

Consolidated School Improvement Plan 2025-26

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 180-16-220](#). The plans must be data driven, promote a positive impact on student learning, and include a continuous improvement process with ongoing monitoring, adjusting, and updating of the plan.

Additional Guidance:

- [Step-by-Step School Improvement Planning and Implementation Guide](#)
- [How to Use the School Improvement Plan Template Checklist](#)
- [CI Webinar 4 - How to Use the School Improvement Plan Template](#)

Section 1: Building Data	
Building Name: Yelm Extension School	Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> 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: 1627 .	Grade Span: 9-12 School Type: ALE - Public
Principal: Curtis Cleveringa, Principal Alicia Jacobson, Asst. Principal (supervisor)	Building Enrollment: 108
School District: Yelm Community Schools	F/R Percentage: 57.4%



Board Approval Date: Tentative November 20, 2025	Special Education Percentage: 16.7%
Plan Date: October 17, 2025	

Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:
[Tier 3 Plus - Graduation Rate](#)

Vision and Mission Statement
[Empowering every student to reach their full potential through strong instruction, meaningful relationships, and deep connections with families and community.](#)

School Leadership Team Members and Parent-Community Partners Please list by (Name, Title/Role)	
Staff Members Felecia Stenbakken, Dean of Students Click or tap here to enter text. Click or tap here to enter text.	Parents/Community Members Click or tap here to enter text. Click or tap here to enter text. Click or tap here to enter text.

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans are needed to align goals between WSIF-identified schools and their support Tier. The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and

- Evidence-based interventions used in your plan.

Use the [Washington State Report Card](#) to complete the table.

Instructions

1. Enter your school's name once the report card for your school has loaded
2. Scroll down and locate the "WSIF" section on the left-hand menu.
3. Click on the Summary button to determine the 2023 WSIF Cycle Identification for your school.
4. Click on the "Trend" button to determine the Overall Framework Score for each student group for the 2023 run and 2024 run. If there is no data for a specific student group indicate N/A in that cell.

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.	2023 WSIF Cycle 3 Identification Choose an item.	2024 WSIF Annual Data
WSIF Data Measures	2023 WSIF Overall Framework Score (indicate Not Applicable with N/A)	2024 WSIF Overall Framework Score
Comprehensive (All Student Group)	3.15	2.65
Comprehensive Graduation Rate	52.7%	53%
Student Group		
American Indian/Alaska Native	NA	NA
Asian	NA	NA
Black/African American	NA	NA
Hawaiian/Other Pacific Islander	NA	NA
Hispanic/Latino	NA	NA
Two or more races	NA	NA
White	NA	2.7

WSIF Cycle 3 Identification Thresholds:
All Schools Threshold: 2.25
Title 1 Threshold: 1.90
ELP Threshold: 9.4
Graduation Rate: 66.7%

English Learner	NA	NA
Low Income	NA	NA
Special Education	NA	NA

Summary of Comprehensive Needs Assessment (CNA):

A [Comprehensive Needs Assessment \(CNA\)](#) is needed for all WSIF-identified schools. In the fields below summarize data collected during your CNA, **including all key WSIF areas plus other sources of both quantitative and qualitative data.**

WSIF Data

- Academic Achievement
 - ELA and Math Proficiency
 - Student Growth Percentile
- Graduation Rate (if applicable)
- English Learner Progress
- School Quality or Student Success Indicators SQSS
 - Regular Attendance
 - Ninth Grade on Track
 - Dual Credit (if applicable)

Section 3: 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 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 1, Tier 2, Tier 3, or Tier 3 Plus under the Washington School Improvement Framework (WSIF), please address all relevant areas of the WSIF data 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).

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

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).

Educators

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 interventions for both teaching and learning?

- Changes and updates in the student growth goals for the Marzano teacher evaluation will be presented to staff along with the new rubric. Additional professional development for teachers is provided through clock hours.
- Tier 1 instructional professional development will be offered to teachers through a book study, *The Illustrated Guide to Visible Learning: An Introduction to What Works Best in Schools*. Book study will focus on making learning and teaching explicit, visible and impactful with strategies targeted towards student achievement.

