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, November 19, 2026
6 p.m.
McKenna Elementary
35120 SR 507 S • McKenna, WA

Regular School Board Meeting

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

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

A. Board Recognition
1. Distinguished Student Services Award

B. Superintendent's Comments

C. Community Comment

A **3.** **Selection of Students on Governing Boards**

I **4.** **Swearing in of Student Representatives on the Board**

I **5.** **McKenna Elementary Spotlight**

A **6.** **Consent Agenda**

A. School Board Minutes
October 8, 2026 – Regular Business Meeting
October 22, 2027 – Regular Business Meeting

B. Personnel Action/Individual Contracts

C. Authorization to Pay Stipends/Supplemental Contracts

D. Acceptance of Gifts

YHS Performing Arts Booster, to support YHS choir	$7,500.00
Yelm FFA Alumni, FFA National Convention	$5,500.00
Olympia Federal Savings, FLIP Night	$750.00
YHS Connects, 11th Grade Advisor	$2,571.52
YHS Connects, Boys Basketball	$800.00
Kona Ice of Yelm, YHS General Athletics (ASB)	$633.32
Travelin' Toms Coffee, YHS General Athletics (ASB)	$554.32

James Bridge, Lackamas ASB $100.00

E. Out-of-District Travel

YHS Varsity Cheerleading to Anaheim, CA, Feb 17-22, 2027, to compete in the Spirit Nationals

F. Vouchers and Payroll

General	$990,463.61
ASB	$43,838.71
Cap Projects	$281,619.29
ACH	$96,187.60
Comp Tax	$121.79
October Payroll	$6,848,719.27

G. Public Works

127.25	$6,194.45	Johnson Barrow LLC – Spray Pump Seal Kit/Gaskets & New Motor Installation – MK
136.25	$5,052.56	Pye Barker Fire & Security – Fire Alarm Diagnostics & Repair – TRANS, MP, & FS
11.26	$1,233.00	Drain Pro – Floor Drain Service Call – YHS
12.26	$959.00	Drain Pro – Floor Drain Backup Service Call – YHS

H. Review of Public Records Requests

Items on the Consent Agenda are considered routine and may be approved by a single motion. Any board member may request that an item be removed for separate consideration.

A 7. Continuous School Improvement Plans

Lackamas Elementary
McKenna Elementary
Mill Pond Elementary
Ridgeline Middle School
Southworth Elementary
Yelm Middle School
Yelm High School

A 8. Resolution 02-26-27 – Certification of 2027 Excess Property Taxes

I 9. Financial Reports

I 10. Operations Update

I 11. Student Enrollment Report

Month/Year	Head Count	FTE
Nov 2026	5079	4925.55
Nov 2025	5438	5268.07

Budgeted vs. Annual Average FTE	
Budgeted FTE	4872.00
Annual Average	4905.93
Difference	33.93

I 12. Board Comments

I 13. Superintendent's Report

A 14. Adjourn

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MEMORANDUM

TO: Board of Directors

FROM: Teri Melone, Director of Operations

DATE: **November 19, 2026**

SUBJECT: Recommendation to Approve Public Works Projects

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

Project #	**Amount**	**Vendor / Reason**
127.25	$6,194.45	Johnson Barrow LLC – Spray Pump Seal Kit/Gaskets & New Motor Installation – MK
136.25	$5,052.56	Pye Barker Fire & Security – Fire Alarm Diagnostics & Repair – TRANS, MP, & FS
11.26	$1,233.00	Drain Pro – Floor Drain Service Call – YHS
12.26	$959.00	Drain Pro – Floor Drain Backup Service Call – YHS

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

Next Board Meeting: December 17, 2026 – 6:00 p.m. – Regular Business Meeting
Location: Southworth 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**

