YELM Community Schools

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

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

AGENDA

Regular School Board Meeting

Thursday, September 24, 2026
6 p.m.
Southworth Elementary
13849 Yelm Hwy. SE • Yelm, WA

Regular School Board Meeting

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

I 2. **Audience**

A. Superintendent's Comments

B. Community Comments

3. **New Business**

A **A. Individual Contracts**

1. New Hires
   Raiza Barreto, YMS Paraeducator SPED Program Student Specific
   Robert Crow, OSS Teacher Spec. Prog. Deaf and Hard of Hearing
   Jennifer Hoke, YHS Teacher SPED Case Manager
   Kevin Kriss, PR Paraeducator SPED Program Student Specific
   Jason Owen, MP Paraeducator SPED Program Student Specific
   Ximena Romero-Johnston, YHS Paraeducator SPED Program Student Specific
   Jorden Steele, YHS OSS Physical Therapist
2. Leave of Absence
   No Report
3. Resignations/Retirements/Terminations

Christina Cox, FS Paraeducator Instructional	Resignation
Dakota Hill, YHS Coach Head Baseball	Resignation
Shari Parsons, PR OPV	Resignation
Emma Stepan, SW OP II	Resignation

4. Staffing Changes
   Timothy Beaudin, Assistant Coach to Interim Head Coach
   Korine Bland, Paraeducator Instructional to Paraeducator SPED Student Specific
   Petra Camin, Paraeducator SPED LRC Location Change
   Brianna Cunningham, Paraeducator SPED Preschool to Paraeducator SPED Student Specific
   Nicole Evans, Paraeducator SPED Student Specific to BSA

Corina McMichael, Instructional to Paraeducator Instructional ML

5. Stipends/Supplemental Contracts

A **B. Acceptance of Gifts**

Donor	Amount
YHS Connects, YHS Band	$8,837.67
Yelm Comm. Ed Foundation, YHS FFA	$650.28
Team Shelby PNW, YHS FFA	$1,000.00

A **C. Resolution 01-26-27**
Capital Facilities Plan

A **D. Continuous School Improvement Plans**
Prairie Elementary
Fort Stevens Elementary

A **E. Out-of-District Travel**
YHS FFA to Cispus Learning Center, Oct 2-3, 2026, to attend District Leadership Camp, 14 students and 3 chaperones.

A **4. Vouchers and Payroll**

A.	General Fund	#70154649 – 70154737	$2,454,042.68
B.	ASB Fund	#70410159 - 70410162	$4,949.78
C.	Capital Projects Fund	#70501882 - 70501885	$494,023.28
D.	ACH	#9000000259 – 9000000277	$42,652.37
E.	Comp Tax	#112300033 – 11230033	$2,656.47
F.	August Payroll		$6,257,324.52

A **5. Facilities Report:**

Public Works:

Project #	Amount	Vendor / Reason
87.25	$54,202.50	Olympic Roofing, LLC – 500 Gym Roof Repair YHS
89.25	$1,155.23	Food Service Equipment – Dishwasher Diagnostics & Repair – YMS
118.25	$34,798.00	Lake Tapps Construction Unlimited – P13/14 Demolition – YHS
147.25	$790.22	Hermanson Co LLP - Chiller Diagnostics - Compressor Alarm for Loss of Charge – YHS
148.25	$1,317.23	Hurley Engineering - Boiler Ignition Transformer Replacement – RMS
149.25	$2,515.32	Hermanson Co LLP – Annual Chiller Maintenance – YHS
150.25	$2,515.32	Hermanson Co LLP – Annual Chiller Maintenance – RMS
151.25	$4,356.60	Hermanson Co LLP - Refrigerant Leak Diagnostics and Repair – YHS

I **6. Financial Reports**

I **7. Student Enrollment Report**

Sept 2026	4976 HC	4866.24 FTE (5.76 < 4872.00)
June 2026	5242 HC	

Sept 2025 5347 HC

I 8. Board Comments

I 9. Superintendent's Report

A 10. Adjourn

Next Board Meeting: October 8, 2026 – 6:00 p.m. – Regular Board Meeting

Location: Lackamas Elementary

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**

Personnel Action for Board Approval

Doyla Buckingham
Director of Human Resources

DATE OF BOARD MEETING:			September 24, 2026		
NEW HIRES:					
First Name	**Last Name**	**Location**	**Title**	**Date**	**Comments**
Raiza	Barreto	YMS	Paraeducator SPED Program Student Specific	9/14/2026	New Hire
Robert	Crow	OSS	Tchr Special Programs Deaf and Hard of Hearing	9/30/2026	New Hire
Jennifer	Hoke	YHS	Tchr SpEd Case Manager	9/9/2026	New Hire
Kevin	Kriss	Prairie Elementary	Paraeducator SPED Program Student Specific	9/9/2026	New Hire
Jason	Owen	Mill Pond	Paraeducator SPED Program Student Specific	9/9/2026	New Hire
Ximena	Romero-Johnstor	YHS	Paraeducator SPED Program Student Specific	9/9/2026	New Hire
Jorden	Steele	YHS	OSS-Physical Therapist	9/25/2026	New Hire
LEAVES OF ABSENCE:					
First Name	**Last Name**	**Location**	**Title**	**Date**	**Comments**
RESIGNATIONS/RETIREMENTS/TERMINATIONS:					
First Name	**Last Name**	**Location**	**Title**	**Date**	**Comments**
Christina	Cox	Fort Stevens	Paraeducator Instructional	9/9/2026	Resignation
Dakota	Hill	Yelm HS	Coach-Head Baseball	9/10/2026	Resignation
Shari	Parsons	Prairie Elementary	OP V	9/25/2026	Resignation
Emma	Stepan	Southworth	OP II	8/31/2026	Resignation
STAFFING CHANGES:					
First Name	**Last Name**	**From**	**To**	**Date**	**Comments**
Timothy	Beaudin	Assistant Coach	Interim Head Coach	9/1/2026	Position Change
Korine	Bland	Paraeducator Instructional	Paraeducator SPED Student Specific	9/9/2026	Positions Change
Petra	Camin	Paraeducator SPED LRC	Paraeducator SPED LRC	9/9/2026	Location Change
Brianna	Cunningham	Paraeducator SPED Preschool	Paraeducator SPED Student Specific	9/9/2026	Positions Change
Nicole	Evans	Paraeducator SPED Student Specific	BSA	9/9/2026	Positions Change
Corina	McMicheal	Instructional	Paraeducator Instructional ML	9/9/2026	Positions/Location Change
REQUESTS FOR WAIVERS FOR TEACHING OUT OF ENDORSEMENT:					
First Name	**Last Name**	**Location**	**Out of Endorsement Subject**	**Date**	**Comments**

Authorization to Pay Stipends/Supplemental Contracts

2026-27 School Year

September 2026

Name	Location	Activity	Total Pay	Pay in
Allison, Danielle	OSS	ESA Hiring Stipend	$2,000.00	Sept 26
Anchors, Kayte	Yelm High School	FBLA	$6,043.00	Sept 26-Aug 27
Anchors, Kayte	Yelm High School	Yearbook	$5,785.92	Sept 26-Aug 27
Beaudin, Timothy	Yelm High School	Coach-Interm Head Football	$9,809.00	Sept 26-Nov 26
Blowers, Karla	Yelm High School	FBLA	$6,043.00	Sept 26-Aug 27
Borchers, Brandon	Yelm High School	Skills USA/STEM	$6,043.00	Sept 26-Aug 27
Des Rochers, Allison	Yelm High School	WCTSMA	$6,043.00	Sept 26-Aug 27
Des Rochers, Stuart	Yelm High School	Athletic Director	$9,000.00	Sept 26-Aug 27
Devore, McKenzie	Yelm High School	Coach-Head Girls Golf	$6,330.00	Sept 26-Nov 26
Fisher, Elianne	Yelm High School	ASL	$6,043.00	Sept 26-Aug 27
Hall, Alonzo	Yelm High School	FFA	$6,043.00	Sept 26-Aug 27
Healy, Ryan	Ridgeline Middle School	ASB	$1,928.64	Sept 26-Aug 27
Hill, Dakota	Yelm High School	Coach-Head Strength & Condition	$3,999.00	Sept 26-Nov 26
Hominda, Sarah	Yelm High School	Coach-Assistant Volleyball	$5,330.00	Sept 26-Nov 26
Hopkins, Jolynne	Yelm High School	Advisor 12	$3,857.28	Sept 26-Aug 27
Hopkins, Jolynne	Yelm High School	FBLA	$6,043.00	Sept 26-Aug 27
Hull, Hillary	Yelm High School	CAREER ED	$6,043.00	Sept 26-Aug 27
Hummel, Jordan	Yelm High School	FFA	$6,043.00	Sept 26-Aug 27
Kerrigan, Christian	Ridgeline Middle School	ASB	$1,928.64	Sept 26-Aug 27
Lovato, Stacie	Yelm High School	Coach-Head Dance	$6,330.00	Sept 26-Nov 26
McIntire, Alexander	Yelm High School	Coach-Head Boys Cross Country	$6,663.00	Sept 26-Nov 26
McLaren, Keith	Yelm High School	Coach-Head Boys Tennis	$7,237.00	Sept 26-Nov 26
Mounts, Matthew	Yelm High School	FFA	$6,043.00	Sept 26-Aug 27
Nash, Dustina	Yelm High School	FFA	$6,043.00	Sept 26-Aug 27
Noe, Deborah	Yelm Extension School	FBLA	$6,043.00	Sept 26-Aug 27
Nolan, Jacob	Yelm High School	Coach-Assistant Football	$6,330.00	Sept 26-Nov 26
Richter, Kayla	Yelm High School	Advisor 11	$2,250.08	Sept 26-Aug 27
Scheuerman, Nicole	Yelm High School	Coach-Head Girls Cross Country	$5,712.00	Sept 26-Nov 26
Swilley, Randy	Yelm High School	DECA	$6,043.00	Sept 26-Aug 27
Van Velzer, Andrew	OSS	ESA Hiring Stipend	$2,000.00	Sept 26
Whalen, Bailey	Yelm High School	Coach-Head Volleyball	$8,441.00	Sept 26-Nov 26
Wikoff, Lorraine	Yelm High School	FFA	$6,043.00	Sept 26-Aug 27
Wolf, Kristin	Yelm High School	ASB	$5,785.92	Sept 26-Aug 27
Wolf, Kristin	Yelm High School	FBLA	$6,043.00	Sept 26-Aug 27
Yenne, Lana	Yelm Middle School	ASB	$3,857.28	Sept 26-Aug 27
		TOTAL CERTIFICATED	**$195,219.76**	
Anderson, Melanie	Yelm High School	Coach-Assistant Dance	$5,330.00	Sept 26-Nov 26
Barney, Memphis	Yelm High School	Coach-Assistant Football	$5,712.00	Sept 26-Nov 26
Didway, Christopher	Yelm High School	Coach-Assistant Football	$5,712.00	Sept 26-Nov 26
Gonzalez Oseguera, Miguel	Yelm High School	Coach-Assistan Girls Soccer	$2,532.00	Sept 26-Nov 26
Hummel, Madison	Yelm High School	Coach-Head Cheer	$6,663.00	Sept 26-Nov 26
Johnson, Jurrel	Yelm High School	Coach-Assistant Football	$5,712.00	Sept 26-Nov 26
Mansfield, Damian	Yelm High School	Coach-Assistant Football	$5,712.00	Sept 26-Nov 26

Authorization to Pay Stipends/Supplemental Contracts

2026-27 School Year

Mullins, Catherine	Yelm High School	Coach-Assistant Volleyball	$4,570.00	Sept 26-Nov 26
Naylor, Vicent	Yelm High School	Coach-Assistant Football	$5,712.00	Sept 26-Nov 26
Phil Perry	Yelm High School	Coach-Assistant Girls Soccer	$2,865.00	Sept 26-Nov 26
Tamaalevea, Tutaumua	Yelm High School	Coach-Head Football	$7,807.00	Sept 26-Nov 26
Temple, David	Yelm High School	Coach-Head Girls Soccer	$7,237.00	Sept 26-Nov 26
Villeses, Kennedy	Yelm High School	Coach-Assistant Cheer	$5,063.00	Sept 26-Nov 26
Wiggins, William	Yelm High School	Coach-Assistant Football	$5,712.00	Sept 26-Nov 26

TOTAL CLASSIFIED $ 76,339.00

GRAND TOTAL STIPENDS/SUPPLEMENTAL PAY $ 271,558.76

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: Veronica Birdsong, Director of Finance

DATE: September 24, 2026

SUBJECT: Donations

Donor	Items/Purpose	Amount
YHS Connects	YHS Band	$8,837.67
Yelm Comm. Ed. Foundation	YHS FFA	$650.28
Team Shelby PNW	YHS FFA	$1,000.00

YELM Community Schools

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

MEMORANDUM

TO: Board of Directors

FROM: Teri Melone, Director of Operations

DATE: September 24, 2026

SUBJECT: Approval of Capital Facilities Plan – Resolution 01-26-27

Background Information:

The Capital Facilities Plan (CFP) provides the district with a comprehensive, long-term framework for managing and planning district facilities. This plan is an essential tool for forecasting future student enrollment, identifying facility needs, and aligning construction and modernization efforts with district growth and community development.

The purpose of the plan is to ensure the district has adequate, well-maintained facilities to meet projected growth, support educational programs, and coordinate effectively with local government land use and infrastructure planning. It also provides the statutory basis for collecting school impact fees from new development to help fund future school construction.

The CFP includes a Six-Year Capital Finance Plan and Deferred Maintenance Plan due to lack of funds. Our goal is to ensure a safe, welcoming environment within our fiscal constraints.

Due to a little or now enrollment growth projected over the next six years, there will be no recommendation to city and county entities to collect Impact Fees.

Action Required

Motion to Approve Resolution 01-26-27 Capital Facilities Plan for 2026-2032.

Recommended Motion

I move that the Board of Directors approve the Capital Facilities Plan.

YELM Community Schools

Capital Facilities Plan

2026 – 2032

Acknowledgements

Board of Directors
Casey Shaw, President
Bill Hauss, Vice President
Denise Hendrickson, Director
Ryan Jewell, Director
Frank King, Director

Superintendent
Chris Woods

District Staff
Teri Melone, Director of Operations

Adopted September 24, 2026

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Executive Summary

About the Plan

The Yelm Community Schools Capital Facilities Plan describes capital projects needed over the next six years and the longer-term in order to carry out the District's mission, vision, and goals to provide students with quality educational services. The plan has a number of purposes. It guides District decisions regarding capital projects and budgeting. It informs the land use plans of local governments. It is a resource community members can use to help understand District capital projects and related public funding requests. It is also required for the collection of school impact fees.

The plan is prepared in compliance with the Growth Management Act and the codes of the three jurisdictions that collect school impact fees on behalf of the District: Pierce County, Thurston County, and the City of Yelm. The District annually updates this plan and provides it to the city and counties for review and adoption as part of their comprehensive plans.

The plan includes information used to help identify capital facility needs including District educational programming goals and class size standards, the condition of existing facilities and their capacity to serve students, enrollment trends, and projected surpluses or deficits in classroom space. Capital facility needs, potential funding sources available to the District, and a finance plan lists projects the District anticipates completing over the next six years and a deferred maintenance plan of projects that are on hold due to funding availability.

