	275,961.41	(322,764.43)	1,175.88
40 Energy	40,000	0.00	0.00	0.00	40,000.00	0.00
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**9,475,000**	**62,983.85**	**369,178.51**	**1,275,344.11**	**7,830,477.38**	**17.36**

C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**(8,225,000)**	**35,878.56**	**(42,698.55)**		**8,182,301.45**	**(99.48)**
F. TOTAL BEGINNING FUND BALANCE	**17,913,501**		**16,916,651.34**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**9,688,501**		**16,873,952.79**			

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 30

Reporting Month: December **Budget Type:** Revised **Fund Description:** Debt Service Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	6,861,489	144,208.69	3,121,887.35		3,739,601.65	45.50
2000 Local Support Nontax	45,000	11,587.44	40,914.56		4,085.44	90.92
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	276,323	0.00	0.00		276,323.00	0.00
Total	**7,182,812**	**155,796.13**	**3,162,801.91**		**4,020,010.09**	**44.03**
B. EXPENDITURES						
Matured Bond Expenditures	3,380,000	3,380,000.00	3,380,000.00	0.00	0.00	100.00
Interest On Bonds	3,708,099	1,894,515.75	1,894,515.75	0.00	1,813,583.25	51.09
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	1,500	0.00	0.00	0.00	1,500.00	0.00
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**7,089,599**	**5,274,515.75**	**5,274,515.75**	**0.00**	**1,815,083.25**	**74.40**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	**93,213**	**(5,118,719.62)**	**(2,111,713.84)**		**(2,204,926.84)**	**(2,365.**
F. TOTAL BEGINNING FUND BALANCE	**3,722,425**		**3,819,716.60**			
G. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	**3,815,638**		**1,708,002.76**			
I. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	3,815,638		1,708,002.76			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**3,815,638**		**1,708,002.76**			
Differences	**0**		**0.00**			

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 40

Reporting Month: December **Budget Type:** Revised **Fund Description:** Associated Student Body Fund

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	422,781	23,603.65	175,201.86		247,579.14	41.44
2000 Athletics	440,348	18,251.51	170,943.23		269,404.77	38.82
3000 Classes	26,750	0.00	11,263.28		15,486.72	42.11
4000 Clubs	135,898	5,549.62	34,550.81		101,347.19	25.42
6000 Private Moneys	2,280	0.00	860.00		1,420.00	37.72
Total	**1,028,057**	**47,404.78**	**392,819.18**		**635,237.82**	**38.21**

B. EXPENDITURES						
1000 General Student Body	423,770	13,814.15	71,047.54	47,493.72	305,228.74	27.97
2000 Athletics	481,559	20,108.07	71,896.64	35,749.08	373,913.28	22.35
3000 Classes	18,650	853.26	4,139.43	11,300.00	3,210.57	82.79
4000 Clubs	140,288	6,196.86	33,752.59	8,921.42	97,613.99	30.42
6000 Private Moneys	2,277	0.00	99.00	0.00	2,178.00	4.35
Total	**1,066,544**	**40,972.34**	**180,935.20**	**103,464.22**	**782,144.58**	**26.67**

C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(38,487)**	**6,432.44**	**211,883.98**		**250,370.98**	**(650.**
D. TOTAL BEGINNING FUND BALANCE	**437,979**		**575,454.53**			
E. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	**399,492**		**787,338.51**			

G. ENDING FUND BALANCE ACCOUNTS			
G/L 810 Restricted for Other Items	9,000	9,000.00	
G/L 819 Restricted for Fund Purposes	390,492	778,338.51	
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	0.00	
G/L 850 Restricted for Uninsured Risks	0	0.00	
G/L 870 Committed to Other Purposes	0	0.00	
G/L 889 Assigned to Fund Purposes	0	0.00	
G/L 890 Unassigned Fund Balance	0	0.00	
Total	**399,492**	**787,338.51**	

Differences	**0**	**0.00**

Budget Status Report

Basis of Accounting: Fund Balance **Account Codes:** State **Fund Code:** 90

Reporting Month: December **Budget Type:** Revised **Fund Description:** Transportation Vehicle Fund

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	0	3,081.69	9,343.85		(9,343.85)	0.00
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	508,000	0.00	0.00		508,000.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	1,000	0.00	0.00		1,000.00	0.00
Total	**509,000**	**3,081.69**	**9,343.85**		**499,656.15**	**1.84**
B. 9900 TRANSFERS IN FROM GF	**0**	**0.00**	**0.00**		**0.00**	**0.00**
C. Total REV./OTHER FIN. SOURCES	**509,000**	**3,081.69**	**9,343.85**		**499,656.15**	**1.84**
D. EXPENDITURES						
Type 30 Equipment	689,799	0.00	0.00	0.00	689,799.00	0.00
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**689,799**	**0.00**	**0.00**	**0.00**	**689,799.00**	**0.00**
E. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
F. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
G. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	**(180,799)**	**3,081.69**	**9,343.85**		**190,142.85**	**(105.**
H. TOTAL BEGINNING FUND BALANCE	**1,026,858**		**1,021,277.13**			
I. GLs 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (+OR-)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G+H + OR - I)	**846,059**		**1,030,620.98**			