PRR # 26-27	Name of Requester	Requestor Address	City/Zip	Requestor Email	Date Rcv'd	5 Day	Request	Closed Date	Additional Comments
1	E Wyatt Mendel	Unknown	Unknown	e@mendelbusiness.com	9/1/2026	9/5/2026	Regarding Tutu Tamaalevea, head football coach at Yelm High School who was placed on administrative leave on or about August 31, 2026: I. IMMEDIATE DECISION & NOTIFICATION RECORDS 1. The complete FinalForms message/email sent to families on or about August 31, 2026,announcing Coach Tamaalevea's administrative leave 2. All internal communications (emails, text messages, memos) between Yelm High School administrators, Yelm Community Schools central office staff, and/or school board members regarding the decision to place Coach Tamaalevea on administrative leave 3. Any written reports or documentation provided to administrative staff regarding the "isolated incident" referenced in the FinalForms communication 4. Any timeline or schedule for review of Coach Tamaalevea's administrative leave status II. EMPLOYMENT & HIRING RECORDS 1. Coach Tamaalevea's employment application, resume, and hiring materials from May 2026 2. Background check results and reference checks conducted prior to his hiring 3. His employment contract or appointment letter 4. Any performance evaluations or observations conducted since his hiring 5. Any complaints or reports received regarding Coach Tamaalevea, whether formal or informal, from May 2026 to present III. INVESTIGATION MATERIALS 1. Any investigation reports, notes, or findings regarding the incident that led to his administrative leave 2. Statements or interviews conducted with Coach	11/9/2026	
2	Mike Loomis	Unknown	Unknown	real12stndup@msn.com	9/1/2026	9/5/2026	Preserve all 24-hour video surveillance footage from the athletic field and surrounding areas covering August 31 from 5:00 PM to 7:00 PM. This footage is critical for establishing an objective record of the events. Please confirm receipt of this request and let me know the timeline for securing the footage and the next steps regarding the school's investigation and student safety measures.	11/9/2026	
3	RCW 42.56.230(2)(a)(iii) and FERPA	Unknown	Unknown	RCW 42.56.230(2)(a)(iii) and FERPA	9/1/2026	9/5/2026	Copy of all public records and written or recorded statements regarding the incident that took place on August 31, 2026, involving my student athlete and coach Tutu Tamaalevea	11/9/2026	
4	Sophia Johnson	Unknown	Unknown	sophiajohnson8989@gmail.com	9/2/2026	9/5/2026	All email communication between Rick Sargent and a student. I am requesting any email communication between Rebecca Fowler and Rick Sargent. I am requesting any communication/letters to Rebecca Fowler in reference to inappropriate behavior by a staff member. I am requesting any disclosable documentation from Rick Sargent's personnel file.		Due on or before 12/4/26
5	Ellie Mae Scholz	15914 86th Ave SE	Yelm, 98597	elliemaetrvno@hotmail.com	9/9/2026	9/12/2026	At approximately 7:00am green xterra supposedly hit a small red car in the Yelm HS parking lot. Both cars are parked in the 3rd row, closest to the portables.	9/15/2026	No records located
6	Justin Wenig	169 Madison Ave Ste 11217	NY, 10016	justin.wenig@starbridgegovsearch.com	9/10/2026	9/12/2026	Payment records for all vendor entities from January 1, 2026 to current date including at minimum: purchase date, vendor name, description of goods/services purchased, and line item price/amount.	10/8/2026	Documents emailed to requester
7	Robin Manley	15438 Chad Dr SE	Yelm, 98597	mrsmanley2@gmail.com	9/10/2026	9/12/2026	Email traffic and related communications regarding the May 29, 2026 YMS/YHS dance incident, the related Policy 3205 investigation, the September 1, 2026 Written Determination Regarding Responsibility involving Robin Manley, any related Policy 5253 finding, corrective actions, volunteer restriction, campus-access restriction, communications with OSPI or ODHS, video-review communications, witness/interview communications, outside-agency communications, and records regarding the selection, assignment, or designation of Kurt Fourre as decision-maker.		Due on or before 12/18/26

8	Robin Manley	15438 Chad Dr SE	Yelm, 98597	mrsmanley2@gmail.com	9/13/2026	9/15/2026	Any communication, attempted communication, or interview between Mark Bowden and the father/parent of the student identified as the complainant in the June 10, 2026 Notice of Investigation involving Robin Manley, for the period May 29, 2026 through June 2, 2026. This request includes emails, text messages, telephone or call logs, voicemail records, Teams/Zoom/Webex call records or metadata, calendar entries, meeting invitations, handwritten or electronic notes, interview summaries, case chronology entries, drafts, and communications referencing or describing any such contact. This request includes responsive records concerning District business that were created, sent, received, or retained on personal devices, personal telephone accounts, personal email accounts, or other non-District systems used to conduct District business.		Due on or before 1/8/27
9	Josh Genet	Unknown	Unknown	josh.s.genet@gmail.com	9/13/2026	9/15/2026	Records from September 1, 2024 through the present concerning The Outpost Church's use of Yelm High School facilities: Facility-use applications, contracts and approvals; dates/times and spaces reserved; invoices and payment records; fee-category determinations; fee reductions, waivers, credits or adjustments; certificates of insurance; custodial/staffing charges; records showing whether parking lots or other outdoor areas were approved for church events; and any church promotional material distributed through YCS-controlled channels including ParentSquare, PeachJar, district/school email, websites, or student/family distributions. Please also provide any record reflecting a credit, offset, waiver, or other relationship between donations made by The Outpost Church to YCS and facility-use charges.		Due on or before 1/15/27
10	Luella Barron	2810 N Church St STE 89774	Wilmington, 19802	luella.barron@thedatabranch.com	9/3/2026	9/15/2026	Requesting records showing purchases from the following vendors: Capital StreetScapes, Signature StreetScapes, Hall Signs, and Custom Products Corporation. Any readily available records showing the goods, software, subscriptions, or services purchased and the associated cost, such as purchase orders, contracts, order forms, or invoices. We are not requesting emails or other correspondence. Date Range: 01/01/2021 to present	10/8/2026	No records located
11	Nayoung UK	2810 N Church St STE 89774	Wilmington, 19802	nayoung.uk@thedatabranch.com	9/8/2026	9/15/2026	Records showing purchases from the following vendors: Rapid Identity, Tools4Ever, Classlink, Clever, Learn21, ManageAD, Tenfold Security, and CPSI Publishing. Any readily available records showing the goods, software, subscriptions, or services purchased and the associated cost, such as purchase orders, contracts, order forms, or invoices. We are not requesting emails or other correspondence. Date Range: 01/01/2021 to present	10/8/2026	Documents emailed to requester
12	Jolena Missildine	Unknown	Unknown	missildine1717@comcast.net	9/13/2026	9/15/2026	School's policies for student privacy, bathroom access and locker room/changing areas and copies or links to the applicable district and school policies	9/15/2026	Links provided from the District website
13	Kara Barb	10646 Van Norhop St SE	Yelm, 98597	kara.barb1214@yahoo.com	9/16/2026	9/18/2026	At approximately 5:20-5:30pm on 9/15/26 an ebike was stolen between the football field and weight room at Yelm HS	9/18/2026	Met with requester, viewed videos and provided a copy
14	Christian Galo	2261 Market St Ste 10678	San Francisco, 94114	christian@govly.com	9/17/2026	9/21/2026	POs from 5/2/26 to present (9/17/26)	10/26/2026	
15	Amber Goff	926 24th Way SW	Olympia, 98502	ambyr.goff@co.thurston.wa.us	9/24/2026	9/28/2026	Educational records for former student Liam Hodgikson	10/15/2026	
16	RCW 42.56.230(2)(a)(iii) and FERPA	Unknown	Unknown	RCW 42.56.230(2)(a)(iii) and FERPA	9/28/2026	10/1/2026	Student's educational and disciplinary records beginning their freshman year to date to include incident reports, witness statements, or surveillance videos	10/28/2026	