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

- Weekly PLC collaboration for teachers, counselor and paraprofessional to review course work progress and develop specific and targeted interventions to support student learning. The specific and targeted interventions are documented in each student's learning plan.
- Weekly individualized teacher/student check-ins geared towards academic support. These weekly check-ins are documented in each student's learning plan.
- Weekly dean/administrator walkthroughs and feedback given to teachers.
- Documented conversations with individual teachers for the evaluation cycle including pre-observation, observation and post-observation meetings.

Systems of Support

1. 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 strength for your school's system of supports and how areas of need will be improved.
 - CARE team weekly meetings are based on behavior, social/emotional and academic needs of the students. CARE team creates a support/intervention plan for the student based on individual needs.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- I Team meetings for students who could benefit from a behavior, safety or health plan, additional academic support, as well as a referral for a 504 plan or IEP evaluation.
 - Belonging Survey data submitted by students to plan improvement of our school culture and sense of belonging.
 - Monthly lunch activities to foster a sense of belonging and unity for students.
 - Monthly College & Career lunch presentations to provide opportunities for students to engage in future possibilities.
 - Bi-monthly newsletters with school information for students.
2. How did your school identify these areas of strength and improvement?
- Areas were identified through the Belonging Survey and student/staff input obtained from interviews and conversations.
3. How well do school and community systems interact to ensure continuity of supports for students? Provide at least one example.
- CSIP meetings
 - Bi-monthly family newsletter interactive poll
 - Senior Family Night
4. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?
- Family participation in our Belonging survey has been minimal and a stronger communication roll out will take place this school year.
 - Families participate in parent/teacher conferences where feedback on student academics and engagement is given by teachers.
 - Families have an opportunity to engage in survey and feedback twice a month in the school communication newsletter.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)
 - Areas of strength are centered in the deep commitment from staff towards student academic success.
 - Areas of improvement are increased in-person student attendance and increase in student engagement.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?
 - The ability for students to recover credits at a faster rate than a traditional high school setting.
 - The opportunity for students to receive more one-on-one support by teacher and paraeducator staff.
 - Monthly student lunch activities to engage in both social and academic activities.
 - Hiring of a CTE teacher to provide opportunities for students to acquire CTE credits that go towards graduation and graduation pathway.
 - Hiring of a part-time counselor to provide both social/emotional support as well as tracking student progress and credits.
 - Hiring of a part-time dean to provide staff oversight and student behavior/academic support.
2. What top needs have emerged from multiple data sources?
 - More oversight for students with an IEP.
 - Higher percentage of students who need more social/emotional support.
 - In-person attendance by students is low.
3. What disproportionalities exist among student groups?
 - Higher percentage of students on an IEP.
 - Students who are credit defiant and not on track towards graduation.
4. What root causes has your team identified for disproportionalities among student groups?
 - IEP students who struggle with being engaged in learning in a traditional high school model.
 - Students who had poor attendance in a traditional high school setting.

Section 3: Comprehensive Needs Assessment (Component #1 – Needs Assessment Summary)

- Students who come from families where education is not the top priority in their home.
 - Students who have academic struggles due to their social/emotional difficulties that have become a center in their lives.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
 - Lack of ownership and engagement in student academic success.
 - Lack of feeling like they belong at school.
 - Lack of parental involvement and support.
 - Lack of in-person attendance.
 6. How do identified needs impact each other?
 - Without the in-person attendance, ownership of their own academic success and parental involvement students feel defeated and in need of a high level of staff support.
 7. Which needs require short-term goals (3–6 months) and which needs require long-term goals (1–2 years)?
 - Both long term and short term goals are the same which require the school to provide opportunities for students to engage in their learning, belonging and academic success. Creating opportunities for families to engage in the academic success of their students.
 8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
 - Requiring students to attend in-person on a regular basis for students to have the academic support from teacher and paraeducator.
 - Building on the lunch activities that have been created to build a sense of belonging and community among the students.
 9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
 - Seeking more input from families and students on ways that we can support their academic progress.