Key Findings

Capital Facility Needs

The District has multiple aging facilities that are nearing the end of their useful life and will require repair, replacement or renovation. Three of the District's schools are over 30 years old: Lackamas Elementary, Prairie Elementary, and Fort Stevens Elementary School. Mill Pond Elementary School is nearing the 30 years of age mark. With the passing of the February 2019 bond measure, the district was able to procure a new Yelm Middle School opening to students September 2021, a new Southworth Elementary School opening to students September 2022, and district wide safety and security upgrades.

Yelm Community Schools saw significant enrollment growth between 2003 to 2017. To manage this growth the District put in place a considerable number of portable classrooms, adding to the number of portables that were already in place in 2003. One reason the District added portables instead of building or expanding schools is that the community and the District have struggled to pass bond measures to finance needed capital projects. Currently, 74 portable classrooms are located at six school campuses. Over a third of all students have their primary classroom in a portable, and many of the portables are more than 20 years old.

This plan includes a Six-Year Capital Finance and Deferred Maintenance plan outlining priorities and costs if available. Due to the reduction of the Capital Facilities budget, only essential safety and security repairs will be addressed based on funding availability. Major and minor repairs will be deferred until funding is secured.

About the District

Located in southeast Thurston County, Yelm boasts spectacular views of Mt. Rainier. Yelm is a growing and thriving rural community with easy access to mountains, rivers, beaches, as well as urban and cultural events. Yelm is the fourth largest district in Thurston County serving the communities of Yelm, McKenna, the Bald Hills (Clear Lake), the Lawrence Lake area, the Nisqually Indian Reservation, and parts of the Lacey suburbs. A portion of the district's 192 square miles extends into Pierce County. Current enrollment is approximately 5000 students in six elementary schools, two middle schools, one high school, and one alternative school. The District is one of the largest employers in the region and employs approximately 760 staff.

Yelm Community Schools is a growing and vibrant district. We are committed to preparing students for success after graduation. We serve communities in Pierce County and Thurston County including Yelm, McKenna, the Bald Hills (Clear Lake and Lawrence Lake areas), the Nisqually Indian Reservation, and parts of the Lacey suburbs.

The District has seen shifts in student enrollment in recent years. Washington State Office of Superintendent of Public Instruction (OSPI) forecasts enrollment on form 1049 shown in Table 2. These predictions are evaluated annually which show current and future enrollment for Yelm Community Schools to decline level over the next 6 years.

Academic services and safe, welcoming facilities for students are a great source of pride in Yelm Community Schools. The District has offered Advanced Placement opportunities and a high-quality Career and Technical Education program. We also have had a strong commitment to the arts, music, and health and fitness prior to levy failures. A supportive community of individuals, parent organizations, nonprofit organizations, and businesses assist the district to enhance the educational experience for students.

Mission, Vision & Strategic Plan

The District’s work is guided by its mission, vision, and strategic plan.

Mission

Future-Ready Students. Community-Strong Schools.

Vision

Empowering every student to reach their full potential through high quality instruction, meaningful relationships, and strong connections with families and community.

Strategic Plan

In 2025, the Yelm Community Schools Board of Directors approved a five year strategic plan developed by a committee represented by staff and community.

Core Commitments: Learning, Belonging, Community

At the heart of our strategic plan are three interconnected commitments: Learning, Belonging, and Community. Each is powerful on its own, but their greatest impact comes when they work together.

- **Learning** is our core purpose. It means every student experiences challenging, engaging instruction that supports academic growth every day. But learning doesn't happen in isolation.
- **Belonging** is the environment that makes learning possible. When students feel safe, seen, and valued, they're more likely to take risks, engage deeply, and persist through challenges. A culture of dignity and connection lays the foundation for academic success.
- **Community** provides the network of support that sustains both learning and belonging. Families, staff, and community partners each play a role in helping students thrive, inside and outside the classroom.

Together, these three commitments form a system of support. They reinforce one another, creating the conditions where every student can grow, lead, and succeed.

Strategic Priorities

These strategic priorities guide how we teach, lead, and partner every day to fulfill our mission of empowering every student to thrive.

1. Instructional Excellence: We deliver high-quality, inclusive Tier I instruction that is standards-aligned and assessment-informed. Instruction is grounded in collaboration and responsive to the needs of every learner.
2. Responsive Support for All: We provide timely, data-driven academic and behavioral support through a Multi-Tiered System of Supports (MTSS), ensuring every student receives the right interventions and challenges to succeed.
3. Student Engagement and Ownership: We create classrooms where students are actively engaged, have voice and choice, and take responsibility for their learning, building motivation, relevance, and readiness for the future.

4. Meaningful Relationships and Belonging: We foster inclusive school communities where every student feels safe, known, and valued. Belonging is strengthened through positive relationships, restorative practices, and clear expectations.
5. Leadership, Recognition, and Voice: We empower students to lead and contribute in meaningful ways. Leadership and recognition amplify student voice and build agency and pride.
6. Family and Community Partnership: We cultivate strong, authentic partnerships with families and community members through transparent communication, inclusive engagement, and shared responsibility for student success.
7. Transparency and Trust: We build trust by sharing progress openly, acting on community feedback, and aligning our practices with our strategic commitments. Families and partners help guide and hold us accountable.

District Class Size Standards

The District sets standards for the average number of students in classrooms. These standards are grounded in the District's mission and vision and support positive learning environments. They also inform capital facilities planning. For instance, they are used to help determine the design of new or remodeled school facilities in addition to other factors such as educational programming goals and site opportunities and constraints. Class size standards are also used to help estimate student capacity – which is how much room there is in schools' permanent classrooms to serve students.

The District's current class size standards are listed below. These standards are for District-wide average class sizes. Individual classrooms may have a higher or lower number of students.

- **Preschool (AM+PM):** Average class size of 30
- **Elementary School (K-5):** Average class size of 25 students
- **Middle School (6-8)**: Average class size of 28 students
- **High School (9-12)**: Average class size of 28 students
- **Special Education (CLC/FLC/SITE/STEP):** Average class size of 14

Due to the loss of levy funds and reduction in staff, class sizes may increase.

Existing Facilities & Student Capacity

Introduction

Each year when the District updates this Capital Facilities Plan, reviews the condition of existing facilities and capacity to serve students. The District's existing capital facilities include schools and administrative buildings. All of these facilities serve students, either directly by providing classroom space or indirectly by providing support services such as transportation, food, and administrative services.

Yelm Community Schools began serving students in the late 1800s as the Yelm School. Today, the District serves students on ten campuses including six elementary schools, two middle schools, a large comprehensive high school, and an alternative learning high school.

Six of the school campuses include 74 portables that have been added in response to growth in student enrollment over the past 20 years. Portables are located at Fort Stevens Elementary, Lackamas Elementary, Mill Pond Elementary, Prairie Elementary, Southworth Elementary, and Yelm High School.

Yelm High School's SITE (Supporting Independence Through Employment) program was relocated in the fall of 2019. This residential structure built in 1986, located on an adjacent parcel south of YHS, was fully remodeled to meet the current needs of the students enrolled in this program. In 2025, this program expanded and created the STEP (Supporting Transition Education Program) utilizing the previous Prairie Preschool, which was moved to a classroom within Prairie Elementary. In 2025, the district expanded the preschool program to all elementary schools.

In 2026, the STEP program was eliminated; and the building has been temporarily closed to save costs. The Open Doors program expanded into the former Assessment Building, which was renovated in 2015; and Assessment staff were relocated into the district administrative building.

The District Office is located in a building that was renovated and modernized in 2004. Facilities, (maintenance, grounds, custodial, and food service departments) was relocated from the Yelm Middle School campus to an adjacent parcel next to Fort Stevens Elementary School in December 2019. New construction and renovation of existing buildings at the Support Operations and Transportation Department occurred in 2013 and remodeled in 2025.

In addition to the existing facilities the District owns the following parcels directly south of Yelm High School: 21724240000, 21724240100, 21724240200, and 21724240300. These parcels are primarily vacant and are about 30 acres.

Description of Existing Facilities - Schools

Fort Stevens Elementary

Fort Stevens Elementary opened in 1990 and is located at 16525 100th Way SE in Yelm. The campus is 29 acres. The school building is 46,272 square feet. In 2008 a remodel of the original covered play area created the addition of a new multi-purpose room with Physical Education (PE) storage and additional restrooms. The project also included the construction of a new covered play shed. Other improvements to the site include a sanitary sewer and storm water system upgrade in 2008 and a roof replacement in 2010. Twelve portable classrooms have been added to the campus in response to student enrollment growth. The school's mascot is the Eagles.

Lackamas Elementary

Lackamas Elementary was built in 1911. It closed in 1946 and then re-opened in 2005 with the majority of classroom space provided in portables. It is located at 16312 Bald Hill Road SE in unincorporated Thurston County. The campus is 7.37 acres. Lackamas Elementary School is listed on the Washington State Historical Register. The building is 8,974 square feet including three classrooms, a gym, and a kitchen. There are 18 portable classrooms on the campus. The school's mascot is the Lightning.

McKenna Elementary

McKenna Elementary opened in 1890 and is located at 35120 State Route 507 in unincorporated Pierce County. The campus is 9 acres. Between 2004 and 2006 a new building and covered play area were constructed, and the existing building was remodeled and modernized. The school building is currently 47,394 square feet. There are no portable classrooms on the campus. The school's mascot is the Mountain Lions.

Mill Pond Elementary

Mill Pond Elementary opened in 1993 and is located at 909 Mill Road SE in Yelm. The campus is 20 acres. The school building is 50,075 square feet with 4 portable classrooms on the campus. Past site improvements include a new playground in 2006, roof replacement in 2010, and the addition of a covered play area in 2015. The school's mascot is the Wolves.

Prairie Elementary

Prairie Elementary opened in 1984 and is located at 16535 110th SE in unincorporated Thurston County. The campus is 19.55 acres. The school building is 42,679 square feet including a new multi-purpose room that was constructed in 2007. Other site improvements include a roof replacement in 2005, septic tank pump and control panel upgrade in 2015, and City of Yelm water main extension in 2016. There are nine portable classrooms on the campus. Two portables were installed in 1980. One has been closed due to foundation stability and the other is being monitored. The school's mascot is the Panthers.

Southworth Elementary

The new Southworth Elementary School opened to students in the fall of 2022. The school building is 63,661 square feet and is located at 13849 Yelm Highway SE in Yelm. This site will also host the District's SELF Program (Social, Emotional Learning, and Focus) for special needs students. Currently this site has 4 portable classrooms that were new at the time of the old Southworth demolition. The school's mascot is the Stars.

Ridgeline Middle School

Ridgeline Middle School opened in 2006, making it one of the District's newest facilities. Located at 10605 Carter St SE in Yelm, it is adjacent to Mill Pond Elementary and shares athletic fields with this school. The campus is 31.8 acres. The school building is 84,986 square feet and includes the District Kitchen. There are no portables on the campus. Ridgeline Middle School's mascot is the Storm.

Yelm Middle School

Yelm Middle School opened to students in the fall of 2021. Housed within Yelm Middle School is the District Technology Department. The school building including the technology department is 98,838 square feet, sits on a 23.19 acre campus, located at 401 Coates Ave NW in Yelm. New ball fields along Yelm Avenue construction was completed in the fall of 2022 after completing demolition of the old Yelm Middle School. Yelm Middle School's mascot is the Whirlwinds.

Yelm High School

Yelm High School is located at 1315 Yelm Ave W in Yelm. The original building on the high school campus opened in the early 1900s where the middle school campus sits today. The campus relocated in 1966 on 36 acres, and the current school buildings are 166,915 square feet. The school has had a number of improvements over the years. The auto shop and agricultural barn were built in 1984, a greenhouse was built in 1990, and another greenhouse was built in 2002. Between 2004 and 2006 renovations and modernizations were made to the 300 and 500 buildings (constructed in 1978) and the 400 building (constructed in 1990), the new 100/200 main building was constructed, and the auxiliary gym and weight room were added. Currently there are 27 portable classrooms on site, 12 of which were added in the 2017 to enable the District's grade reconfiguration and the movement of ninth grade students to the high school.

Yelm High School also has a transition program known as SITE (Supporting Independence Through Employment) for students ages 18 to 21 whose graduation is determined by Individual Education Plans. The SITE program is housed in a single family residential structure built in 1986, renovated in 2019, located at 9719 Tahoma BLVD SE in Yelm. Students who attend the program work on daily living skills, social skills, functional academics, and independent living skills. They acquire job skills through volunteer work in the local community. Yelm High School's mascot is the Tornados.

Yelm Extension School & Open Doors Program

Yelm Extension School, the District's alternative high school, opened in 2003 and is located next to the District Office at 107 1st St in Yelm. It is housed in a building originally constructed in 1964 to serve as a grocery store and was remodeled in 2003

for District use. The Open Doors program expanded into the adjacent building formally occupied by the Assessment department. It is located at 203 1st St in Yelm. It was renovated in 2015 and is approximately 1,020 square feet. The school's mascot is the Bulldogs.

Description of Existing Facilities – Administrative Buildings

District Office

The District Office is located at 107 1st St in Yelm and is 9,765 square feet. This site was previously occupied as Wolf's Grocery Store and went through renovations and modernizations in 2004 to become the District's primary administrative space.

Support Services - Facilities – Maintenance, Grounds, Custodial, & Food Service

Facilities house the following District Departments: Custodial, Grounds, Maintenance, and Food Services/Child Nutrition. Relocated to the Fort Stevens Elementary School campus beginning December 2019, west of the Fort Stevens Elementary School bus loop at 16525 100th Way SE in Yelm. The office is 2856 square feet including administrative space, a meeting room, and staff break room. The adjacent support services warehouse is a 6000 square foot open structure designed to meet the needs of daily operations and repairs.

Support Services - Transportation

The Transportation Department houses the District's Bus Garage, Drivers Transportation Center, administrative offices, and a shipping / receiving warehouse. It is located at 202 Stevens St. NW in Yelm on an 8.78 acre campus. The District moved into this space in 2013 following construction and renovation of existing buildings. An additional open warehouse on site is used to store surplus, transportation materials and district equipment. There is some unused space that could be remodeled as needed.

Student Capacity

Table 1 shows student capacity of existing facilities. This is the estimated amount of students that can be served in permanent classroom space at each school. Student capacity is an important consideration in capital facilities planning. By comparing student capacity with current and projected student enrollment, the District can estimate needs for additional classroom space. All school portable classrooms have been installed with the intent to serve students on a permanent basis.

In 2018 the District changed the way it calculated student capacity in order to more accurately reflect educational programming and use of classroom space. The method is based on the Program Capacity Model used by the Puyallup School District. To calculate student capacity at each school, the District begins by multiplying the number of permanent classrooms by the District's class size standards, and then adjusts for classroom space needed for smaller-sized special education classes, preschool, core programming such as music and Physical Education at elementary schools, and teacher planning periods at secondary schools.

Portables are used as temporary classrooms for “unhoused” students. Due to residential growth in the district catchment areas, boundary adjustments may be considered. This plan depicts an estimated capacity incorporating temporary classrooms.