17	Cameron Bluhm	611 Overhulse Rd NW	Olympia, 98502	camerondbluhm@gmail.com	9/29/2026	10/1/2026	All records related to the May 2024 Reduced Education Plan Budget Priorities Survey, including: 1. The complete survey questionnaire/questions and response options. 2. The complete anonymized SurveyMonkey response data/export, including open-ended responses, with any legally required redactions. 3. SurveyMonkey summary reports, charts, dashboards, or exported reports. 4. Any summaries, analyses, presentations, staff reports, or other materials created from the survey results. 5. Materials presented or used at the May 16, 2024 community forum that summarize or reference the survey findings. 6. Any final summary or report of the survey findings.		Due on or before 2/5/27
18	Tammy Sagawinia	Unknown	Unknown	lamtv@comcast.net	9/30/2026	10/6/2026	Electronic copy of Yelm Community Schools' 2024–25 F-196 Annual Financial Report, including the General Fund revenue, expenditure, and ending fund balance information.	10/26/2026	
19	Ricky Campbell	4411 S Ryan Way	Tukwilla, 98178	ricky@ualocal699.org	10/6/2026	10/9/2026	For a maintenance contract #1102500149 this is for the annual fire alarm and fire sprinkler confidence testing. This request should include all of the test reports and the repair work generated by these "confidence tests" inspections. #1 contract # 1102500149 - contractor Evergreen Fire Alarms #2 Test reports generated by this contract #3 any repair work orders with receipts from the repairing contractor.	10/15/2026	
20	RCW 42.56.230(2)(a)(iii) and FERPA	RCW 42.56.230(2)(a)(iii) and FERF	Yelm, 98597	RCW 42.56.230(2)(a)(iii) and FERPA	10/7/2026	10/9/2026	Bus footage from the PM route home on October 2nd (105PRP) to determine how your student was able to free themselves from their restraint and to determine if an upgraded restraint system is required. We only request the clip showing from when they escaped to home, they are the last stop.	10/22/2026	No records located
21	Chiara Wickstrom	Unknown	Unknown	ChiaraWickstrom@outlook.com	10/11/2026	10/15/2026	My personal student records from McKenna Elementary and Yelm Middle School, from 1985 to 1987.	10/26/2028	No records located
22	RCW 42.56.230(2)(a)(iii) and FERPA	Unknown	Unknown	RCW 42.56.230(2)(a)(iii) and FERPA	10/13/2026	10/15/2026	Concerning an incident involving my student at Yelm Middle School on October 12, 2026, at approximately 10:00 a.m. during physical education. I am requesting copies of the following records related to the incident and the school's response: Video surveillance footage: Any available surveillance footage from the gymnasium and surrounding areas showing the incident, the events immediately before and after it, and any relevant footage of my student being escorted to or from the gym, the nurse's office, or the administrative office. Nurse's office records and communications: Records and communications concerning my student's reported neck injury, symptoms, assessment, monitoring, and communications with me regarding their condition. Administrative office records and communications: Relevant emails, written communications, incident documentation, and other records concerning the vice principal's involvement, conversations with me, the assessment of my student's condition, and the decision to return them to class. Gym and physical education records: Relevant incident reports, written statements, staff documentation, and communications concerning the incident, including any records created by physical education staff or other employees who witnessed or responded to the incident. Relevant communications between staff: Emails and other written communications among the staff members involved, school administration, and other relevant district employees concerning the incident, my student's injury, the school's response, and any subsequent actions taken.	10/28/2026	
23	RCW 42.56.230(2)(a)(iii) and FERPA	Unknown	Unknown	RCW 42.56.230(2)(a)(iii) and FERPA	10/15/2026	10/21/2026	Preservation of evidence: Preserve all available surveillance footage, incident reports, nurse records, witness statements, staff communications, and other relevant documentation. Educational records request: Provide copies of my student's educational records relating to these incidents, including nurse records, incident documentation, parent notifications, and existing safety plans, subject to applicable privacy protections.		Due on or before 11/13/26
24	Michael Blank	Unknown	Unknown	airborne31b@yahoo.com	10/16/2026	10/21/2026	Stipend report for all coaches and advisors and the facilities usage and payment information for the months of Sep and Oct.		Due on or before 11/25/26