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

Investigate resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment (CNA) and using the [Examining Resource Inequities Tool](#). Summarize what resource inequities were identified and which will be addressed in the school improvement plan.

Yelm Extension School has limited resource inequities at this time. In addition to basic ed apportionment, Yelm Extension has funding allocations of Title I, high poverty and OSSI school improvement dollars. In addition, a .5 CTE teacher has been added to the teaching staff. There is a long list of students who are currently waiting to enroll at YES and do not have the staffing to be able to serve all students who meet the criteria and are wanting to attend YES at this time. The additional hire of two teachers and a full time administrator to be on-site will provide the additional support, leadership and oversight needed to steer the school in the right direction.

Section 5: CNA Priorities (Component #1 – Needs Assessment Summary)

Describe the top 3 priorities for school improvement identified through the Comprehensive Needs Assessment.

Priority #1: [Increasing the Graduation Rate](#)

Priority #2: [Promoting a culture where students and families feel like they belong at Yelm Extension School](#)

Priority #3: [Increasing family and community engagement](#)

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/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 data-based improvement goals and evidence-based interventions (activities, practices, or strategies) for SY 2025–26. 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 “Data 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.*

Section 6: School Improvement Plan (Component #2 – Evidence-Based Interventions)

Note: In past templates, Evidence-Based Interventions/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: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 – Practices and Strategies.

SY 2025-2026 SMARTIE Goal #1: At least 67% of the class of 2026 will graduate on time in June 2026

Evidence-based	Data Measures	Lead and	Mid-Year Progress (MYPR)	End-of-Year Progress
<p>Interventions (activities, practice or strategy) to support your SMARTIE Goal and the resources used for implementation.</p> <p>Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices or strategies) described. Each evidence-based intervention needs to support the larger SMARTIE Goal. (Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)</p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR)</p> <p>When is the EBI and impact thus far in the 2025-26 school year. (Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)</p>	<p>End-of-Year Progress (EOYP) on each EBI and impact during the 2025-26 school year. (Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)</p>
<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</p> <p>Increase Student Attendance</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Daily Attendance keeping in mind daily attendance in an ALE program is not required. YES is encouraging students to come in-person regularly.</p>	<p>Who (what team or individual) will be responsible for implementing, tracking, and adjusting the EBI?</p> <p>Teachers, counselors and administrators.</p> <p>When will this EBI occur?</p> <p>Throughout the year</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
<p>Mid-Year Progress Review: What resources will be used for implementation? (For example, professional</p>	<p>Completion of course work in a timely manner from</p>	<p>Who for the Mid-Year Progress Review and fill out the progress be monitored or</p>	<p>Mid-Year Progress Review and fill out the MYPR section of the table below. How close is the school to meeting this goal, based on the expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</p>	<p>Mid-Year Progress Review and fill out the MYPR section of the table below. How close is the school to meeting this goal, based on the expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)</p>

<p><i>development, extended time, curriculum, materials, etc.?)</i></p> <p>Email communication to families and students. Lunch activities for students to encourage them to attend. Student of the month recognitions to celebrate students who are positively engaged in their learning.</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit from having onsite access to their teacher and counselor. These are important supports for both academic progress and social emotional behavior.</p>	<p>students who are attending in person.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Being in person on site where a teacher/counselor can assist will allow students a greater opportunity to be successful academically and behaviorally.</p>	<p><i>data reviewed? Be as specific as possible.</i></p> <p>Teachers reporting student attendance during weekly staff meetings about the number of students who are coming in person.</p> <p>Tracking academic progress of students who are attending in person.</p>		
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Provide CTE courses taught by an On-Site Teacher</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>CTE teacher will receive continual PD in the edgenuity platform and in state standards. CTE teacher mentor to provide any additional support and/or materials needed to instruct students.</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit by having access to an additional graduation pathway that has been very limited in the past.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Completion Rates of CTE Courses</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Availability and Completion of CTE courses will provide a needed additional graduation pathway to students at Yelm Extension School.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>CTE teacher is responsible for tracking student course work and providing instruction to support their learning.</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the school year.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Progress monitoring will occur during the entire year with student deadlines of course work completion at the end of each quarter.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>
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<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Implement HSBP Platform (SchoolLinks) with Fidelity</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>SchoolLinks platform</p> <p><i>What student groups will benefit and why?</i></p> <p>All student groups will benefit using the new state platform as it provides structured lessons/activities that will promote planning for post secondary opportunities.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Required Lesson Completion Rates</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>It will be measured by student completion that will allow them to meet their graduation requirements and graduate on-time.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers will be monitoring student progress and prompting students when needed. Progress on completion rates will also be presented during weekly staff meetings.</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Weekly progress monitoring.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>
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SY 2025–2026 SMARTIE Goal #2: The school will establish and maintain a culture of dignity that results in an increase of the percentage of ALL students indicating they feel a sense of belonging as measured on the YCS Student Belonging Survey on the specific domain of **feeling accepted** from 81% (baseline-use spring 25 data) to 85% by June 2026.