TABLE 1

CAPACITY OF EXISTING SCHOOL FACILITIES

FACILITY NAME:	September 2026 Headcount + Preschool	Number of Permanent Classrooms*	Temporary Portable Classrooms	Maximum Capacity**	Surplus(+) or Deficit(-)
Fort Stevens Elementary	427	18	12	733	306
Lackamas Elementary	272	3	18	530	258
McKenna Elementary	329	22	0	555	226
Mill Pond Elementary	351	24	4	683	332
Prairie Elementary	333	18	8 + 1 closed	608	275
Southworth Elementary	614	28	4	794	180
Total Elementary		**113**	**47**	**3,903**	**1,577**
Ridgeline Middle School	548	27	0	728	180
Yelm Middle School	682	29	0	812	130
Total Middle School		**56**	**0**	**1,540**	**310**
Yelm High School	1,415	39	27	1,792	377
SITE	17	1	0	14	-3
Total High School		**40**	**17**	**1,806**	**374**
Yelm Extension School & Open Doors	111	5	0	140	29
Total ALE Programs		**5**	**0**	**140**	**29**
Grand Total		**214**	**73 + 1 closed**	**7,398**	**2,290**

* Standard classrooms do not include spaces designed as library, gymnasium and music/theater

** Maximum capacity is calculated based on the average size * (standard classroom + temporary portable classrooms)

*** Preschool does not show in the P223 student count reporting

Student Enrollment & Student Capacity Surpluses and Deficits

Student enrollment trends are another key piece of information the District considers when it updates the Capital Facilities Plan. Past enrollment trends give the District a frame of reference to plan for the future. By looking at enrollment trends in the past and the facility needs during that time, the District has an idea of what facility needs there may be in the future if certain changes in enrollment occur. Projected future enrollment trends give the District an idea of how much and what type of enrollment changes to plan for. Also, by comparing enrollment numbers with the student capacity of existing facilities the District can identify existing and expected future shortfalls in permanent classroom space.

Past and Projected Enrollment

Table 2 shows student actual and projected enrollment for a ten year window from 2018-2028 in Yelm Community Schools based on data provided by the Washington State Office of Superintendent of Public Instruction (OSPI). Actual and projected enrollment has been on a slight decline since the first levy failure in February 2024. These trends impact the usage of school instructional spaces.

TABLE 2

DISTRICT ENROLLMENT TRENDS*

	Actual				Survival	Projected					
	2022	2023	2024	2025	%	2026	2027	2028	2029	2030	2031
Kindergarten	459	413	382	317		354	343	332	321	310	298
1st Grade	431	425	415	384	100.62	319	356	345	334	323	312
2nd Grade	399	449	425	398	101.52	390	324	361	350	339	328
3rd Grade	456	428	443	414	101.62	404	396	329	367	356	344
4th Grade	408	458	433	459	101.64	421	411	402	334	373	362
5th Grade	425	417	452	418	100.61	462	424	414	404	336	375
6th Grade	417	434	412	451	101.33	424	468	430	420	409	340
7th Grade	422	416	423	403	100.44	453	426	470	432	422	411
8th Grade	439	417	393	418	99.11	399	449	422	466	428	418
9th Grade	482	453	453	400	104.16	435	416	468	440	485	446
10th Grade	466	488	436	424	97.87	391	426	407	458	431	475
11th Grade	387	464	455	417	94.71	402	370	403	385	434	408
12th Grade	410	379	441	448	100.47	419	404	372	405	387	436
K-5	2,578	2,590	2,550	2,390		2,350	2,254	2,183	2,110	2,037	2,019
6-8	1,278	1,267	1,228	1,272		1,276	1,343	1,322	1,318	1,259	1,169
9-12T	1,745	1,784	1,785	1,689		1,647	1,616	1,650	1,688	1,737	1,765
TOTAL K-12	**5,601**	**5,641**	**5,563**	**5,351**		**5,273**	**5,213**	**5,155**	**5,116**	**5,033**	**4,953**

*Data is provided by OSPI forecasting in ICOS Report 1049

Capital Facility Needs & Six-Year Finance Plan

Capital Facility Needs

The District considers a wide range of information to determine its capital facility needs including the information provided earlier in this plan, the District's mission and goals, service standards, condition and capacity of existing facilities, and enrollment trends and projections. It also takes into account the input of District staff with firsthand knowledge of needs for maintenance or other changes at existing facilities in order to better serve students, the options for expanding existing facilities, and the availability of sites for new facilities.

The district plans to develop a Facilities Advisory Committee composed of staff, parents, community members, and district leaders to guide the district's capital facilities plan and development. This committee's work will emphasize collaborative partnerships and alignment of facilities and capital projects to achieve the district's strategic plan. As such, the committee will

- Engage community voices in assessing current building conditions, safety, and future needs
- Review demographic trends and educational program growth to guide capital planning
- Provide feedback on facility proposals, focusing on equity, inclusion, and ensuring access for all students
- Help communicate facility needs and plans transparently to families and community stakeholders
- Advocate for facilities that strengthen student well-being, connection, and community use

The District's capital facilities needs are identified in the District's Six-Year Capital Finance Plan (Table 3) and are divided into safety and security essential projects and deferred maintenance due to lack of funding.

Strategy for Meeting Capital Facility Needs

The District's strategy for meeting capital facility needs is to use existing resources as efficiently and creatively as possible, maintain existing buildings, and seek grants when possible. The District may use attendance boundary changes or grade reconfigurations in order to maximize available classroom space. The District also uses portable classrooms to fill gaps in student capacity; however, it is the District's goal for portables to be a temporary solution and to replace them with permanent classroom space.

Six-Year Capital Finance Plan

The short-term priority capital facility needs are included in the District's Six-Year Capital Finance Plan (Table 3). It includes information on estimated costs and funding sources and the amount of student capacity provided by each project.

The Six-Year Capital Finance Plan is updated annually in conjunction with the Capital Facilities Plan. The District also regularly reviews its longer-term facility needs in order to anticipate projects that should be added to the Six-Year Capital Finance Plan in the foreseeable future.

Funding Sources

Carrying out all of the projects in the Six-Year Capital Finance Plan is dependent on the District's ability to secure funding. Funding sources the District may use for capital projects include grants, bonds, capital levies, state matching funds, impact fees, and the District's General Fund. Districts typically finance major projects primarily through bonds and state matching funds or capital levies in the future.

Grants

Yelm Community Schools actively pursues state, federal, and other grant opportunities to address identified capital facility needs. Grants are evaluated based on eligibility, project priorities, available matching funds, and long-term facility needs. When awarded, grant funding is used to supplement local capital resources and reduce the financial burden on the district while advancing projects that improve safety, efficiency, accessibility, and the condition of school facilities.

Bonds and Capital Levies

Bonds or capital levies are typically needed to raise enough money to undertake major projects such as renovating or building new schools, and they require the approval of voters in the District. The passing of the 2003 bond measure resulted in renovation and new construction of McKenna Elementary School, Lackamas Elementary School, Ridgeline Middle School, a portion of Yelm High School, and the current Administrative Office Building. In recent years, the community and District struggled to pass bond measures to finance needed capital projects. Measures were on the ballot in 2015, 2016, and 2018; but they did not pass. The passing of the February 2019 bond measure was successful and resulted in construction of a new Yelm Middle School with a new District Technology Department located within Yelm Middle School and a new Southworth Elementary School along with safety and security upgrades to all sites district wide.

State Matching Funds

The Washington State School Construction Assistance Program (SCAP) provides funding assistance to school districts undertaking major new construction or modernization projects. Projects must meet eligibility requirements based on age and condition for modernization and a need for more space. School districts are responsible for securing local funding for construction projects. If eligible, the State provides partial assistance based on a funding formula. OSPI releases funding commitments for qualifying projects once a year.

Impact Fees

Impact fees are paid by developers when they construct new housing within District boundaries in the City of Yelm or in the unincorporated areas of Thurston County or Pierce County. The fees are intended to help cover the cost of serving new students who move into new housing units when the district shows enrollment growth.

Collection of impact fees is authorized under the Washington State Growth Management Act (GMA) to help pay for facilities addressed by a capital facilities plan element of an adopted comprehensive plan. As such, the Yelm City Council, the Thurston County Board of Commissioners, and the Pierce County Council must each adopt this plan as part of their comprehensive plans in order for school impact fees to be collected for the District. This is typically done during their annual comprehensive plan updates.

The District must also ensure that this plan meets the requirements of the GMA and city and county codes for a capital facilities plan for which impact fees will be imposed. One requirement is inclusion of impact fee calculations. These calculations take into account the cost of providing school facilities to students and the number of students likely to be generated by new housing units (known as the student generation rate or student factor).

Recent legislation has changed the requirements on how jurisdictions are to calculate impact fees. To satisfy the requirements of SB 5258, which mandates that local impact fee schedules reflect the proportionate impact of new units based on square footage, number of bedrooms, or trips generated, districts must recalculate the formula for student generation rates.

Pierce County requires fee calculations to be based on the number of bedrooms in a housing unit. Thurston county only provides data based on "single-family" and "multi-family" residential use types. Average assessed value of these housing types are used to calculate impact fees.

Appendix A includes the District's impact fee calculations methodology for each county. Since Yelm does not show enrollment growth, we are unable to collect fees for 2027.

General Fund

The District can use the General Fund to pay for less expensive capital projects in the Six-Year Capital Finance Plan, including but not limited to safety, security, network infrastructure and building maintenance work.

TABLE 3

CAPITAL FACILITIES SIX-YEAR FINANCE PLAN

Essential Operation, Maintenance & Compliance Projects	Estimated Cost Figures Shown in $1,000s	Estimated Cost Breakdown by Year						Funding Sources for Estimated Total Cost					Student Capacity of Project
		2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	Gen Funds	Grants	Capital Project Fund	SCAP[#]	Impact Fees*	
YHS Building 400 HVAC Upgrades/Indoor Air Quality	744	744 YHS							744				N/A
LED Lighting Upgrades	646	646 YHS							646				N/A
Beacons	15	15									15		N/A
DOH LEAD Testing/Fixures	445	445						35	410				N/A
Kitchen Equipment Replacement	117	36 MK	39 RMS	42 YHS							117		N/A
Core Router Replacement^ *(5-6 year life span)*	98	40 (E-Rate 12)					58 (E-Rate 15)	40 (E-Rate 12)			58 (E-Rate 15)		N/A
Layer 3 Switch Replacement^ *(5-6 year life span)*	150	150 (E-Rate 40)						150 (E-Rate 40)					N/A
Firewall Upgrade^ *(6-8 year life span)*	50		50 (E-Rate 10)					50 (E-Rate 10)					N/A
Turf Management/Repair	138	30	33	36	39						138		N/A
Safety & Security Priorities	700	150	150	100	100	100	100				700		N/A
Building Intercoms/Telecor (Safety/Communication)	440	225 YHS/ LK/PR	215 FS/MK/ MP						x		440		N/A
Total	3543	2481	487	178	139	100	158	275	1,800	0	1,468	–	–

[#]School Construction Assistance Program (SCAP): State program that provides matching state funds to eligible school districts for school construction and modernization projects.

*Impact fees are collected for the expansion of existing facilities or making capacity improvements needed to accommodate student growth.

^ Costs estimated without E-Rate qualification

TABLE 4

DEFERRED MAINTENANCE OF FACILITIES

Essential Operation, Maintenance & Compliance Projects	**Estimated Total Cost** Figures Shown in $1,000s	**Cost Breakdown by Year** *Based on 2026 Cost Estimates*						**Funding Sources for Estimated Total Cost**				**Student Capacity of Project**
		2026/27	**2027/28**	**2028/29**	**2029/30**	**2030/31**	**2031/32**	**Grants**	**Capital Project Fund Balance**	**SCAP#**	**Impact Fees***	
Emergency Building Maintenance/Repairs	TBD											N/A
Boiler Replacement *(near end of life expectancy)*	400	400 RMS	400 MK									N/A
HVAC replacement	7,000					2,500 YHS 100/200	4,500 RMS					N/A
Chiller replacement	1,000					500 YHS	500 RMS					N/A
Transportation Intercom/Dispatch System	TBD		TBD									N/A
Transportation Shop LED Lighting	10	10										N/A
LED Lighting Upgrades *(HB 1185 Deadline - July 2029)*	1,300		400 RMS	900 Elem								N/A
Building Carpet/Flooring Care and/or Replacement	1,625	350 MP 25 (Equipment)	375 FS	400 PR	475 YHS							N/A
Re-Roof	5,445	1117 FS	906 PR	355 LK	3067 RMS							N/A
District Wide Asphalt Repairs & Parking Lot Painting	120	20	20	20	20	20	20					N/A

Grass/Field Recovery	240	60 YMS	60 FS	60 PR	60 RMS							N/A
Transportation Fuel Pumps/Tanks	TBD											N/A
Sidewalk Development and Repairs for Safe Walking Routes to Expanded Housing	TBD											x
Building Exterior Painting *(10 year cycle)*	TBD	MK	RMS	FS		YMS	PR SW					N/A
Sealing of YHS Stadium Concrete Seating	TBD											N/A
YHS PAC Repairs (Flooring, Curtain, Fly System)	TBD											N/A
Turf Management/Repair						42	45					N/A
Turf Replacement						1250 (Stadium)	1000 (Baseball/ Fastpitch)					N/A

#School Construction Assistance Program (SCAP): State program that provides matching state funds to eligible school districts for school construction and modernization projects.

*Impact fees are collected for the expansion of existing facilities or making capacity improvements needed to accommodate student growth.