25	Mark Johnson	Unknown	Unknown	markjohsnontapa@gmail.com	10/16/2026	10/21/2026	The most current employee directory or staff list, as of the date of this request, for all Yelm Community Schools employees, covering both district-level and school-based staff. This includes, but is not limited to, the Superintendent and executive leadership, assistant/deputy superintendents, chiefs, department directors and administrators, curriculum and instruction staff, central-office staff in all departments, principals and assistant principals, teachers, and all other school-based and support employees. For each employee, please include: full name; current job title; assigned school, department, or office; work telephone number and extension, if maintained; and district-issued work email address.	10/28/2026	
26	RCW 42.56.230(2)(a)(iii) and FERPA	RCW 42.56.230(2)(a)(iii) and FERF	RCW 42.56.230(2)(a)(	RCW 42.56.230(2)(a)(iii) and FERPA	10/19/2026	10/21/2026	I am the mother and legal guardian of student. On Friday, October 16, 2026, about 3:44-4:00 p.m., he was struck by a vehicle at a crosswalk on State Route 507 SE in Yelm. Yelm Community Schools Bus #6, driven by Ms. Angela, was present. The driver reportedly witnessed the incident. I request electronic copies of all available bus and district video/audio recordings for October 16, 2026, 3:30-4:15 p.m. (including interior, exterior, forward-facing, and other cameras) showing the crosswalk, vehicle, collision, and aftermath, with original timestamps/metadata. I ALSO REQUEST all existing completed witness statement forms, written witness statements (including any from Ms. Angela), school bus driver reports, accident/incident reports, and related staff notes or communications held by the district about this incident.	10/28/2026	
27	Casey Ryan	206 Michael Drive	Booneville, 38829	casey@defendinged.org	10/20/2026	10/21/2026	Any records, documents, presentations, videos, or slides used for any professional development or training that the district provided to staff regarding students who identify as transgender or regarding LGBTQ issues. I am requesting these records from January 1, 2025, to the present.		Due on or before 2/5/27
28	RCW 42.56.230(2)(a)(iii) and FERPA	RCW 42.56.230(2)(a)(iii) and FERF	RCW 42.56.230(2)(a)(	RCW 42.56.230(2)(a)(iii) and FERPA	10/16/2026	10/22/2026	Video footage at Southworth Elementary on 10/9/26 at approximately 1:30pm of student falling on the basketball area and who administered the ice pack and how long the student talked with them	10/22/2026	
29	E Wyatt Mendel	Unknown	Unknown	e@mendelbusiness.com	10/27/2026	11/3/2026	Part A: Insurance Costs and Claims Data 1. All liability loss runs, claims reports, claims registers, or claims summaries received by the District from its insurer, risk pool, or third-party administrator during the Relevant Period, produced in native electronic format (for example, .xlsx) where so maintained. See Mechling v. City of Monroe, 152 Wn. App. 830 (2009). 2. Invoices, statements, assessments, or notices showing the District's annual liability insurance premium or risk pool contribution for each school year from 2016-17 through 2026-27, including any notice of a rate change for 2026-27. 3. The current declarations page, memorandum of coverage, or interlocal agreement identifying the District's liability insurer or risk pool. 4. Board agendas, minutes, consent agenda materials, and resolutions approving or ratifying the settlement of any Covered Claim. Part B: Parent Notice Compliance 5. The District's annual notice to parents, for school years 2024-25 and 2025-26, regarding their right to request records concerning staff discipline, as required by RCW 28A.320.160, together with records sufficient to show the date(s) and method(s) of distribution. Part C: Covered Claim Documents 6. For each Covered Claim that is closed: the claim for damages, complaint, or demand, and any settlement agreement, release, or consent judgment resolving it. 7. For each Covered Claim that remains open: records sufficient to show only the date it was filed and its current status. I do not seek litigation files, attorney work product, or privileged communications concerning open matters. See			Due on or before 12/18/26

30	E Wyatt Mendel	Unknown	Unknown	e@mendelbusiness.com	10/27/2026	11/3/2026	1. Records sufficient to show the Employee's dates of employment, position, and the date and type of separation from the District (for example, resignation, nonrenewal, termination, or other). 2. Any resignation letter, separation agreement, settlement agreement, release, or nonrenewal notice concerning the Employee. RCW 28A.400.301 prohibits any agreement that suppresses information about verbal or physical abuse or sexual misconduct, and a confidentiality term does not by itself provide a basis to withhold such an agreement. 3. Board agendas, minutes, consent agenda materials, or personnel reports reflecting any action on the Employee's employment. Part B: Investigation and Reporting Records 4. Any complaint, report, or allegation received by the District during the Relevant Period concerning the Employee and the possession, use, sale, or provision of cannabis, THC, vape products, or any controlled substance involving students. 5. Any investigation report, findings, determination letter, written directive, or notice of discipline concerning such a complaint, report, or allegation. 6. Records reflecting any report made by the District, or by any District employee, to law enforcement, the Department of Children, Youth, and Families, or the Office of Superintendent of Public Instruction concerning the Employee, including the date of each report. 7. Correspondence between the District and OSPI's Office of Professional Practices concerning the Employee. Part C: Communications 8. Emails and text messages of the Superintendent, the		Due on or before 1/22/27
31	RCW 42.56.230(2)(a)(iii) and FERPA	RCW 42.56.230(2)(a)(iii) and FERF	RCW 42.56.230(2)(a)(	RCW 42.56.230(2)(a)(iii) and FERPA	11/6/2026		I am requesting a video of the 200 hallway bathroom between the 2nd and 3rd period when my student went into the bathroom and when they left on November 5th 2026. They went into the bathroom sometime during 2nd period and came out shortly after. I have already been in contact with Alicia Jacobson about my records request My student called me because a teacher had grabbed him in the boys bathroom and kept pulling on both his sweater and his back pack in order for them to stop trying to walk away. I am aware that there are not videos in the bathroom ,however I want to know how long this event went on for and the way to find out would be to see how long they spent in the bathroom		
32	RCW 42.56.230(2)(a)(iii) and FERPA	RCW 42.56.230(2)(a)(iii) and FERF	RCW 42.56.230(2)(a)(	RCW 42.56.230(2)(a)(iii) and FERPA	11/6/2026		10/09/2026 at Southworth elementary. Video footage of the gym @ 3pm pick up time(or whenever XX got to me, as I'm unsure of the exact time)of me picking up my student, XX, who was in tears from their injury at recess. Follow us walking outside to the preschool pick up area to get my student. I also want video footage of me piggybacking XX from the preschool pick up area(outside the front doors of Southworth) to my car. Video coverage that shows us walking towards buses is fine as i parked across the parking lot due to no parking spots closer.		
	Pending from 2025-26								
1	Cedar Law	600 1st Ave, STE 330	Seattle, 98104	sydney@cedarlawllp.com	2/11/2026	2/13/2026	Multiple records for a current student to include academics, special education, emails, texts, social media posts, any discipline of NWSOIL, training of NWSOIL staff		Installment due on or before 12/11/26
2	Cedar Law	600 1st Ave, STE 330	Seattle, 98104	sydney@cedarlawllp.com	5/6/2026	5/13/2026	Multiple records for a current student to include academics, special education, emails, texts, social media posts, any discipline of NWSOIL, training of NWSOIL staff		Installment due on or before 12/11/26
3	Blake Kremer	4009 Bridgepoty Way Ste B	UP, 98466	Blake@kremerlaw.com	4/28/2026	4/30/2026	Multiple records for a current student		Installment due on or before 11/24/26
4	Blake Kremer	4009 Bridgepoty Way Ste B	UP, 98466	Blake@kremerlaw.com	6/5/2026	6/9/2026	Multiple records for a current student		PRR #4, pending completion of PRR #3, first installment 1/27/27
5	Blake Kremer	4009 Bridgepoty Way Ste B	UP, 98466	Blake@kremerlaw.com	6/30/2026	7/8/2026	Multiple records for a current student		PRR #5 pending completion of PRR #4, first installment 3/31/27