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

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

- Increase in number of students participating in Lunch n Learn activities.
- Increase in the number of students participating in monthly lunch time celebrations.
- Increase in the number of students attending school in-person.
- Decreases in discipline referrals.
- Provide opportunities for students to participate in ASB leadership roles.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

<u>Evidence-based intervention (activity).</u>	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and
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<p><u>practice or strategy</u>) to support SMARTIE Goal and the resources used for implementation.</p>		Timeframe	thus far in the 2025-26 school year.	impact during the 2025-26 school year.
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Create Positive and Respectful School Environments (Cultures of Dignity).</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Materials for activities that occur at lunch once a month.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All students will benefit from being in a school environment that supports their dignity and gives them a sense of belonging.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>% of students reporting feeling known, valued, and connected on the Spring Belonging Survey</p> <p>Office Referral Counts</p> <p>Attendance for lunch time activities such as Lunch n Learn and Lunch Celebrations.</p> <p>Students participating in ASB leadership opportunities.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Comparing office referral rates to previous year by month</p> <p>The changes from fall to spring on the student belonging survey will</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>CTE teacher for Lunch n Learn activities, Paraeducator for monthly Lunch Celebrations. ASB sponsor responsible for providing leadership opportunities for students.</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

	indicate effectiveness of the activities			
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Expand Student Leadership, Creativity, and Recognition Activities</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Advisor time to work with leadership students, materials necessary for any activity ASB students would like to do and use of technology and websites to recognize student achievements.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All Students will benefit from being recognized and</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Attendance and participation of students in the different activities.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Increase in student attendance in school and participation in activities.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>ASB student advisory, staff and administrators.</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Attendance and participation will be documented at each activity/event.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

having a voice in how the school operates.				
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SY 2025–2026 SMARTIE Goal #3: By June 2026, the school will cultivate authentic partnerships and transparent communication systems that empower families and communities to co-lead student success. The school will achieve a 75% spring family survey completion rate at each grade level.

*Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #3: answer all prompts in each column for each evidence-based interventions (activities, practices or strategies) described. ***Each evidence-based intervention needs to support the larger SMARTIE Goal.** (Data +Evidence-Based Intervention+ Data to Measure Effectiveness and Impact = Support of SMARTIE Goal)*

Beginning of Year: Answer this question and fill out the table below.

What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?

- Increase of families accessing the newsletters that are sent out via email.
- Increase of families completing newsletter polls, questionnaires and surveys.
- Parents participating and engaging in different family activities, meetings and events.
- Parents participating and sharing information that is beneficial to the improvement of our school culture and belonging.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) *How close is the school to meeting this goal, based on the mid-year expectation stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) *How close is the school to meeting this goal, based on end-of-year expectations as stated in the SIP? (Answer this question in this box and include specific descriptions and data points below.)*