^ Costs estimated without E-Rate qualification

Appendix A: Impact Fee Calculation

Pierce County Studio | 1 Bedroom Impact Fee Calculations					
	COST PER RAW ACRE	**NUMBER OF ACRES**	**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary		10	550	0.075	$0.00
Middle School		15	750	0.038	$0.00
Senior High		36	1,400	0.094	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$60,000,000		550	0.075	$8,181.82
Middle School			750	0.038	$0.00
Senior High			1,400	0.094	$0.00
Total					**$8,181.82**
TEMPORARY FACILITY COSTS (C) (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$450,000		48	0.075	$703.13
Middle School	$450,000		60	0.038	$285.00
Senior High			60	0.094	$0.00
Total					**$988.13**
STATE MATCHING CREDIT (D)	**CONSTRUCTION COST ALLOCATION**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$399.38	90	67.83%	0.075	$1,828.57
Middle School		108	0	0.038	$0.00
Senior High		130	0	0.094	$0.00
Total					**$1,828.57**
	ASSESSED VALUE OF UNIT	**BOND LEVY RATE Per 1000**	**ANNUAL TAX**	**BOND INTEREST**	**PRESENT VALUE FACTOR**
	$473,600.00	$1.07	$506.75	4.00%	8.1108958
Tax Payment Credit (Tc)					$4,110.21
Net Cost (A+B+C-D)-Tc					$3,231.16
50% Discount					**$1,615.58**
Net Impact Fee Per Unit			*Due to no enrollment growth*		**$0.00**

Pierce County 2-3 Bedroom <1500 Sq Ft Impact Fee Calculations					
SITE ACQUISITION COSTS (A)	**COST PER BUILDABLE ACRE**	**NUMBER OF ACRES**	**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary		10	550	0.085	$0.00
Middle School		15	750	0.043	$0.00
Senior High		36	1,400	0.032	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$60,000,000		550	0.085	$9,272.73
Middle School			750	0.043	$0.00
Senior High			1,400	0.032	$0.00
Total					**$9,272.73**
TEMPORARY FACILITY COSTS (C) (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$450,000		48	0.085	$796.88
Middle School			60	0.043	$0.00
Senior High			60	0.032	$0.00
Total					**$796.88**
STATE MATCHING CREDIT (D)	**CONSTRUCTION COST ALLOCATION**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$399.38	90	0.6977	0.085	$4,379.04
Middle School		117	0.6977	0.043	$0.00
Senior High		130	0.6977	0.032	$0.00
Total					**$4,379.04**
	ASSESSED VALUE OF UNIT	**BOND LEVY RATE Per 1000**	**ANNUAL TAX**	**BOND INTEREST**	**PRESENT VALUE FACTOR**
	$497,405.00	$1.07	$532.22	4.00%	8.1108958
Tax Payment Credit (Tc)					$4,316.81
Net Cost (A+B+C-D)-Tc					$1,373.75
50% Discount					**$686.88**
Net Impact Fee Per Unit			*Due to no enrollment growth*		**$0.00**

Pierce County 2-3 Bedroom > 1500 Sq Ft Impact Fee Calculations					
SITE ACQUISITION COSTS (A)	**COST PER RAW ACRE**	**NUMBER OF ACRES**	**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary		10	550	0.0178	$0.00
Middle School		15	750	0.048	$0.00
Senior High		36	1,400	0.089	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$60,000,000		550	0.0178	$1,941.82
Middle School			750	0.048	$0.00
Senior High			1,400	0.089	$0.00
Total					**$1,941.82**
TEMPORARY FACILITY COSTS (C) (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$450,000		48	0.0178	$166.88
Middle School	$450,000		60	0.048	$360.00
Senior High			60	0.089	$0.00
Total					**$526.88**
STATE MATCHING CREDIT (D)	**CONSTRUCTION COST ALLOCATION**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$399.38	90	0	0.0178	$0.00
Middle School		108	0	0.048	$0.00
Senior High		130	0	0.089	$0.00
Total					**$0.00**
	ASSESSED VALUE OF UNIT	**BOND LEVY RATE Per 1000**	**ANNUAL TAX**	**BOND INTEREST**	**PRESENT VALUE FACTOR**
	$644,440.00	$1.07	$689.55	4.00%	8.1108958
Tax Payment Credit (Tc)					$5,592.87
Net Cost (A+B+C-D)-Tc					-$3,124.18
50% Discount					$0.00
Net Impact Fee Per Unit			*Due to no enrollment growth*		**$0.00**

Pierce County 4 Bedroom Impact Fee Calculations					
SITE ACQUISITION COSTS (A)	**COST PER RAW ACRE**	**NUMBER OF ACRES**	**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary		10	550	0.279	$0.00
Middle School		15	750	0.186	$0.00
Senior High		36	1,400	0.126	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$60,000,000		550	0.279	$30,436.36
Middle School			750	0.186	$0.00
Senior High			1,400	0.126	$0.00
Total					**$30,436.36**
TEMPORARY FACILITY COSTS (C) (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$450,000		48	0.279	$2,615.63
Middle School			60	0.186	$0.00
Senior High			60	0.126	$0.00
Total					**$2,615.63**
STATE MATCHING CREDIT (D)	**CONSTRUCTION COST ALLOCATION**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$399.38	90	0.6977	0.279	$14,373.56
Middle School		117	0.6977	0.186	$0.00
Senior High		130	0.6977	0.126	$0.00
Total					**$14,373.56**
	ASSESSED VALUE OF UNIT	**BOND LEVY RATE Per 1000**	**ANNUAL TAX**	**BOND INTEREST**	**PRESENT VALUE FACTOR**
	$709,864.00	$1.07	$759.55	4.00%	8.1108958
Tax Payment Credit (Tc)					$6,160.67
Net Cost (A+B+C-D)-Tc					$12,517.76
50% Discount					**$6,258.88**
Net Impact Fee Per Unit			*Due to no enrollment growth*		**$0.00**

Pierce County Multi-Family Impact Fee Calculations					
SITE ACQUISITION COSTS (A)	**COST PER RAW ACRE**	**NUMBER OF ACRES**	**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary		10	550	0.109	$0.00
Middle School		15	750	0.037	$0.00
Senior High		36	1,400	0.058	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$60,000,000		550	0.109	$11,890.91
Middle School			750	0.037	$0.00
Senior High			1,400	0.058	$0.00
Total					**$11,890.91**
TEMPORARY FACILITY COSTS (C) (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$450,000		48	0.109	$1,021.88
Middle School			60	0.037	$0.00
Senior High			60	0.058	$0.00
Total					**$1,021.88**
STATE MATCHING CREDIT (D)	**CONSTRUCTION COST ALLOCATION**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$399.38	90	0.6977	0.109	$5,615.48
Middle School		117	0.6977	0.037	$0.00
Senior High		130	0.6977	0.058	$0.00
Total					**$5,615.48**
	ASSESSED VALUE OF UNIT	**BOND LEVY RATE Per 1000**	**ANNUAL TAX**	**BOND INTEREST**	**PRESENT VALUE FACTOR**
	$644,440.00	$1.07	$689.55	4.00%	8.1108958
Tax Payment Credit (Tc)					$5,592.87
Net Cost (A+B+C-D)-Tc					$1,704.43
50% Discount					$852.22
Net Impact Fee Per Unit			*Due to no enrollment growth*		**$0.00**

Thurston County Single-Family Impact Fee Calculations

SITE ACQUISITION COSTS (A)	COST PER RAW ACRE	NUMBER OF ACRES	NUMBER OF STUDENTS	STUDENT FACTOR	TOTAL COST
Elementary		10	550	0.0178	$0.00
Middle School		15	750	0.048	$0.00
Senior High		36	1,400	0.089	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$60,000,000		550	0.0178	$1,941.82
Middle School			750	0.048	$0.00
Senior High			1,400	0.089	$0.00
Total					**$1,941.82**
TEMPORARY FACILITY COSTS (C) (Double Wide)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$450,000		48	0.0178	$166.88
Middle School	$450,000		60	0.048	$360.00
Senior High			60	0.089	$0.00
Total					**$526.88**
STATE MATCHING CREDIT (D)	**CONSTRUCTION COST ALLOCATION**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$399.38	90	0	0.0178	$0.00
Middle School		108	0	0.048	$0.00
Senior High		130	0	0.089	$0.00
Total					**$0.00**
	ASSESSED VALUE OF UNIT	**BOND LEVY RATE Per 1000**	**ANNUAL TAX**	**BOND INTEREST**	**PRESENT VALUE FACTOR**
	$523,583.00	$1.07	$560.23	4.00%	8.1108958
Tax Payment Credit (Tc)					$4,544.00
Net Cost (A+B+C-D)-Tc					-$2,075.30
50% Discount					$0.00
Net Impact Fee Per Unit			*Due to no enrollment growth*		**$0.00**

Thurston County Multi-Family Impact Fee Calculations					
SITE ACQUISITION COSTS (A)	**COST PER RAW ACRE**	**NUMBER OF ACRES**	**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary		10	550	0.109	$0.00
Middle School		15	750	0.037	$0.00
Senior High		36	1,400	0.058	$0.00
Total					**$0.00**
CONSTRUCTION COSTS (B)	**FACILITY COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$60,000,000		550	0.109	$11,890.91
Middle School			750	0.037	$0.00
Senior High			1,400	0.058	$0.00
Total					**$11,890.91**
TEMPORARY FACILITY COSTS (C)	**PURCHASING COST**		**NUMBER OF STUDENTS**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$450,000		48	0.109	$1,021.88
Middle School			60	0.037	$0.00
Senior High			60	0.058	$0.00
Total					**$1,021.88**
TEMPORARY FACILITY COSTS (C)	**CONSTRUCTION COST ALLOCATION**	**SQ FT PER STUDENT**	**STATE MATCH**	**STUDENT FACTOR**	**TOTAL COST**
Elementary	$399.38	90	0.6977	0.109	$5,615.48
Middle School		117	0.6977	0.037	$0.00
Senior High		130	0.6977	0.058	$0.00
Total					**$5,615.48**
	ASSESSED VALUE OF UNIT	**BOND LEVY RATE Per 1000**	**ANNUAL TAX**	**BOND INTEREST**	**PRESENT VALUE FACTOR**
	$250,000.00	$1.07	$267.50	4.00%	8.1108958
Tax Payment Credit (Tc)					$2,169.66
Net Cost (A+B+C-D)-Tc					$5,127.64
50% Discount					**$2,563.82**
Net Impact Fee Per Unit			*Due to no enrollment growth*		**$0.00**

Consolidated School Improvement Plan 2026-27

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: 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:** PK-5 **School Type:** Public
Principal: Teresa Schultz	**Building Enrollment:** 444 (OSPI Report Card 9/12/26)
School District: Yelm Community Schools	**F/R Percentage:** 72.6% (OSPI Child Nutrition Report 9/12/26)
Board Approval Date: XXXXXX	**Special Education Percentage:** 20.7% (OSPI Report Card 9/12/26)

Plan Date: 9/15/26	

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

Support Tier 3: Compounded

Vision and Mission Statement

Mission

Empowering every student to reach their full potential through high-quality instruction, meaningful relationships, and strong connections with families and community.

Core Commitments: Learning, Belonging, and Community

To realize our mission, we focus on three essential and interconnected drivers: Learning, Belonging, and Community. Together they form a system of support where rigorous instruction, inclusive environments, and strong partnerships create the conditions for every student to grow, lead, and succeed.

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role

Kristi Struna - SLP Kaylee Cook - OT Teri Clark - Title/LAP Teacher Harmony Lynch - Kindergarten Teacher Crystal Leslie - First Grade Teacher & Parent	Brittany Meyer - Fourth Grade Teacher & Community Member Mary Dewees - Instructional Para & Community Member Nikki Walters - Second Grade Teacher & Community Member Jessica Straus - First Grade Teacher	Dawn Smart - TK Teacher Erin Lawson - Third Grade Teacher & Community Member Kelly Hannifan - Title/LAP Teacher Emily Wash - Fifth Grade Teacher

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.

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data

Comprehensive (All Student Group)	4.40	3.40	4.55
Comprehensive Graduation Rate	NA	NA	NA
Student Group			
American Indian/Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Black/African American	NA	NA	NA
Hawaiian/Other Pacific Islander	NA	NA	NA
Hispanic/Latino	4.05	5.85	7.4
Two or more races	4.80	2.80	4.45
White	4.35	2.90	3.90
English Learner	NA	1.73	1.73
Low Income	3.65	2.73	3.4
Special Education	1.85	1.48	1.53

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).

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.

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?

Strategies needed for special education and multi-lingual students in addition to strong Tier 1 teaching methods. Training in preventing chronic absence and restorative practices to improve discipline.

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?

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

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.

   Strengths: Clear school-wide expectations taught and reinforced across all settings; Full time Whole Child Facilitator to meet student needs; scheduled intervention time in each classroom daily.

   Areas of Need: Removing barriers for parent communication, reducing chronic absenteeism, consistent Tier 1 teaching, consistent application of MTSS interventions. Supporting students in the area of belonging to reduce office referrals.

2. How did your school identify these areas of strength and improvement?

   A Belonging Survey in addition to DESSA and SAEBRS data.

   Academic Benchmark Data (DIBELS and FAST assessments

   Absenteeism data

   Office Referral Data

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

   Parents and community members are invited to participate in student-led conferences as well as learning based activities such as Winter Wonderland which showcases student work.

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?

   We have analyzed fall and spring parent/teacher conference attendance; number of families reading the school newsletter; and volunteer hours worked.

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)

   Our booster club is strong and provides support to our school. We hope to improve community engagement outside of the small number of booster club members.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

   Students identified as Hispanic have had a three year trend of significant growth in both ELA and Math.

2. What top needs have emerged from multiple data sources?

   Chronic absenteeism across student groups
   Inconsistent Tier I instruction and variable MTSS implementation
   Disproportionalities in discipline referrals and access to academic/leadership enrichment
   Low family engagement

3. What disproportionalities exist among student groups?

   Students identified as SPED and ELL score significantly lower in both Math and Reading on average than other groups of students.

4. What root causes has your team identified for disproportionalities among student groups?

   1. Uneven use of early warning systems and intervention protocols
   2. Gaps in differentiated instructional practices and staff training
   3. Limited access to co-curricular and extended learning supports
   4. Communication barriers between schools and families

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

1. Absenteeism prevents students from accessing Tier 1 instruction
2. Clear communication with families and family involvement.
3. Strengthening Tier 1 instruction across all teachers and grades.

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

6. How do identified needs impact each other?

   Absenteeism and lack of community engagement are linked to poor student outcomes.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?

   Absenteeism and Community Engagement needs can be met with short term goals. Strengthening Tier 1 instruction and improving discipline require long term goals.

8. What needs, if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?

   Early intervention for chronic absenteeism gives students the opportunity to access Tier 1 and Tier 1 instruction and interventions.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

   The lack of levy dollars due to levy failures and cutbacks to federal/state funding are increasing barriers to do the important work necessary to improve student outcomes.

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.

The failure to pass a local levy has created significant barriers to provide needed services to students and families. Schools are reallocating current reduced resources to cover critical services.

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: Ensuring all students engage in rigorous, responsive learning that prepares them for IEP goal attainment and grade-level growth and proficiency.

Priority #2: Ensuring that every student learns in an environment where they are known, valued, and empowered to thrive.

Priority #3: Cultivating authentic partnerships and transparent communication systems that empower families and communities to co-lead student success.

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 2026-2027 SMARTIE Goal #1: 90% of ALL students will make a year's growth in a year's time (meet or exceed the 50th growth percentile) as measured by STAR Reading/CBM and Math in spring 2027.

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices or strategies) supporting your SMARTIE Goal #1: 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)*				
What evidence-based interventions (EBI) (activity, practice or strategy) will we implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.	***What data will be collected to measure the impact of implementing this EBI?***	***Who (what team or individual) will be responsible for implementing, monitoring and adjusting the EBI?***	***What impact is the evidence-based intervention having?***	***What impact is the evidence-based intervention having?***
Beginning of Year: Answer this question and fill out the table below. *What does the school expect to see at mid-year to know they are on track to meet the overarching goal?* *90% of ALL students will achieve a* ***fall to winter*** *student growth percentile of 50 on the STAR Reading/CBM and Math assessments.*			Click or tap here to enter text.	Click or tap here to enter text.
Pair ML and SPED students with peers to promote academic growth. ***(EBI - TIer 1)***	STAR Reading/CBM and STAR Math growth/mastery and progress monitoring data	Leadership team, MTSS, ML, SPED and classroom teachers	***What is evidence of impact?***	***What is evidence of impact?***
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.)*			Click or tap here to enter text.	Click or tap here to enter text.
Professional learning communities (PLCs) to problem solve and assist learning strategies (PALS) to pair ML and SPED students with peers to promote academic growth. ***(EBI - TIer 1)***	***How will the impact on equitable learning or behavior change be measured?***	**When will this EBI occur?** Professional development during staff meetings and PLC meetings. PALS		

Provide continued professional development and mentoring to teachers to use EBI strategies to strengthen tier 1 teaching. ***(EBI – Tier 1)*** ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Professional Development tools aligned with evidence based strategies. Staff to implement and monitor the PALS program. ***What student groups will benefit and why?*** All students will benefit from teacher professional development. Subgroups of ML and SPED students will benefit from PALS.	Progress monitoring data will be analyzed.	program 2-3 times per week during intervention. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be reviewed after progress monitoring and benchmark data is received.		