6	E Wyatt Mendel	Unknown	Unknown	e@mendelbusiness.com	8/21/2026	8/27/2026	Requested the following records of former employee Cayla Gable:Separation & Nonrenewal Records: All formal notices of nonrenewal, letters of resignation, written notifications, or administrative personnel memos regarding the nonrenewal or separation of employment for Cayla Gable effective on or around June 30, 2025. Settlement & Separation Agreements: Copies of any formal, executed Settlement Agreements, Separation Agreements, Releases of Claims, or Memorandums of Understanding (MOUs) entered into between Yelm Community Schools and Cayla Gable		Pending enjoinment hearing on 11/19/26
7	Gregory McBroom	16400 Southcenter Pkwy Ste 210	Seattle, 98188	greg@smithmcbroom.com	8/20/2026	8/25/2025	Multiple records regarding James Ruiz and Danille Burkhardt		Pending installment #2 payment due by 12/4/26

Yelm Community Schools, District No. 2

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

MINUTES

of a Regular Meeting of the Board of Directors

Thursday, October 8, 2026

BOARD MEMBERS PRESENT

Bill Hauss, Denise Hendrickson, Ryan Jewell, Frank King, Casey Shaw

STUDENT REPRESENTATIVES PRESENT

Rebecca Rankin

CALLED TO ORDER

President Casey Shaw called the Regular Board Meeting to order at 6:00 p.m.

LACKAMAS ELEMENTARY SCHOOL SPOTLIGHT

Principal Brandon Pontius presented Lackamas Elementary School's 2026–2027 School Improvement Plan, highlighting three focus areas: Learning, Belonging, and Community. Learning priorities include improving student attendance through early intervention, family partnerships, and individualized support, as well as strengthening Tier I instruction through staff collaboration, data analysis, and consistent instructional practices. Belonging priorities focus on fostering a Culture of Dignity, reinforcing positive student behavior, and providing social-emotional supports. Community priorities emphasize strengthening two-way communication, building trust, and increasing family engagement through partnerships with the PTO and advisory committees. Principal Pontius emphasized the importance of strong relationships, staff collaboration, and family involvement in supporting student success.

AUDIENCE

Superintendent's Comments

Superintendent Woods recognized Lackamas Principal Brandon Pontius for his people-centered leadership, strong relationships with students and staff, and commitment to supporting staff success.

Superintendent Woods provided an update on the district's levy communication and outreach efforts. He shared that the district continues to monitor community feedback and engagement, noting that a social media post comparing tax rates had received nearly 17,000 views. The district has conducted 22 presentations, with approximately 30 planned, and continues to share information through podcasts, media interviews, and community meetings. He highlighted a recent school tour with three Yelm City Council members and his presentation to the City Council. He noted that the Council had drafted a resolution supporting the levy, which was scheduled for consideration and a vote at an upcoming meeting. Superintendent Woods expressed appreciation for the community's growing interest and engagement in district matters.

Community Comments

Nicole Wakley and Kathryn Cullum presented comments.

NEW BUSINESS
INDIVIDUAL CONTRACTS – APPROVED

New Hires		
Name	**Position**	**Effective Date**
Breenah Bush	SW Paraeducator Preschool	9/24/2026
Heidi Kellem	MK Paraeducator Preschool	9/24/2026
Adriana Morales Toledo	PR OPV	9/23/2026
Rachenda Thompson	FS Paraeducator SPED Student Specific	10/1/2026
Olivia Traver	PR Paraeducator SPED Special Program	9/24/2026
LEAVE OF ABSENCE		
Name	**Position**	**Effective Date**
No Report		
RESIGNATIONS/RETIREMENTS/TERMINATIONS		
Name	**Position**	**Effective Date**
Chandelle Roberts	Transportation Bus Driver	9/22/2026 Resignation
Deborah Martin	FS Paraeducator Instructional	10/2/2026 Resignation
STAFFING CHANGES:		
No Report		

M/Denise Hendrickson; S/Bill Hauss; motion carried unanimously.