January 2025

Yelm Community Schools Monthly Enrollment Report (P223)

	Southworth		McKenna		Prairie		Fort Stevens		Mill Pond		Lackamas		YMS		RMS		YHS		YES/ALE		DISTRICT TOTAL		
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	
TK							17	17.00	17	17.00											34	34.00	TK
K	100	100.00	71	70.49	68	65.92	60	59.68	46	46.00	39	39.00									384	381.09	K
1	109	105.05	59	59.00	59	58.49	73	73.00	69	68.02	40	39.08									409	402.64	1
2	111	111.00	71	71.00	72	71.68	71	70.65	60	60.00	46	46.00									431	430.33	2
3	121	120.06	58	58.00	82	82.00	75	74.45	62	62.00	55	55.00									453	451.51	3
4	123	123.00	70	70.00	62	62.00	75	74.40	59	59.00	47	46.02									436	434.42	4
5	113	110.11	74	74.00	80	80.00	83	82.66	58	58.00	47	47.00									455	451.77	5
6													233	231.68	185	184.68					418	416.36	6
7													219	218.17	200	198.68					419	416.85	7
8													200	199.51	190	190.00					390	389.51	8
9																	446	444.85	6	6.00	452	450.85	9
10																	409	408.36	17	16.32	426	424.68	10
11																	404	351.34	40	39.13	444	390.47	11
12																	357	305.66	78	75.60	435	381.26	12
TTL	677	669.22	403	402.49	423	420.09	454	451.84	371	370.02	274	272.10	652	649.36	575	573.36	1616	1510.21	141	137.05	5586	5455.74	TTL
																					5785	5579.17	+RS

*TOTAL W/RUNNING START:

TBIP TK												
TBIP K-6	31	29	20	27	10	5	12	11				
TBIP 7-12							24	8	51	8		
Transitioned	2	1	2	1	1		3	3	1			

Bilingual TBIP	
TBIP TK	0
TBIP K-6	145
TBIP7-12	91
Transitioned/Monitoring	14

RUNNING START / VOCATIONAL / PRE-K					
	YES	YHS	RMS	YMS	TTL
RUNNING START HC	2	152			154
College Only RS HC	0	45			45
Non Voc RS FTE	0	108.1			108.10
Voc RS FTE	1.2	14.13			15.33
VOC 9TH-12TH FTE		395.76			395.76
VOC 7TH-8TH FTE					0.00
Gravity					21.00

Budgeted vs. Actual FTE (excluding RS, SC, OD)	
BUDGETED FTE*	5510.00
ACTUAL FTE	5455.74
DIFFERENCE	(54.26)

*NOTE: NO RUNNING START REPORTED IN SEPTEMBER

MONTHLY ACTUAL & ANNUAL AVERAGE											
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	AVG
HC	5582	5599	5579	5592	5586						5588
FTE	5457.11	5467.56	5450.40	5462.62	5455.74						5458.69

ENROLLMENT COMPARED TO LAST MONTH

	HEAD COUNT				FTE COUNT		
	Dec-24	Jan-25	Difference		Dec-24	Jan-25	Difference
Southworth	672	677	5.00		664.29	669.22	4.93
McKenna	403	403.00	0.00		402.49	402.49	0.00
Prairie	422	423	1.00		419.09	420.09	1.00
Fort Stevens	463	454.00	(9.00)		460.84	451.84	(9.00)
Mill Pond	361	371	10.00		360.02	370.02	10.00
Lackamas	270	274.00	4.00		268.10	272.10	4.00
YMS	655	652	(3.00)		652.85	649.36	(3.49)
RMS	574	575.00	1.00		572.68	573.36	0.68
YHS	1624	1616	(8.00)		1517.87	1510.21	(7.66)
YES	148	141.00	(7.00)		144.39	137.05	(7.34)
SUB TOTAL	5592	5586	(6.00)		5462.62	5455.74	(6.88)
Running Start	45	45	0.00		122.51	123.43	0.92
TOTAL	5637	5631	(6.00)		5585.13	5579.17	(5.96)

ENROLLMENT COMPARED TO LAST YEAR

	HEAD COUNT				FTE COUNT		
	January-24	January-25	Difference		January-24	January-25	Difference
	5831	5785	(46.00)		5653.95	5579.17	(74.78)