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. Create an attendance team and meet twice monthly to review data and plan interventions. Gather student and family feedback regarding attendance. Implement strategies to support schoolwide attendance and family support requests. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* **Staff time to meet, analyze data, determine support needs and implement interventions.** ***What student groups will benefit and why?*** All students benefit from increased attendance.	***What data will be collected to measure the impact of implementing this EBI?*** **Regular Attendance Rates** ***How will the impact on equitable learning or behavior change be measured?*** Attendance rates will be analyzed with an equity lens.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Attendance Team ***When will this EBI occur?*** Bi-weekly meetings and implementations and supports are provided throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Daily attendance monitoring by the attendance clerk. Bi-weekly attendance meetings.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #2: The school will establish and maintain a culture of dignity and belonging that will result in the reduction of the number of students being involved in behavior incidents while at school by 25%. The school will reduce the percent of students with an office reported incident from **15%** in SY2526 to **11.25%** in SY2627.

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?

At mid-year the school will see a reduced number of office referrals when referenced month to month from previous years.

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, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. Culturally responsive PBIS including teaching expectations, SOAR tickets, positive office referrals and monthly awards assembly. ***(EBI - Tier 1)*** SEL curriculum (Second Steps) in 100% of classrooms PK-5, delivering 15-20 minute lessons 2-3 times weekly. ***(EBI - Tier 1)***	***What data will be collected to measure the impact of implementing this EBI?*** Incident frequency data ***How will the impact on equitable learning or behavior change be measured?*** Office referrals will be analyzed using an equity lens at monthly MTSS meetings. Coaching and follow up with individual students and teachers will follow analysis.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** The principal in collaboration with the MTSS team, CSIP team, counseling and, SPED team will monitor results., ***When will this EBI occur?*** SEL lessons and assemblies are scheduled on the master calendar for each grade level. Positive office referrals, SOAR tickets, and other positive rewards are given as needed.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Equity-Focused Discipline Data Analysis and Staff Coaching for Restorative Practices ***(EIB Tier 1 and 2)*** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Second Steps Curriculum, Positive office referral forms, SOAR tickets, assembly awards, Data analysis dashboard. Staff time to plan and implement interventions. *What student groups will benefit from and why?* SEL Lessons and CR-PBIS benefit all students. The lessons are applicable to all demographics. Students with Tier 2 behavior needs benefit from data analysis and check in/check out interventions.		***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Lessons will be monitored with regular principal walk-throughs. Data dashboard will be reviewed monthly at scheduled MTSS/Leadership.		

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. Check in/Check Out dashboard will be used to provide Tier 2 interventions for students who require follow up based on Belonging Survey. ***(EIB Tier 2)*** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Check in/Check Out monitoring spreadsheet. *What student groups will benefit from and why?* Students who indicate a need for belonging interventions.	***What data will be collected to measure the impact of implementing this EBI?*** The number and type of follow-up actions from the fall Student Belonging Survey ***How will the impact on equitable learning or behavior change be measured?*** Analysis with an equity lens will be done after the results of the survey are made available.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** MTSS/Leadership, Classroom Teachers, Counseling Staff. ***When will this EBI occur?*** Following the Belonging Survey and throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Check in Spreadsheets will be reviewed monthly at scheduled MTSS/Leadership.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

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. Integrate student voice and leadership ***(EBI - Tier 3)*** in PBIS activities. ***(EBI - TIer 1)*** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Staff time to meet with student leaders. Resources to implement student ideas. *What student groups will benefit from and why?* Student leaders will benefit from monthly leadership meetings and all students will benefit from improved PBIS systems.	***What data will be collected to measure the impact of implementing this EBI?*** The number and type of activities that were implemented to access student voice and provide a diverse offering of student activities/recognition ***How will the impact on equitable learning or behavior change be measured?*** Analysis and monitoring of demographics of students providing voice and students receiving recognition.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Counseling staff and teachers. ***When will this EBI occur?*** Monthly recognitions and activities , planning throughout the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Counseling staff and teachers will review data monthly.	***What data will be collected to measure the impact of implementing this EBI?*** **Incident data** ***How will the impact on equitable learning or behavior change be measured?*** Click or tap here to enter text.	*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.* Click or tap here to enter text. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Click or tap here to enter text. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Click or tap here to enter text. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)***

				Click or tap here to enter text. ***What student groups will benefit from and why?*** Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #3: By June 2027, 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.

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?

The family survey is given only in the spring. Goals will be monitored by observation of other two way communication strategies leading up to the survey.

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, practice or strategy) to support SMARTIE Goal and the resources used for implementation.		Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. Family Learning Events once per quarter ***(EBI Tier 2)*** Culturally Responsive Communication Systems Throughout the Year. ***(EBI Tier 3)*** *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Staff and resources for learning events. Parent Square and other communication platforms. *What student groups will benefit and why?*		***What data will be collected to measure the impact of implementing this EBI?*** The number of reads of the monthly school newsletter as reflected in Parent Square ***How will the impact on equitable learning or behavior change be measured?*** Analysis of families opening the newsletter as well as participation in parent survey completion.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Office professionals, Title/LAP team, administrator, Leadership team. ***When will this EBI occur?*** Learning events once per quarter and newsletter emailed to families on a bi-weekly basis. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Newsletter reads will be analyzed after each letter. Data will be reviewed by leadership team for possible adjustments to future letters.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

All students benefit from higher family engagement and consistent, transparent communication.					
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. Student-led conferences in the spring and fall. ***(EBI Tier 3)*** *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Professional Development involving student led conferences.		***What data will be collected to measure the impact of implementing this EBI?*** The number of families attending student conferences in the fall and spring ***How will the impact on equitable learning or behavior change be measured?*** Analysis of families attending conferences in the fall. Remove barriers for those who did not attend to have that opportunity in the spring.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All staff members and administration. ***When will this EBI occur?*** Spring and Fall Conferences. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Progress will be reviewed after Fall conferences to make modifications for spring conferences.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

What student groups will benefit and why? All students benefit from higher family engagement.					

Section 7: 2026–2027 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 2026–2027, 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: 2026–2027 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 2026–2027, 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 2027-2028 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 2026–2027) 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 2027–28?

   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 2027–28.

   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. OSSI Grant ($20,000) a. Potential Funding i. PALS Training, Staffing & Materials (Targeted Tier 2 and 3)

ii. Parent Engagement Materials iii. Behavior Deescalation Resources iv. Professional Development
1. Title and LAP a. Small Group targeted instruction (staffing and materials)

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***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.* PLC Late Start Wednesdays
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* Funds are used to provide salaries for intervention staff to close achievement gaps.
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Parent Engagement/Academics Nights, Professional Development for behavior interventions and Tier 1 and 2 instruction.
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.* Provide Effective Tier 1 and 2 Instruction PD including instructional rounds.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and	*Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP)*

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***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
	youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	*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 staff work with students in small groups as well as collaborating with the classroom teacher to support success for each student.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* N/A
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.* Funds are used for staff to work with students in small groups of students identified as needing support.
Local Funds	Local levy revenue may be combined in schoolwide programs.	N/A - No levy funds for YCS
Other Funding Sources, including	Click or tap here to enter text.	OSSI Grant - See Funding Table Above

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***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
School Improvement Grant Funding		Medicaid Match

Consolidated School Improvement Plan 2026-27

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: 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:** PK-5 **School Type:** Public
Principal: Bryant Mettler	**Building Enrollment: 365**
School District: Yelm Community Schools	**F/R Percentage: 47%**
Board Approval Date: XXXXXXX	**Special Education Percentage: 26%**

Plan Date: September 14, 2026.	

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

Support Tier 3: Compounded

Vision and Mission Statement

Mission

Empowering every student to reach their full potential through high-quality instruction, meaningful relationships, and strong connections with families and community.

Core Commitments: Learning, Belonging, and Community

To realize our mission, we focus on three essential and interconnected drivers: Learning, Belonging, and Community. Together they form a system of support where rigorous instruction, inclusive environments, and strong partnerships create the conditions for every student to grow, lead, and succeed.

School Leadership Team Members and Parent-Community Partners

Name	Title (if applicable)	Role

1. Bryant Mettler 2. Amy Wheelock 3. Additional members still being identified	1. Principal 2. Family Representative	1. Facilitator and CSIP Team Lead (Oversees plan development, resource alignment, district strategic alignment, and overall execution.) 2. Parent Partner (Provides family feedback, participates in needs assessment, and ensures equitable community engagement.)

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.

WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Use the 2023 Washington School Improvement Report Card Data to identify and maintain focus on student groups and SMARTIE Goals.

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data

Comprehensive (All Student Group)	6.23	4.85	5.00
Comprehensive Graduation Rate	NA	NA	NA
Student Group			
American Indian/Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Black/African American	NA	NA	NA
Hawaiian/Other Pacific Islander	NA	NA	NA
Hispanic/Latino	3.2	3.03	4.33
Two or more races	NA	NA	4.23
White	7.23	5.83	5.55
English Learner	NA	NA	NA
Low Income	4.85	3.85	3.58
Special Education	1.55	1.93	1.73

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).

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.

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?

- **Behavior, Classroom Management & De-escalation:** Staff strongly request realistic, non-compliance-focused PD on classroom management and de-escalation strategies. Paraprofessionals specifically require dedicated behavior response training.
- **Tier I Differentiation & Instructional Coaching:** Teachers express a need for practical Tier 1 differentiation across subject areas, small-group engagement strategies, Kagan cooperative learning, interactive read-alouds, and early grade writing/Science of Reading strategies.
- **Sensory, Trauma & SEL Regulation:** Requests emphasize trauma-informed practices, sensory processing/integration to support in-class regulation, and SEL-focused tier 1 strategies.

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

- **Data Collection & Collaborative Planning Time:** Staff cite a strong desire for job-embedded, collaborative working time to align curriculum, review behavioral/academic data, and analyze Tier 1/2 intervention effectiveness prior to special education referrals.
- **Role-Specific & Specialist Alignment:** Dedicated, relevant PD is requested for specialists (Art, PE, Music), self-contained SPED classrooms with low staffing ratios, and district-wide double specialists.

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?

- **Positive Climate & Recognition Systems:** Pawsitive Office Referrals read during principal morning announcements and shared with families. Metrics for Success: High student engagement, increased family communication, and positive reinforcement visibility.
- **Community Building & Behavioral Readiness Rituals:** Grade-level assemblies (at least twice monthly), school-wide "Boot Camps" explicitly reviewing "Prairie Ways" behavior expectations across settings (hallway, lunchroom, playground, bus), and positive school-wide events (Carnival, Santa Shop, Talent Show). Metrics for Success: Shared staff/student alignment on expectations and strong family turnout.
- **Collaborative Teaming & Specialized Interventions:** Highly cohesive SPED team collaboration, dedicated pull-out intervention support (e.g., Title/LAP reading pull-outs), and direct principal involvement during classroom incidents. Metrics for Success: Demonstrated student academic growth in reading and strong internal staff communication.

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.

   Areas of Strength Identified:

   Social-Emotional & Behavioral Foundations: Prairie Elementary demonstrates strong universal SEL foundational health, evidenced by low rates of students scoring in the At Risk or Need for Instruction categories on SAEBRS and DESSA screeners. Furthermore, 87% to 90% of students report a strong sense of school belonging and feeling appreciated on district belonging surveys.

   Tier 1 Positive Climate Systems: School-wide positive reinforcement structures—including Pawsitive Office Referrals read during morning announcements, Student of the Month assemblies, and school-wide "Prairie Ways" expectation boot camps—have driven a year-over-year reduction in major discipline referrals.

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

Intervention Alignment: Dedicated Title I/LAP reading pull-out supports and a highly collaborative Special Education team continue to yield targeted academic growth in foundational literacy, such as kindergarten letter-sound proficiency where 87.2% of students met growth targets.

Areas for Improvement (Systemic Needs):

Tier 1 & Tier 2 MTSS Consistency: Inconsistent Tier 1 instructional differentiation and variable MTSS implementation lead to overlapping intervention schedules, background noise issues, and confusion around dual-service eligibility (e.g., Special Education students accessing LAP).

Behavioral Escalation & Expectation Fidelity: Staff report inconsistent behavior expectations, variable administrative follow-through, and a need for predictable de-escalation protocols, leading to staff exhaustion and disproportionalities in discipline referrals.

Attendance Barriers: Persistent chronic absenteeism across student groups remains unmitigated, capped by non-restrictive district excuse policies and a lack of early warning attendance tracking.

2. How did your school identify these areas of strength and improvement?

Data Sources & Process: Strengths and areas for growth were identified through a comprehensive Needs Assessment analyzing multiple data sets:

Academic progress benchmarks (FAST transition to STAR and DIBELS).

EduCLIMBER discipline referral tracking logs.

District Belonging Surveys, SAEBRS, and DESSA SEL screeners.

Formal September 2026 staff input sessions utilizing a 7-question survey and structured qualitative feedback mapping.

Multi-year WSIF data trends showing Tier 3 Compounded identification despite a score increase from 4.85 to 5.00.

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

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

   Current Interaction Level: School and community systems interact primarily through event-based partnerships (PTO carnivals, Santa Shop, Talent Show) and district-level social/mental health support structures. However, cross-system wrap-around integration remains an area for growth under Washington Integrated Student Supports (WISSP) standards.

   Concrete Example of Support Continuity: During critical behavioral or attendance incidents, the school's Office of Student Support coordinates with local mental health professionals and basic-needs providers to establish wrap-around care. Furthermore, Pawsitive Office Referrals serve as a direct bridge connecting in-school positive behavioral milestones with immediate family and community validation via ParentSquare.

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?

   Data Analysis Findings: Evaluation of SY 2025–2026 engagement data revealed high one-way broadcast reach via ParentSquare (averaging 620–1,277 contacts per month) and high event turnout, but extremely low two-way interactive communication (<10 parent responses on direct outreach pilots). Family survey completion reached 107 responses (second highest in the district), yet fell short of the 75% target.

   Informed Improvement Strategies:

   Shift to Multi-Channel Proactive Outreach: Transition from app-heavy posts to direct texting tools, daily report cards/sheets, and personalized drop-off/absenteeism check-ins to eliminate app fatigue.

   Co-Leading Student Success: Reframe family engagement around student-led goal setting during parent conferences and establishing attendance/behavior contracts directly with parents.

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)

   Identified Areas of Strength:

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

School Climate & Appreciation: Prairie Elementary demonstrates a strong foundation in student belonging, with student appreciation survey data showing an increase from 87% in Fall 2025 to 90% in Spring 2026.

Broad Family Recognition & Outreach: High-visibility recognition systems—specifically Pawsitive Office Referrals read on morning announcements and sent home, alongside Student of the Month assemblies—have created strong, positive touchpoints for families.

High Broadcast Reach & Event Participation: The school maintains strong one-way family communication reach via ParentSquare (peaking at 1,277 contacts in January) and strong family attendance at traditions such as assemblies, PTO carnivals, the Santa Shop, and the Talent Show.

Strong Survey Engagement Relative to District Peers: Prairie generated 107 family survey responses during SY 2025–2026, marking the second-highest response count across Yelm Community Schools.

Identified Areas for Improvement:

Transition from Broadcast to Authentic Two-Way Communication: Despite high broadcast reach, active two-way engagement remains exceptionally low (e.g., a SY 2025–2026 two-way pilot generated fewer than 10 parent responses). The school aims to shift from one-way notifications to responsive, interactive channels (such as direct texting tools and daily report sheets).

Family Survey Participation Target Gap: While response counts were high relative to district peers, the 107 responses fell short of the 75% grade-level completion target set for SY 2025–2026. The school seeks to reach a 60% overall completion rate on the Spring 2027 survey by addressing communication fatigue.