INTERLOCAL COOPERATIVE – CLOVER PARK TECHNICAL COLLEGE 2026-2030 – APPROVED

M/Bill Hauss; S/Denise Hendrickson; motion carried unanimously.

BOARD COMMENTS

Board members thanked Principal Brandon Pontius and Lackamas Elementary staff for their presentation and hospitality. Members expressed appreciation for the significant community engagement surrounding the levy and acknowledged the efforts of district staff, leadership, and community members in addressing the district's financial challenges.

Discussion included the district's ongoing budget concerns, previous reductions, and the need to continue exploring cost-saving measures. One board member suggested discussing the possibility of asking employee labor groups to consider pausing salary increases, similar to measures taken by administrators. Members acknowledged that additional reductions may be necessary regardless of the levy outcome and emphasized the importance of maintaining local control while minimizing further impacts on students and programs.

Board members also recognized the strong community participation in district meetings and events, including the Yelm City Council study session and Yelm High School's Career Night. Members highlighted upcoming Homecoming activities and thanked staff and community members for their continued involvement, commitment, and willingness to participate in difficult conversations.

STUDENT REPRESENTATIVE

The student representative thanked Lackamas Elementary for hosting and appreciated Principal Pontius's presentation. She emphasized the importance of prioritizing student attendance beginning in elementary school and recognized the school's focus on building strong relationships with students. She also shared her positive experience participating in the district's levy podcast alongside fellow student representatives and encouraged the community to continue watching the podcasts to hear different perspectives.

SUPERINTENDENT'S REPORT

Superintendent Woods expressed appreciation for increased community engagement and the meaningful conversations taking place throughout the district. He emphasized the importance of continued dialogue, encouraging community members to stay informed and make decisions they believe are best. He noted that these conversations should extend beyond the levy and remain part of the district's ongoing improvement efforts. Superintendent Woods reaffirmed the district's commitment to listening to community feedback and using that input to guide future actions and improvements.

ADJOURNMENT – 7:00 p.m.

Respectfully submitted by: Approved by:

Secretary to the Board Board President

Yelm Community Schools, District No. 2

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

MINUTES

of a Regular Meeting of the Board of Directors

Thursday, October 22, 2026

BOARD MEMBERS PRESENT
Bill Hauss, Denise Hendrickson, Ryan Jewell, Frank King

STUDENT REPRESENTATIVES
Rebecca Rankin

ADMINISTRATION PRESENT
Erin Bayer, Mark Bowden, DeeDee Buckingham, Kaiya Burgess, Lisa Cadero-Smith, Ellen Cavanaugh, Charles Cook, Kurt Fourre, Becky Fowler, Ali Jacobson, Jodi Jarmin, Teri Melone, Bryant Mettler, Brandon Pontius, Shannon Powell, Anthony Quichocho, Chelsea Richardson, Traci Schultz, Felecia Stenbakken, Chris Woods

CALLED TO ORDER
Vice President Bill Hauss called the Regular Business Meeting to order at 6:00 p.m.

AUDIENCE
Board Recognition

Distinguished Teaching and Learning Award *Recognizing Teachers who demonstrate exceptional instructional expertise, create rigorous and engaging learning experiences, and have a sustained positive impact on student confidence, growth, and achievement.*		
Chantal Hollatschek – Fort Stevens	Cassandra Noble – Lackamas	Sandra Trevino - McKenna
Cindy James – Mill Pond	Mariah Frost – Prairie	Elizabeth Crayle - Southworth
Sarah Johnson - RMS	Angelica Sugai – YMS	Dakota Hill - YHS

Distinguished Student Support Award *Recognizing Paraeducators whose skill, professionalism, and dedication significantly strengthen student access, participation, independence, and success within the learning environment.*		
Amanda Payne – Fort Stevens	Chenoa Nichol – Lackamas	Rebecca Howard - McKenna
Pat Johnson – Mill Pond	Jessica Williams – Prairie	Kailah-Jayde Kaslausky - Southworth
Faith Doyle – RMS	Sam Abeyta – YMS	Jeremy Franco - YHS

Superintendent's Comments
Superintendent Woods shared updates on graduation rates and school zone safety beacons.

Graduation Rates: Superintendent Woods highlighted the district's 2026 graduation rates. Yelm Extension School achieved an all-time high graduation rate of 71.7%, while Yelm High School reached 89%, its third-highest rate since 2017–18. The district's combined graduation rate was 86.5%, the second-highest during that period. He recognized the collective efforts of staff throughout the district in supporting student success and noted that graduation rates continue to increase when students are given additional time to complete their education. He also shared that an additional teacher was reassigned from Yelm High School to Yelm Extension School to accommodate increased enrollment.

School Zone Safety Beacons: Superintendent Woods reported that the flashing school zone beacons near Ridgeline Middle School and Yelm High School are now operational following lengthy delays in obtaining replacement equipment. He also addressed ongoing concerns regarding malfunctioning crosswalk beacons and speeding vehicles in the area. The Washington State Department of Transportation (WSDOT) has identified the area as a safety priority and plans to evaluate conditions and potential improvements.