Evidence-based intervention (activity,	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and
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<p><u>practice or strategy</u>) to support SMARTIE Goal and the resources used for implementation.</p>		Timeframe	thus far in the 2025-26 school year.	impact during the 2025-26 school year.
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Increase Community Input and Shared Ownership</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Newsletters, family meetings and events</p> <p><i>What student groups will benefit and why?</i></p> <p>All Students will benefit when there is greater community engagement in the school. This collaboration fosters a supportive environment where diverse perspectives enrich learning and promote a stronger sense</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>The number of different(unique) parents/guardians actively engaged in building leadership teams. Not counting staff as family members.</p> <p>Community satisfaction ratings related to engagement and partnership (via survey)</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>There are an increasing number of unique parents actively involved on building leadership teams.</p> <p>Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>School administrators and counselor.</p> <p><i>When will this EBI occur?</i></p> <p>Throughout the school year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Attendance participation will be collected at each event or meeting held.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p>of responsibility and pride in their education.</p>				
<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Increase Inclusive Two-Way Communication</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>In person meetings and back and forth email communication</p> <p><i>What student groups will benefit and why?</i></p> <p>All Students will benefit from ensuring that their needs and voices are heard, leading to more personalized support and stronger relationships. Two-way communication</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>The number of reads for each school newsletter published-S'more</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>The number of reads.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>School administrator, dean, and counselor.</p> <p><i>When will this EBI occur?</i></p> <p>At conference times</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Tracking the number of parent meetings, IEP's, 504's and number of newsletters that are being read.</p>	<p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Increase Inclusive Two-Way Communication</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Extended time after school hours and website/internet access.</p> <p><i>What student groups will benefit and why?</i></p> <p>All Students</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>The number of reads for each school newsletter published-S'more</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>The number of reads.</p>

also fosters a collaborative environment that enhances student success, fosters trust and transparency.				
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Section 7: 2025–2026 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, as documented as documented in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

2. Share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

Click or tap here to enter text.

3. Which evidence-based interventions (activities, practices, or strategies) (including WSIF Tier 1-Tier 3 Plus) identified in your SIP are having the largest impact on positively improving student outcomes and your high-priority data-based SMARTIE goals? Describe what contributes to the success of this work.

Click or tap here to enter text.

4. For each goal that is not yet on track, what adjustments will be made to increase the chances that the school will meet the goal?

Click or tap here to enter text.

Section 8: 2025–2026 End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings, as documented as documented in the SMARTIE goal tables above and can be used to inform decision-making about developing SMARTIE Goals and evidence-based interventions (activities, practices, or strategies) for your 2026–2027 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practical and sustainable planning processes. Use of these questions and the additional sections of this template can encourage the formation of practical SMARTIE Goals and evidence-based interventions (activities, practices, or strategies), progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?

Click or tap here to enter text.

6. How will you utilize available and additional sources of data in this planning process?

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026–27.

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 1003 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 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

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.	<p><i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i></p> <p>Weekly PLC meetings</p>
Title I, Part A	To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	<p><i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i></p> <p>Increase family involvement</p>
School Improvement	All funds are expressly intended for planning and implementation of district and school improvement plans (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 opportunity gaps, specifically those driving identification.	<p><i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i></p> <p>OSSI funds due to Tier 3 Plus improvement status will be used to cover funding for a .5 FTE school counselor as state apportionment does not provide sufficient funding for a counselor at Yelm Extension School. Triple levy failure in the district has stripped any additional funding that could be used to fund this position. The purpose of this role is to advise and ensure students are enrolled in the correct courses to meet CADRS requirements, graduation pathway and completion of the high school beyond plan. Without this position, there is not staffing capacity to advise and monitor progress of all these areas.</p>

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025–26)

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 II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<p><i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i></p> <p>Focused PD on Tier I instruction</p>
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.	<p>These funds are available at the district level only.</p>
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	<p><i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i></p> <p>Not available to Yelm Extension School</p>
Learning Assistance Program (LAP) High Poverty	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	<p><i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i></p> <p>Not available to Yelm Extension School</p>
Local Funds	Local levy revenue may be combined in schoolwide programs.	<p>There are no local funds available due to the district being in triple levy failure.</p>

Section 9: Funding (Component #3 – Consolidated Funds Matrix SY 2025-26)

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
Other Funding Sources, including School Improvement Grant Funding	NA	NA