Co-Leading Student Academic Growth & Attendance: Moving beyond event-based attendance toward authentic family partnerships in academic goal-setting, attendance contracts, and joint problem-solving.

CNA DATA Summary

1. What top strengths have emerged from multiple data sources?

Universal Student Sense of Belonging: A strong majority of students report a strong sense of school belonging across all campuses, as measured by the district's Student Belonging Survey.
Low Social-Emotional Risk: Most students' social-emotional learning (SEL) needs are successfully met, evidenced by low numbers of students scoring in the "At Risk" or "Need for Instruction" categories on both the SAEBRS and DESSA universal SEL screeners.

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

2. What top needs have emerged from multiple data sources?

   Chronic Absenteeism: High rates of chronic absenteeism across all disaggregated student groups.
   Instructional & Tiered System Consistency: Inconsistent Tier 1 core instruction and variable Multi-Tiered System of Supports (MTSS) implementation across classrooms and grade levels.
   Discipline & Enrichment Disproportionalities: Disproportionalities in office discipline referrals and unequal access to academic and leadership enrichment opportunities.
   Family Engagement in Academic Goal-Setting: Low family engagement and two-way participation in academic planning and student-led goal setting.

3. What disproportionalities exist among student groups?

   Special Education (SpEd) & English Learner (ML) Performance Gaps: Significant performance and growth gaps exist on WSIF indicators, with Special Education scoring lowest state-wide (1.53 WSIF score) and English Learners remaining flat (1.73 WSIF score).
   Discipline & Enrichment Access Gaps: Disproportionate rates of exclusionary discipline referrals and lower rates of participation in academic/leadership enrichment programs among students receiving Special Education services, English Learners, and Low-Income students..

4. What root causes has your team identified for disproportionalities among student groups?

   Inconsistent Systems & Protocols: Uneven implementation of early warning tracking systems and standardized intervention protocols across grade levels and classrooms.
   Instructional Capacity & Practice Gaps: Gaps in Tier 1 differentiated instructional practices and specialized professional development for staff supporting diverse learning needs.
   Access & Opportunity Barriers: Limited access for historically underserved student groups to co-curricular activities, leadership opportunities, and extended learning supports.
   Systemic Communication Barriers: Communication friction and structural barriers between school staff and diverse family communities, impacting collaborative problem-solving.

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

   Attendance as the Foundational Lever: Addressing chronic absenteeism directly ensures students are in school receiving effective Tier 1 instruction and intervention services. Academic growth cannot occur if students are not present.
   Tier 1 Instructional Strengthening: Strengthening universal Tier 1 core instruction while expanding targeted Tier 2 small-group opportunities drives immediate gains in student growth and proficiency.

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.

Multiple factors result in resource inequities:

- **Funding, Due to multiple levy failures resulting:**
  - Staff shortages (multiple reductions in force)
  - Supply/Material resource deficiencies
  - Loss of parent connection opportunities (e.g., open house)
  - Loss of professional development opportunities by way of traditional October and March professional development removed from annual school calendar
- **Staffing Challenges:**
  - Unfilled paraeducator positions in special education (3), causing the need for substitute personnel or in-house coverage in highest need areas, leaving lowest need areas short staffed
  - Substitute teacher shortages, causing in-house coverage, resulting in teachers not having regular planning time

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: **Rigorous, Responsive Learning**

OSPI Needs Statement: Ensuring all students engage in rigorous, responsive Tier 1 core instruction and targeted MTSS interventions that prepare them for grade-level growth, proficiency, and IEP goal attainment.

Focus & Justification: Addresses persistent performance gaps among Special Education (SpEd) and English Learner (ML) student groups on WSIF indicators by standardizing high-quality, standards-aligned Tier 1 instruction and expanding Tier 2 support systems.

Priority #2: **Belonging & Dignity Environment**

OSPI Needs Statement: Ensuring that every student learns in an environment where they are known, valued, safe, and empowered to thrive through a culture of dignity and positive behavioral supports.

Focus & Justification: Targets reducing major/minor behavioral incidents, addressing primary-grade safety concerns during student dysregulation crises, and decreasing exclusionary discipline disproportionalities across all student groups.

Priority #3: **Authentic Family Partnerships & Communication**

OSPI Needs Statement: Cultivating authentic, two-way partnerships and transparent communication systems that empower families and communities to co-lead student success, attendance, and goal-setting.

Focus & Justification: Directly addresses working-parent schedule barriers, reduces app fatigue, and improves family engagement to mitigate chronic absenteeism across all student groups.

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.

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).

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.*

***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.*

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).

SY 2026-2027 SMARTIE Goal #1: 90% of students in the following student groups (All, SpEd, ML) will make a year's growth in a year's time on select district benchmark screening assessments by June 2027.

DIBELS: Growth Descriptor of average, above average or well above average

STAR: >= 50th growth percentile (fall to spring)

Subject	Assessment	Grades
ELA	DIBELS Correct Letter Sounds	K
ELA	DIBELS Nonsense Words	1
ELA	DIBELS Oral Reading Fluency	2-3
ELA	Renaissance STAR Reading	4-5
Math	Renaissance Math CBM Numeral Recognition	K
Math	Renaissance Math CBM Quantity Comparison	1
Math	Renaissance STAR Math	2-5

Instructions: Use the empty rows in the table below to detail evidence-based interventions (activities, practices, or strategies) supporting your SMARTIE Goal #1: 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)*

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).

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?

*90% of ALL students will achieve a **fall to winter** student growth percentile of 50 on the STAR Reading/CBM and Math assessments.*

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, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.

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. **Intervention Strategy:** Differentiated Core (Tier 1) instruction combined with targeted small-group Tier 2/3 interventions (utilizing structured, evidence-based curricula such as 95% Group and REWARDS for foundational reading, decoding, fluency, and math small groups). **Level of Evidence:** ESSA Tier 1 (Strong) (Supported by WWC, OSPI ELA/Math Menus of Best Practices, and research on structured small-group tutoring/intervention). *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Professional development in science-of-reading frameworks (e.g., 95%	*What data will be collected to measure the impact of implementing this EBI?* **STAR Reading/CBM and STAR Math growth/mastery and progress monitoring data** *How will the impact on equitable learning or behavior change be measured?* **Collected Data:** STAR Reading/CBM and STAR Math growth/mastery and progress monitoring data. **Equitable Impact Measurement:** Disaggregation of STAR Student Growth Percentiles (SGP) and DIBELS benchmark progress across Special Education, Multilingual, Low-Income, and racial/ethnic student groups to ensure disparity gaps are closing.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* **Responsible Roles/Team:** Grade-Level Classroom Teachers, Title I/LAP Interventionists, Special Education Teachers, Multilingual Specialists, and Building MTSS/CSIP Leadership Team. *When will this EBI occur?* **Occurrence:** Daily during core instruction and dedicated WIN ("What I Need") intervention blocks throughout the 2026–2027 school year. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* **Monitoring Frequency:** Bi-weekly progress monitoring in PLCs, with formal benchmark reviews conducted at Beginning (Fall), Middle (Winter), and End of Year (Spring).	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Group, REWARDS, core differentiation). Extended planning time for grade-level PLCs and data-review cycles. Small-group instruction materials, progress monitoring tools, and back-table instruction kits ***What student groups will benefit and why?*** **Benefiting Groups:** All Students, with dedicated focus on Special Education (SpEd) and Multilingual Learners (ML). **Rationale:** Direct, explicit small-group instruction addresses skill gaps at each student's instructional level, accelerating growth for historically underserved groups facing compounding achievement gaps on WSIF indicators.				

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.	*What data will be collected to measure the impact of implementing this EBI?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*	*What impact is the evidence-based intervention having?*	*What impact is the evidence-based intervention having?*
Intervention Strategy: Multi-Tiered Attendance Supports featuring an Early Warning Indicator System (EWS), weekly attendance team monitoring, direct family outreach, and personal attendance contracts. **Level of Evidence:** ESSA Tier 1 (Strong) (OSPI Behavior Menu of Best Practices). ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* eduCLIMBER early warning data system and attendance tracking software. Family engagement platforms (ParentSquare,	**Regular Attendance Rates (<10% chronic absenteeism) and Average Daily Attendance (ADA)** ***How will the impact on equitable learning or behavior change be measured?*** Attendance rate comparisons across disaggregated student groups against baseline SY25–26 data to ensure equitable attendance recovery.	Attendance/Healthroom Staff, School Counselor, LAP/Title Leads, Building Administrators, and Family Liaison. ***When will this EBI occur?*** Continuous daily monitoring throughout the 2026–2027 school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly attendance team review meetings and Quarterly CSIP leadership reviews.	Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

direct phone outreach, attendance contracts). Dedicated staff time for attendance team case reviews and counselor check-ins. ***What student groups will benefit and why?*** **Benefiting Groups:** Chronically Absent Students, particularly within Low-Income, Special Education, and Multilingual Learner groups. **Rationale:** Attendance directly dictates access to Tier 1 core instruction; proactive relational interventions eliminate structural barriers to daily attendance before academic deficits compound.				

SY 2026-2027 SMARTIE Goal #2: The school will establish and maintain a culture of dignity and belonging that will result in the reduction of the number of students being involved in behavior incidents while at school by 25%. The school will reduce the percentage of students with an office reported incident in Q (major/minor) from **18%** in SY2526 to **13.5%** in SY2627.

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?

At mid-year (January 2027), Prairie Elementary's leadership team expects to see a reduction from 18% to 12.5% mid-year.

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, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. **Intervention Strategy:** Create Positive and Respectful School Environments (Cultures of Dignity) through School-Wide MTSS and universal Social-Emotional Learning (Second Step curriculum alignment). **Level of Evidence:** ESSA Tier 1 (Strong) (OSPI Behavior Menu of Best Practices). *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)***	***What data will be collected to measure the impact of implementing this EBI?*** **Incident frequency data** ***How will the impact on equitable learning or behavior change be measured?*** Disaggregation of ODR counts by student demographic group (SpEd, ML, Low-Income, Race/Ethnicity) compared against SY25–26 baseline rates to verify equitable reduction across subgroups.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Administrators, MTSS Team, School Counselor, Behavior Specialist, and Grade-Level Teachers. ***When will this EBI occur?*** Daily classroom and non-classroom settings throughout the 2026–2027 school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly discipline data reviews by the MTSS/CSIP leadership team; bi-weekly tracking of minor classroom interventions.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

Second Step SEL curriculum materials and lesson alignment guides. Professional development for staff on restorative practices, classroom management, and functional behavioral understanding. Recognition materials (e.g., Pawsitive Office Referrals, Star Wars bucks, Marshal MooLah). ***What student groups will benefit from and why?*** **Benefiting Groups:** All Students, with intentional focus on Students with Disabilities (SpEd), Multilingual Learners (ML), and Low-Income Students. **Rationale:** Proactive MTSS and SEL instruction establish clear behavioral expectations and teach self-regulation skills, directly reducing classroom dysregulation and exclusionary discipline disproportionalities.				

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. **Intervention Strategy:** Universal SEL Screening, Belonging Data Analysis, and Targeted Follow-Up Action Plans. **Level of Evidence:** ESSA Tier 2 (Moderate) (OSPI Behavior Menu & Comprehensive Tiered Prevention Models). *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Student Belonging Survey platform and SAEBRS/DESSA universal screeners. Extended PLC planning time for staff to review survey results and design responsive tier 1/2 micro-interventions.	*What data will be collected to measure the impact of implementing this EBI?* **The number and type of follow-up actions from the fall Student Belonging Survey** *How will the impact on equitable learning or behavior change be measured?* Comparison of Fall vs. Spring survey scores disaggregated by grade level and subgroup to ensure increases in student-reported adult connections and emotional safety across all demographics.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Counselor (Mrs. Bennie), CSIP/MTSS Team, Building Administration, and Grade-Level Teachers. *When will this EBI occur?* Fall 2026 survey administration followed by continuous action-plan execution through Spring 2027. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Quarterly reviews of survey action-step implementation progress and student pulse checks.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

What student groups will benefit from and why? **Benefiting Groups:** All Students, specifically targeting students reporting low school connectedness or emotional dysregulation. Rationale: Systematically analyzing survey items allows the team to identify climate friction points (e.g., playground safety, recess exclusion) and deploy specific adult-led supports before behavioral crises occur.				

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. **Intervention Strategy:** Expand Student Leadership, Creativity, Recess Inclusion, and Recognition Activities. **Level of Evidence:** ESSA Tier 2 (Moderate) (OSPI Behavior Menu & School Climate Strategies).	***What data will be collected to measure the impact of implementing this EBI?*** **The number and type of activities that were implemented to access student voice and provide a diverse offering of student activities/recognition** ***How will the impact on equitable learning or behavior change be measured?*** Participation logs tracking student involvement across	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** MTSS Committee, Recess Supervisors, PE Specialist, Student Leadership Advisors, and Classroom Teachers. ***When will this EBI occur?*** Weekly student recognition events and monthly student voice/leadership	***What data will be collected to measure the impact of implementing this EBI?*** **Incident data** ***How will the impact on equitable learning or behavior change be measured?*** Click or tap here to enter text.	*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.* Click or tap here to enter text. *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)***

*What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Materials for student-led activities, playground equipment upgrades, and recognition systems (e.g., Marshal MooLah, Star Wars bucks, assemblies). Staff supervision time and student council/leadership advisor stipends. *What student groups will benefit from and why?* **Benefiting Groups:** All Students, particularly upper elementary grades (Grades 3–5) seeking increased agency and peer inclusion. **Rationale:** Providing accessible leadership opportunities and structured recess game inclusion directly addresses student-identified climate concerns, reduces unstructured peer conflict, and reinforces prosocial behavior.	activities disaggregated by SpEd, ML, and Low-Income status to ensure equitable access to non-academic leadership and recognition.	activities throughout SY26–27. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly tracking of student voice activities, recognition distribution counts, and recess incident logs.		Click or tap here to enter text. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Click or tap here to enter text. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Click or tap here to enter text. *What student groups will benefit from and why?* Click or tap here to enter text.

SY 2026-2027 SMARTIE Goal #3: By June 2027, 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 **60%** spring family survey completion rate

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?

Minimum of 70% Family participation rate across Fall Parent-Teacher Conferences.

Will also look at family participation rates across school activities (as a baseline for future reference).

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, practice or strategy) to support SMARTIE Goal and the resources used for implementation.	Data Measures	Lead and Timeframe	Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.	End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.
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. **Intervention Strategy:** Inclusive Two-Way Communication & School Climate Outreach (Utilizing ParentSquare for regular news updates, school expectations, and positive behavior messaging). **Level of Evidence:** ESSA Tier 2 (Moderate) (Supported by OSPI Family Engagement Frameworks and WWC Dual Capacity Building Models). *What resources will be used for implementation?*	***What data will be collected to measure the impact of implementing this EBI?*** **The number of reads of the monthly school newsletter as reflected in Parent Square** ***How will the impact on equitable learning or behavior change be measured?*** **Equitable Impact Measurement:** Disaggregation of ParentSquare read/engagement rates by primary home language and student subgroup to verify equitable information access across non-English speaking households.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** **Responsible Roles/Team:** Building Administrator (Principal), CSIP Team, and Communications Coordinator. ***When will this EBI occur?*** Continuous monthly newsletter publication and weekly digital posts throughout the 2026–2027 school year.. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.***	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.	*What impact is the evidence-based intervention having?* Click or tap here to enter text. *What is evidence of impact?* Click or tap here to enter text.