Community Comments
E. Wyatt Mendel, Erin Sabo and Tanja Myer presented comments.

SCHOOL BOARD MINUTES – APPROVED
August 13, 2026 – Regular Business Meeting
August 27, 2026 – Regular Business Meeting
September 10, 2026 – Regular Business Meeting
September 24, 2026 – Regular Business Meeting
M/Frank King; S/Denise Hendrickson; motion carried unanimously.

REVIEW OF PUBLIC RECORDS REQUESTS
Superintendent Woods provided an update on public records requests received between September 1 and October 13. During this period, the district received 20 requests, requiring approximately 45 hours of staff time, averaging 7.5 hours per week. He emphasized the significant staff resources required to fulfill these requests and the lack of dedicated funding for this work.

To increase transparency, the district will include a monthly public records report in board packets and post the information online for community access. Information protected by privacy requirements will be redacted. Superintendent Woods noted that the volume of requests has extended estimated response timelines into January.

NEW BUSINESS
INDIVIDUAL CONTRACTS – APPROVED

New Hires		
Name	**Position**	**Effective Date**
Nicole Allen	FS Paraeducator SPED LRC	9/22/2026
Anna Brandt	OSS BSA	10/5/2026
Diana Cella	Transportation Bus Driver	9/30/2026
Keanna Clinton	Transportation Bus Driver	9/30/2026
Aubreanna Cross	YHS Paraeducator SPED Student Specific	10/12/2026
Ralyn Haugen	YMS Paraeducator SPED Student Specific	10/12/2026
Brooke Lee	OSS BSA	9/30/2026
Nicole Lehnerz	PR Paraeducator SPED Student Specific	10/1/2026
Natasha Patton	PR Paraeducator Preschool	10/1/2026
Dawna Pringle	Transportation Bus Driver	9/30/2026
Tanisha White	RMS Paraeducator SPED Programs	10/7/2026
LEAVE OF ABSENCE		
Name	**Position**	**Effective Date**
Denise Collette	OSS Paraeducator Instructional ML	1/4/2027-4/23/2027
RESIGNATIONS/RETIREMENTS/TERMINATIONS		
Name	**Position**	**Effective Date**
Patrick Johnson	MP Paraeducator LRC	10/30/2026

STAFFING CHANGES:		
Karmen Edwards	Paraeducator Instructional	Location Change
Chenoa Nichol	Paraeducator Instructional to SPED Student Specific	Position Change
AUTHORIZATION TO PAY STIPENDS/SUPPLEMENTAL CONTRACTS		
$2,000.00		

M/Denise Hendrickson; S/Ryan Jewell; Motion carried unanimously.

ACCEPTANCE OF GIFTS – APPROVED

Robert & Lynne Taylor, FS Classroom Supplies $500.00
James Bridge, RMS ASB $100.00
Yelm Dental, YHS Sports Med $500.00
Pontius Family, LK Playground woodchips..... FMV $350.00
YHS Connects, YHS Football helmet covers..... FMV $164.00

M/Frank King; S/Denise Hendrickson; Motion carried unanimously.

OUT-OF-DISTRICT TRAVEL - APPROVED

YHS Cross Country to Pasco, WA, Nov 6-7, 2026, to compete in the Cross Country State Championship, 18 students and 2 chaperones.

M/Denise Hendrickson; S/Frank King; Motion carried unanimously

CONTINUOUS SCHOOL IMPROVEMENT PLANS – APPROVED

Yelm Extension School

M/Denise Hendrickson; S/Ryan Jewell; Motion carried unanimously.

YCS MULTILINGUAL LEARNER PLAN 2026-27 - APPROVED

M/Frank King; S/Denise Hendrickson; Motion carried unanimously.

YCS COMPREHENSIVE PLAN FOR ADVANCED ACADEMICS 2026-27 – APPROVED

M/Denise Hendrickson; S/Frank King; motion carried unanimously.

UNCLAIMED PROPERTY – APPROVED

M/Denise Hendrickson; S/Frank King; motion carried unanimously.

VOUCHERS AND PAYROLL - APPROVED

A. General Fund	# 70154757 – 70154865 #7054886 - 70154904	$1,616,543.50
B. ASB Fund	# 70410163 - 70410171	$17,493.85
C. Capital Projects Fund	# 70501886 - 70501886	$51,727.50
D. ACH	#9000000278 – 9000000295	$64,279.72
E. Comp Tax	# 112300034 – 202100178	$3,733.71
F. September Payroll		$5,853,471.64

M/Frank King; S/Ryan Jewell; Motion carried unanimously.

OPERATIONS UPDATE

Director of Operations Teri Melone provided updates on facilities, food service, technology, and transportation.

Facilities: A replacement portable classroom for Yelm High School is scheduled to arrive November 11. Faucet replacements are tentatively scheduled for winter break, with testing planned for January. The project quote came in below the available grant funding. School zone flashing beacons have been installed, with software setup underway.

Food Service: The department reported 1,605 students directly certified for meal benefits and 394 qualified through meal applications. The Wellness Committee continues to meet throughout the school year and is seeking additional members.

Technology: The technology team is preparing for Google's November 30 discontinuation of the current Chromebook authentication process. Staff have tested solutions for approximately 7,200 devices to ensure continued student access. The district has also shared its findings and solutions with other districts in Washington and Oregon.

Transportation: The department reported zero route cancellations. The Bus Ambassador Program has 24 approved students and 10 participating drivers. Upcoming activities include State Patrol inspections and annual ridership reporting. Melone also recognized the transportation training team for achieving a 100% CDL testing pass rate, exceeding the state average of 90%.