(For example, professional development, extended time, curriculum, materials, etc.?) ParentSquare communication software subscription and translation modules. Staff time for drafting monthly news updates, translating content, and analyzing family engagement analytics. Dedicated digital and print templates for family communications. ***What student groups will benefit and why?*** **Benefiting Groups:** All Students, with dedicated focus on Multilingual Learners (ML) and Low-Income Families. **Rationale:** Consistent, transparent family communication bridges home and school environments, increasing student accountability, attendance, and sense of security.		Monthly review of ParentSquare read receipts and engagement analytics.		

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. **Intervention Strategy:** Family-Teacher Partnership Conferences & Goal-Setting (Conducting structured Fall and Spring conferences focused on academic progress, behavior expectations, and home-school alignment). **Level of Evidence:** ESSA Tier 2 (Moderate) (OSPI Family Engagement Framework & WWC Dual Capacity Building Framework). ***What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)*** Dedicated release time/extended day hours for Fall and Spring parent-teacher conference windows.	***What data will be collected to measure the impact of implementing this EBI?*** **The number of families attending student conferences in the fall and spring** ***How will the impact on equitable learning or behavior change be measured?*** **Collected Data:** Percentage and total number of families attending student conferences in the Fall (October) and Spring (March). **Equitable Impact Measurement:** Disaggregated conference participation rates tracking SpEd, ML, and Low-Income student families to ensure targeted outreach to historically underrepresented groups	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom Teachers, Special Education Case Managers, Multilingual Specialists, Counseling Staff, and Building Administration. ***When will this EBI occur?*** Fall 2026 (October) and Spring 2027 (March) conference cycles. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Bi-annual formal review immediately following each conference window, with weekly teacher logs leading up to conference dates.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.	***What impact is the evidence-based intervention having?*** Click or tap here to enter text. ***What is evidence of impact?*** Click or tap here to enter text.

Student data folders, STAR/DIBELS benchmark reports, and language translation/interpreter services. Conference scheduling tools integrated with ParentSquare and direct phone outreach. ***What student groups will benefit and why?*** **Benefiting Groups:** All Students, specifically targeting Special Education (SpEd), Multilingual Learners (ML), and students demonstrating Tier 2/3 behavioral needs. **Rationale:** Direct face-to-face conference collaboration establishes shared expectations between parents and educators, reducing classroom behavioral conflict and aligning academic support.				

Section 7: 2026–2027 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 2026–2027, 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: 2026–2027 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 2026–2027, 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 2027-2028 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 2026–2027) 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 2027–28?

   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 2027–28.

   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. OSSI Grant ($20,000) a. Potential Spending i. Accelerated Reader (reading participation and motivation) ii. Nearpod (targeted tier II and III instruction) (both Math and Reading) iii. Behavior Deescalation Resources
2. Title and LAP ($308,641) a. Small group targeted instruction (staffing and materials)

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***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.* Basic education funds are used to provide PLC collaboration time both at the whole school level and as grade levels/departments 1x/week for the majority of the school year.
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.	*Example: Extended learning time, small-group interventions, evidence-based literacy programs.* • Funds interventionist(s) that provide small group supplemental academic supports in math and reading • Funds parent engagement activities to build parent capacity in supporting academic growth at home.
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.	*Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.* Supports instructional coaching for teachers in reading/math strategies, progress monitoring software/protocols, and building-wide MTSS implementation to eliminate student group disproportionalities.

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***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.	*Example: MTSS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.* These funds are used to provide instructional professional development. Certificated staff and Paraprofessionals, focusing on • Effective Tier 1 core differentiation • Tier 2 intervention strategies • Science-of-reading frameworks (95% Group), and • Classroom de-escalation.
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.* **N/A**
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	*Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.* **N/A**

Section 9: Funding (Component #3 - Consolidated Funds Matrix SY 2026-27)

***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.* • Funds interventionist(s) that provide targeted small group supplemental academic supports in literacy • Funds parent engagement activities to build parent capacity in supporting academic growth at home.
Local Funds	Local levy revenue may be combined in schoolwide programs.	**N/A - No levy funds for YCS**
Other Funding Sources, including School Improvement Grant Funding (Medicaid Match, grants, etc.)	Supplemental funding streams supporting student health, behavioral needs, or community wrap-around	• Medicaid Match • OSSI Grant (see previous Funding table)

STR26270000006

Student Travel Request Form

Overnight and Out of State Travel Require Board Approval

Board Policy 2320

School: SCH - Yelm High School Class/Group: Yelm FFA

*Date of Trip: 10/02/2026 10/03/2026 Number of Students: 14

Trip Supervisor: Lorraine Wikoff Cell Phone: 208-249-1222

*Destination: Cispus Learning Center Phone:

Address of Destination: 2142 Cispus Rd, Randle, WA 98377

Depart from: Yelm High School Departure time: 10:00 AM

Return to: Yelm High School Return time: 2:00 PM

Chaperones/Advisors: Lorraine Wikoff, Matt Mounts, Dusti Nash

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

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

Estimated Costs/Acct Codes (***Provide cost breakdown on page 2; Must have estimates attached in order to proceed***):

Funding Source: ASB and CTE

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 this trip:

Students will attend the District Leadership Camp to develop their leadership skills, connect with agriculture,

2. How have you prepared the students for this trip?

One of our chapter members is an FFA District Officer. He has planned workshops and worked with the District Leadership Team. Students will apply for this activity and will have a $55 cost for this event.

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

Students will make a report in their classes, and this will be a recruitment activity. Students who are applying for their State Degrees have a minimum number of activities above the district level that they need to participate in.

Signatures for Approval

Lorraine Wikoff	Emma Maze	Angela Cerkowniak	Teri Melone
Trip Supervisor	ASB Approval	Budget Approval	CTE Approval

Curtis Clevenringa		
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 8.1.25

Please provide a breakdown cost and provide estimates.

ASB	CTE	General
0 Registration:	200 Registration:	Registration:
0 Hotel:	0 Hotel:	Hotel:
0 Airfare:	0 Airfare:	Airfare:
0 Rental Car:	0 Rental Car:	Rental Car:
0 Meals:	0 Meals:	Meals:
0 Misc:	0 Misc:	Misc:
55 Student Fees:	0 Student Fees:	Student Fees:

ASB Budget Code: 4040 CTE Budget Code: 3162 General Budget Code:_____

ASB Total: 55.00 CTE Total: 200.00 General Total:_____

For Business Office Only

Hotel reserved:

Airfare purchased:

Rental Car:

Travel Card Checked out & By Who:

Reconciled in Qmlativ:

- **PO Box 476,**

WA 98597

Phone: 360-458-6225

Mission Statement: As an officer team, we can continue the growth of our members and organization by using proper communication, as well as unique events and activities to reach and connect with a younger audience and overall build a better connection within our community.

Officer Meeting: 9/15/2026

Advisors Present: Hummel, Nash, Hall, Mounts and Wikoff

Officers Present: Kricket Nash, Natalee Erkelens, Safiyah Kamal, Kurtis Westlund, Jamie Flowers, Haley Poland, Val McCall, Kamiakin Nash, Bailey Mounts, Keilaynah Pedro-Erickson, and David Thompson

Time Meeting started: 6:45

Discussion:

- **Approve cost for nationals to be reimbursed by members**
- **Approve donation to be used for national convention**
- **Discuss Night at the county fair**
- **Pass Ms. Megan's grandpa's honorary chapter degree plaque**
- **T-shirts: Mrs. Wikoff's friend designing T-shirts. Sell to Yelm and District 2?**

Motions:
"I move to approve this example as an example of a motion. "
Motioned - (Safiyah) I move to approve the cost of nationals to be reimbursed by the members not to exceed 10,000.
Second - Yes
Motion: Passes
Motioned (Natalee)- I move to approve the cost of Cispus leadership camp not to exceed 1,000$ ($55.00 per member)
Second- Yes
Motion- Passes
Motioned (Safiyah)- I move to approve the donation to be used for the National Convention.
Second- Yes
Motion- Passes
Motioned (Natalee)- I move to approve the Honorary chapter degree plaque for Ms. Megan's Grandpa.
Second-Yes
Motion-Passes
Motioned(Safiyah)- I move to approve the Cost of paying for Washington FFA State Convention up to $18,000, with part to be reimbursed by the members.
Second-Yes
Motion-Passes

Meeting adjourned: 7:14

Respectfully submitted by: J. Hummel

Notes

YELM COMMUNITY SCHOOLS

Board Date: SEPTEMBER 24, 2026

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 SEPTEMBER 24, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70154649 THROUGH 70154737

IN THE TOTAL AMOUNT OF $ 2,454,042.68

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 08/04/2026 — Post Date: 2026-08-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/04/2026	70154649	Check	BELL & BELL BUILDERS & OVERHEAD DOORS LLC	1,150.80
08/04/2026	70154650	Check	CAPITAL BUSINESS MACHINES INC	592.98
08/04/2026	70154651	Check	CCPR INC	867.20
08/04/2026	70154652	Check	CINTAS CORP	162.32
08/04/2026	70154653	Check	CLOVER PARK TECHNICAL COLLEGE	13,207.83
08/04/2026	70154654	Check	FIRST CITIZENS BANK & TRUST CO	10,161.84
08/04/2026	70154655	Check	GRAINGER INC	202.08
08/04/2026	70154656	Check	LES SCHWAB	263.02
08/04/2026	70154657	Check	MICRO COMPUTER SYSTEMS INC	27,394.52
08/04/2026	70154658	Check	NORTH THURSTON SCHOOL DISTRICT	825.32
08/04/2026	70154659	Check	PIERCE COLLEGE	32,629.19
08/04/2026	70154660	Check	PUGET SOUND ENERGY	80,061.51
08/04/2026	70154661	Check	RAINIER LIGHTING & ELECTRICAL SUPPLY	492.14
08/04/2026	70154662	Check	RWC GROUP	253.48
08/04/2026	70154663	Check	US BANK - CORPORATE PAYMENT SYSTEMS	56,955.39

AP Check Register

AP Run: GENERAL 08/04/2026 — Post Date: 2026-08-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/04/2026	70154664	Check	WALTER E NELSON	1,807.84
			Total:	**$227,027.46**

GENERAL 08/04/2026 Summary

Type	Count	Amount
Regular	16	227,027.46
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**16**	**$227,027.46**

Fund	Total
10 - GENERAL FUND	227,027.46
	$227,027.46

AP Check Register

AP Run: GENERAL 08/18/2026 — Post Date: 2026-08-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/18/2026	70154665	Check	BALD HILLS FIRE PROTECTION DIST 17	249.09
08/18/2026	70154666	Check	CAPITAL BUSINESS MACHINES INC	1,547.90
08/18/2026	70154667	Check	CENTRALIA COLLEGE	11,383.65
08/18/2026	70154668	Check	CINTAS CORP	535.12
08/18/2026	70154669	Check	CITY OF YELM	6,970.46
08/18/2026	70154670	Check	DEPT OF LICENSING	45.00
08/18/2026	70154671	Check	DRAIN PRO	1,308.43
08/18/2026	70154672	Check	ESD #113	128,754.08
08/18/2026	70154673	Check	FIRST STUDENT	41,752.53
08/18/2026	70154674	Check	GRAINGER INC	38.54
08/18/2026	70154675	Check	HEARTSPRING INC	85,622.00
08/18/2026	70154676	Check	IML SECURITY SUPPLY	290.47
08/18/2026	70154677	Check	INTRACOMMUNICATION NETWORK SYS	16,254.44
08/18/2026	70154678	Check	KCDA	3,906.83
08/18/2026	70154679	Check	LAKEMARY CENTER INC	11,480.00
08/18/2026	70154680	Check	LINGUALINX INC	120.00
08/18/2026	70154681	Check	MORNINGSIDE	475.00
08/18/2026	70154682	Check	MOUNTAIN LUMBER & HARDWARE INC	689.03
08/18/2026	70154683	Check	NAPA AUTO PARTS	2,332.11
08/18/2026	70154684	Check	OCCUPATIONAL HEALTH CENTERS OF WA	147.00
08/18/2026	70154685	Check	OLYMPIA SCHOOL DISTRICT #111	1,807.15

AP Check Register

AP Run: GENERAL 08/18/2026 — Post Date: 2026-08-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/18/2026	70154686	Check	OLYMPIC REGION CLEAN AIR AGENCY	448.00
08/18/2026	70154687	Check	PETROCARD	42,994.26
08/18/2026	70154688	Check	PUBLIC CONSULTING GROUP INC	2,925.19
08/18/2026	70154689	Check	PUGET SOUND ENERGY	10,694.98
08/18/2026	70154690	Check	PUGET SOUND ESD	35,421.00
08/18/2026	70154691	Check	SAFETY KLEEN SYSTEMS INC	330.82
08/18/2026	70154692	Check	SCHETKY NORTHWEST SALES INC	6,646.05
08/18/2026	70154693	Check	SE THURSTON FIRE AUTHORITY	849.71
08/18/2026	70154694	Check	SECURITY SOLUTIONS NW INC	1,101.48
08/18/2026	70154695	Check	SOUTH PIERCE FIRE AND RESCUE	310.55
08/18/2026	70154696	Check	SOUTH PUGET SOUND COMM COLLEGE	19,445.68
08/18/2026	70154697	Check	SPRAGUE PEST SOLUTIONS	732.57
08/18/2026	70154698	Check	TACOMA SCHOOL DISTRICT #10	30,831.75
08/18/2026	70154699	Check	TED BROWN MUSIC CO	824.52
08/18/2026	70154700	Check	THURSTON COUNTY HEALTH DEPT	12,457.00
08/18/2026	70154701	Check	US BANK - CORPORATE PAYMENT SYSTEMS	16,499.98
08/18/2026	70154702	Check	WA SCHOOL INFO PROCESSING COOP	575.49
08/18/2026	70154703	Check	WALSWORTH PUBLISHING CO	1,954.41
08/18/2026	70154704	Check	WALTER E NELSON	453.22

AP Check Register

AP Run: GENERAL 08/18/2026 — Post Date: 2026-08-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/18/2026	70154705	Check	WILSON, TREVON	10,258.92
			Total:	**$511,464.41**

GENERAL 08/18/2026 Summary

Type	Count	Amount
Regular	41	511,464.41
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**41**	**$511,464.41**

AP Check Register

Fund	Total
10 - GENERAL FUND	511,464.41
	$511,464.41

AP Check Register

AP Run: GENERAL PREPAY 08/19/2026 — Post Date: 2026-08-19 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/19/2026	70154706	Check	BORDERLAN SECURITY	4,636.08
08/19/2026	70154707	Check	BSN SPORTS	734.89
08/19/2026	70154708	Check	COMMITTEE FOR CHILDREN	21,036.62
08/19/2026	70154709	Check	MGT IMPACT SOLUTIONS LLC	1,995.00
08/19/2026	70154710	Check	NEWSELA, INC	2,268.72
08/19/2026	70154711	Check	NIMBLE INDUSTRIES	1,416.00
08/19/2026	70154712	Check	SCHOOL HEALTH CORP	1,413.84
08/19/2026	70154713	Check	TEACHERS' CURRICULUM INSTITUTE	29,321.00
08/19/2026	70154714	Check	THEMES & VARIATIONS INC	1,200.00
08/19/2026	70154715	Check	US BANK - CORPORATE PAYMENT SYSTEMS	3,258.52
			Total:	**$67,280.67**

GENERAL PREPAY 08/19/2026 Summary

Type	Count	Amount
Regular	10	67,280.67
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**10**	**$67,280.67**

AP Check Register

Fund	Total
10 - GENERAL FUND	67,280.67
	$67,280.67

AP Check Register

AP Run: GENERAL PREPAY 08/25/2026 — Post Date: 2026-08-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/25/2026	70154716	Check	HALF MOON SANITATION	1,349.00
08/25/2026	70154717	Check	QUADIENT LEASING	1,319.54
08/25/2026	70154718	Check	RENAISSANCE LEARNING INC	2,393.66
08/25/2026	70154719	Check	SCHOOLS INSURANCE ASSN OF WA	1,579,042.12
08/25/2026	70154720	Check	WASHINGTON OFFICIALS ASSOCIATION	11,170.00
			Total:	**$1,595,274.32**

GENERAL PREPAY 08/25/2026 Summary

Type	Count	Amount
Regular	5	1,595,274.32
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**5**	**$1,595,274.32**

AP Check Register

Fund	Total
10 - GENERAL FUND	1,595,274.32
	$1,595,274.32

AP Check Register

AP Run: GENERAL 2 08/25/206 — Post Date: 2026-08-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/25/2026	70154721	Check	DEPT OF HEALTH	1,037.40
08/25/2026	70154722	Check	E3 DIAGNOSTICS INC	739.80
08/25/2026	70154723	Check	FOOD SERVICE EQUIPMENT	1,155.23
08/25/2026	70154724	Check	HERMANSON CO LLP	790.22
08/25/2026	70154725	Check	IML SECURITY SUPPLY	413.44
08/25/2026	70154726	Check	J AND I POWER EQUIPMENT INC	29,228.93
08/25/2026	70154727	Check	MAUL FOSTER & ALONGI, INC	5,500.00
08/25/2026	70154728	Check	MICRO COMPUTER SYSTEMS INC	4,279.88
08/25/2026	70154729	Check	MORNINGSIDE	225.00
08/25/2026	70154730	Check	MULLINAX FORD OF OLYMPIA	746.30
08/25/2026	70154731	Check	OCCUPATIONAL HEALTH CENTERS OF WA	441.00
08/25/2026	70154732	Check	PORTER FOSTER RORICK LLP	3,835.00
08/25/2026	70154733	Check	RAINIER LIGHTING & ELECTRICAL SUPPLY	312.19
08/25/2026	70154734	Check	SPRAGUE PEST SOLUTIONS	855.19
08/25/2026	70154735	Check	THE PART WORKS INC	80.72
08/25/2026	70154736	Check	US BANK - CORPORATE PAYMENT SYSTEMS	1,342.66

AP Check Register

AP Run: GENERAL 2 08/25/206 — Post Date: 2026-08-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/25/2026	70154737	Check	WALTER E NELSON	2,012.86
			Total:	**$52,995.82**

GENERAL 2 08/25/206 Summary

Type	Count	Amount
Regular	17	52,995.82
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**17**	**$52,995.82**

Fund	Total
10 - GENERAL FUND	52,995.82
	$52,995.82

YELM COMMUNITY SCHOOLS

Board Date: SEPTEMBER 24, 2026

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 SEPTEMBER 24, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70410159 THROUGH 70410162

IN THE TOTAL AMOUNT OF $ 4,949.78

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 08/04/2026 — Post Date: 2026-08-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/04/2026	70410159	Check	PADILLA, WESLEY	1,800.00
			Total:	**$1,800.00**

ASB 08/04/2026 Summary

Type	Count	Amount
Regular	1	1,800.00
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$1,800.00**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	1,800.00
	$1,800.00

AP Check Register

AP Run: ASB 08/18/2026 — Post Date: 2026-08-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/18/2026	70410160	Check	YELM COMMUNITY SCHOOLS	629.15
			Total:	**$629.15**

ASB 08/18/2026 Summary

Type	Count	Amount
Regular	1	629.15
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$629.15**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	629.15
	$629.15

AP Check Register

AP Run: ASB 08/25/2026 — Post Date: 2026-08-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/25/2026	70410161	Check	US BANK - CORPORATE PAYMENT SYSTEMS	273.47
08/25/2026	70410162	Check	WENGER CORP	2,247.16
			Total:	**$2,520.63**

ASB 08/25/2026 Summary

Type	Count	Amount
Regular	2	2,520.63
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$2,520.63**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	2,520.63
	$2,520.63

YELM COMMUNITY SCHOOLS

Board Date: SEPTEMBER 24, 2026

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 SEPTEMBER 24, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70501882 THROUGH 70501885

IN THE TOTAL AMOUNT OF $ 494,023.28

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 08/04/2026 — Post Date: 2026-08-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/04/2026	70501882	Check	US BANK - CORPORATE PAYMENT SYSTEMS	653.15
			Total:	**$653.15**

CAP PROJ 08/04/2026 Summary

Type	Count	Amount
Regular	1	653.15
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$653.15**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	653.15
	$653.15

AP Check Register

AP Run: CAP PROJ 08-18-2026 — Post Date: 2026-08-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/18/2026	70501883	Check	INTRACOMMUNICATION NETWORK SYS	5,499.41
			Total:	**$5,499.41**

CAP PROJ 08-18-2026 Summary

Type	Count	Amount
Regular	1	5,499.41
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$5,499.41**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	5,499.41
	$5,499.41

AP Check Register

AP Run: CAP PROJ 08/25/2026 — Post Date: 2026-08-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/25/2026	70501884	Check	ATS AUTOMATION INC	453,072.72
08/25/2026	70501885	Check	LAKE TAPPS CONSTRUCTION UNLIMITED	34,798.00
			Total:	**$487,870.72**

CAP PROJ 08/25/2026 Summary

Type	Count	Amount
Regular	2	487,870.72
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$487,870.72**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	487,870.72
	$487,870.72

YELM COMMUNITY SCHOOLS

Board Date: SEPTEMBER 24, 2026

Fund: ACH

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 SEPTEMBER 24, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 9000000259 THROUGH 9000000277

IN THE TOTAL AMOUNT OF $ 42,652.37

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: ACH 08/04/2026 — Post Date: 2026-08-04 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/04/2026	9000000259	ACH	ANDERSON, DAPHNE ZOE	175.00
08/04/2026	9000000260	ACH	DISA GLOBAL SOLUTIONS	529.55
08/04/2026	9000000261	ACH	VAUGHAN, JACOB H	74.94
			Total:	**$779.49**

ACH 08/04/2026 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	3	779.49
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$779.49**

AP Check Register

YELM COMMUNITY SCHOOLS

Fund	Total
10 - GENERAL FUND	779.49
	$779.49

AP Check Register

AP Run: ACH 08/18/2026 — Post Date: 2026-08-18 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/18/2026	9000000262	ACH	BROCK'S ACADEMY, LLC	19,298.88
08/18/2026	9000000263	ACH	BROCK'S ACADEMY, LLC	19,298.88
08/18/2026	9000000264	ACH	CENTRAL WELDING SUPPLY CO INC	148.73
08/18/2026	9000000265	ACH	LARSON, REBEKAH SUE	160.00
08/18/2026	9000000266	ACH	OSSO, MELISSA ANNE	160.00
08/18/2026	9000000267	ACH	ROBERTS, CHANDELLE	205.00
08/18/2026	9000000268	ACH	SIMONSON, MARIANNE KAY	160.00
08/18/2026	9000000269	ACH	SIMPSON, ANGELINE HILLARY	205.00
			Total:	**$39,636.49**

ACH 08/18/2026 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	8	39,636.49
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**8**	**$39,636.49**

AP Check Register

Fund	Total
10 - GENERAL FUND	39,636.49
	$39,636.49

AP Check Register

AP Run: ACH 08/25/2026 — Post Date: 2026-08-25 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
08/25/2026	9000000270	ACH	AUTO GLASS PROFESSIONALS	290.44
08/25/2026	9000000271	ACH	CLINTON, KEANNA LEE	160.00
08/25/2026	9000000272	ACH	COMMERCIAL BRAKE CLUTCH INC	244.23
08/25/2026	9000000273	ACH	HALL, ALONZO W	332.04
08/25/2026	9000000274	ACH	HELLNER, ROBERT, III	160.00
08/25/2026	9000000275	ACH	HORNE, JENNIFER LYNN	175.00
08/25/2026	9000000276	ACH	MOLLOY, JULIE MARIE	160.00
08/25/2026	9000000277	ACH	PARSONS, SHARI ANN	714.68
			Total:	**$2,236.39**

ACH 08/25/2026 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	8	2,236.39
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**8**	**$2,236.39**

AP Check Register

Fund	Total
10 - GENERAL FUND	2,236.39
	$2,236.39

YELM COMMUNITY SCHOOLS

Board Date: SEPTEMBER 24, 2026

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 SEPTEMBER 24, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 11230033 GENERAL THROUGH 11230033 GENERAL

IN THE TOTAL AMOUNT OF $ 2,656.47

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 09/01/2026 — Post Date: 2026-09-01 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
09/01/2026	11230033	Wire Transfer	DEPARTMENT OF REVENUE	2,656.47
			Total:	**$2,656.47**

COMP TAX GENERAL 09/01/2026 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	2,656.47
Epayables:	0	0.00
Total:	**1**	**$2,656.47**

AP Check Register

Fund	Total
10 - GENERAL FUND	2,656.47
	$2,656.47

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: Teri Melone, Director of Operations

DATE: **September 24, 2026**

SUBJECT: Recommendation to Approve Public Works Projects

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

Project #	Amount	Vendor / Reason
87.25	$54,202.50	Olympic Roofing, LLC – 500 BLDG Gym Roof Repair – YHS
89.25	$1,155.23	Food Service Equipment – Dishwasher Diagnostics & Repair – YMS
118.25	$34,798.00	Lake Tapps Construction Unlimited – P13/14 Demolition – YHS
147.25	$790.22	Hermanson Co LLP - Chiller Diagnostics - Compressor Alarm for Loss of Charge – YHS
148.25	$1,317.23	Hurley Engineering - Boiler Ignition Transformer Replacement – RMS
149.25	$2,515.32	Hermanson Co LLP – Annual Chiller Maintenance – YHS
150.25	$2,515.32	Hermanson Co LLP – Annual Chiller Maintenance – RMS
151.25	$4,356.60	Hermanson Co LLP - Refrigerant Leak Diagnostics and Repair – YHS

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

September 2026

Yelm Community Schools Monthly Enrollment Report (P223)

*Includes amendments as of 9/10/2025

	Southworth		McKenna		Prairie		Fort Stevens		Mill Pond		Lackamas		YMS		RMS		YHS		YES/ALE		Gravity (Open Doors)		DISTRICT TOTAL		
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	
TK																							0	0.00	TK
K	91	91.00	44	44.00	33	33.00	61	61.00	53	53.00	39	39.00											321	321.00	K
1	84	84.00	45	45.00	41	40.78	68	68.00	32	32.00	37	37.00											307	306.78	1
2	102	102.00	66	66.00	54	53.47	51	50.42	59	59.00	47	47.00											379	377.89	2
3	89	87.96	54	54.00	48	47.60	72	72.00	65	64.27	39	39.00											367	364.83	3
4	107	107.00	58	58.00	73	73.00	67	66.77	60	59.71	38	38.00											403	402.48	4
5	121	121.00	47	47.00	66	65.14	81	79.68	66	66.00	57	57.00											438	435.82	5
6													231	230.20	172	172.00							403	402.20	6
7													220	219.51	203	202.34							423	421.85	7
8													221	220.19	165	163.51							386	383.70	8
9																	383	381.00					383	381.00	9
10																	355	351.53	10	9.83			365	361.36	10
11																	343	299.51	34	33.83	4	4.00	381	337.34	11
12																	329	279.50	66	65.49	25	25.00	420	369.99	12
TTL	594	592.96	314	314.00	315	312.99	400	397.87	335	333.98	257	257.00	672	669.90	540	537.85	1410	1311.54	110	109.15	29	29.00	4976	4866.24	TK-12 TTL
																							4976	4866.24	+ RS

*TOTAL W/ RUNNING START :

TBIP TK												
TBIP K-6	23	19	11	16	6	4	9	2				
TBIP 7-12							25	17	42	6		
Exited	2	2	1	3		1	7	5	8	1		

Bilingual TBIP	
TBIP TK	0
TBIP K-6	90
TBIP7-12	90
Transitioned/Monitoring	30

RUNNING START / VOCATIONAL / PRE-K	YES	YHS	RMS	YMS	TTL
RUNNING START HC					
College Only RS HC					
Non Voc RS FTE					
Voc RS FTE					
VOC 9TH-12TH FTE			0.00		0.00
VOC 7TH-8TH FTE			0.00		0.00

*NOTE: NO RUNNING START REPORTED IN SEPTEMBER

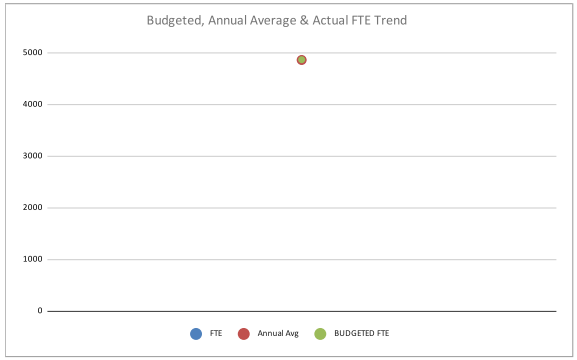
Budgeted vs. Annual Average FTE (TK-12)	
Budgeted FTE	4872.00
Annual Average	4866.24
DIFFERENCE	(5.76)

MONTHLY ACTUAL & ANNUAL AVERAGE

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	AVG
HC	4976										4976
FTE	4866.24										4866.24
Annual Avg	4866.24										
BUDGETED FT	4872.00	4872.00	4872.00	4872.00	4872.00	4872.00	4872.00	4872.00	4872.00	4872.00	

ENROLLMENT COMPARED TO LAST MONTH

	HEAD COUNT			FTE COUNT		
	Jun-26	Sep-26	Difference	Jun-26	Sep-26	Difference
Southworth	622	594	-28	618.63	592.96	(25.67)
McKenna	360	314	-46	358.04	314.00	(44.04)
Prairie	333	315	-18	330.99	312.99	(18.00)
Fort Stevens	442	400	-42	440.26	397.87	(42.39)
Mill Pond	351	335	-16	348.06	333.98	(14.08)
Lackamas	264	257	-7	262.16	257.00	(5.16)
YMS	669	672	3	663.70	669.90	6.20
RMS	562	540	-22	558.53	537.85	(20.68)
YHS	1450	1410	-40	1342.86	1311.54	(31.32)
YES	115	110	-5	113.47	109.15	(4.32)
SUB TOTAL	**5168**	**4947**	**-221**	**5036.70**	**4837.24**	**(199.46)**
Gravity/Open Doors	29	29	0	29.00	29.00	0.00
Running Start Only	45	0	-45	104.81	0.00	(104.81)
TOTAL	**5242**	**4976**	**-266**	**5170.51**	**4866.24**	**(304.27)**



ENROLLMENT COMPARED TO LAST YEAR

HEAD COUNT			FTE COUNT		
September-25	September-26	Difference	September-25	September-26	Difference
5347	4976	(371.00)	5220.93	4866.24	(354.69)