Melone concluded by recognizing Yelm High School student Haley Poland for earning Gold in the FFA National Creed competition and placing among the top eight competitors in the nation.

PUBLIC WORKS: APPROVED

Project #	Amount	Vendor/Reason
23.25	$1,519.67	Won-Door Corporation - Diagnostics & Repair – YMS
49.25	$11,531.31	Holaday-Parks, Inc. - Fire/Smoke Damper Testing & Repairs – YHS, YMS, YES/DO, SW & PR
66.25	$1,343.52	Safe Haven Defense WA LLC - Riot Control/Security Laminate Installation on Damaged/Vandalized Window for Portable 2 – PR
92.25	$4,000.40	Holaday-Parks, Inc.- HVAC Water Loop Repair – YHS
102.25	$17,032.17	INSI Inc. - ACO Patch Panels Replacement – DO
111.25	$628.81	Won-Door Corporation – Diagnostics & Repair – YMS
120.25	$16,642.76	NWAP INC - Annual Gym Equipment Maintenance, Safety Inspection & Repairs – YHS, YMS, RMS
121.25	$6,976.04	NWAP INC - Annual Bleacher Maintenance, Safety Inspection & Repairs – YHS, YMS, RMS
137.25	$1,019.28	Pye-Barker Fire & Security - Fire Suppression System Diagnostics & Repair – SW
146.25	$4,734.72	Pye-Barker Fire & Security - Fire Alarm SK6808 Motherboard Replacement – FS
07.26	$590.78	Holaday-Parks, Inc. - Daikin Troubleshoot Service Call – PR

M/Denise Hendrickson; S/Frank King; Motion carried unanimously.

FINANCIAL REPORTS
No additional report.

STUDENT ENROLLMENT REPORT

MONTH/YEAR	HEAD COUNT	FTE
Oct 2026	5061	4999.95
Oct 2025	5448	5402.32
BUDGETED VS. ANNUAL AVERAGE FTE		
Budgeted FTE		4872.00
Annual Average		4895.00
Difference		22.99

INTERVIEWS FOR STUDENTS ON GOVERNING BOARDS

School board members interviewed 2 candidates.

BOARD COMMENTS

Board members expressed appreciation for the recipients of the Distinguished Student Support and Distinguished Teaching and Learning awards, recognizing their dedication, compassion, and commitment to students. They also thanked student representative candidates for their willingness to serve and their participation in the interview process.

Board members celebrated the district's graduation rates, emphasizing the importance of supporting all students in earning their diplomas, regardless of the time required. They congratulated Haley Poland and other students participating in the National FFA Convention and recognized the outstanding performances at the recent Yelm High School choir concert. Members also highlighted a guest speaker event for girls' soccer players that encouraged young women to pursue opportunities and achieve their goals.

The Board thanked community members who participated in the Levy Listening Sessions and shared their perspectives. Board members emphasized the importance of continued community engagement, collaboration, and open communication. They also congratulated Board Member Frank King on his election to a leadership position with the Washington State School Directors' Association (WSSDA).

Board members concluded by reaffirming their commitment to supporting district staff and students and encouraging community members to participate in the November 3 election.

STUDENT REPRESENTATIVE

The student representative congratulated recipients of the Distinguished Student Support and Distinguished Teaching and Learning awards. They highlighted the recent Yelm High School choir concert, recognizing the students' hard work and expressing appreciation for the community's continued support of the choir program. They also acknowledged the growth of the Multilingual Learner Program and increased student participation. The representative concluded by thanking student representative candidates for preparing for and participating in the interview process.

SUPERINTENDENT’S REPORT

Superintendent Woods reflected on the evening's meeting, expressing pride in the district's students and staff and their dedication to leadership, service, and student success.

He congratulated the Yelm High School cross country teams on their performances at the South Puget Sound League Championships. The girls' team placed fifth, with DeeJay Taylor finishing fifth individually, while the boys' team placed fourth, with Marcos Andujar finishing third and Peter Robbins sixth. He recognized the athletes and Coach Alex McIntyre for their dedication and hard work.

Superintendent Woods highlighted the recent Family Game Night hosted by the Special Services Department, which brings together multilingual families, advanced academics students, students with special needs, and staff. He also recognized students participating in Senior Night activities and thanked them for their involvement and leadership.

He concluded by thanking staff and community members for their engagement in recent levy discussions. Having participated in 31 presentations, he noted the valuable feedback, thoughtful questions, and conversations that will help guide the district moving forward, regardless of the election outcome. He encouraged community members to vote on November 3.

ADJOURNMENT – 8:07 p.m.

Respectfully submitted by: Approved by:

Secretary to the Board Board Vice President

Personnel Action for Board Approval

Doyla Buckingham
Director of Human Resources

DATE OF BOARD MEETING: November 19, 2026

NEW HIRES:

First Name	Last Name	Location	Title	Date	Comments
Rose	Chester	Transportation	Bus Assistant	10/19/2026	New Hire
Kelsey	Holland	Prairie Elementary	Paraeducator SPED Program Student Specific	10/20/2026	New Hire
Ashley	Ilar	Southworth Elementa	Paraeducator Instructional	11/2/2026	New Hire- OYO
Zuelekha	Mance	Mill Pond	Paraeducator SPED Program Student Specific	11/16/2026	New Hire
Brittany	Murawski	Mill Pond	Paraeducator SPED Program Student Specific	11/2/2026	New Hire
Micheal	O'Bryan	Yelm HS	Paraeducator SPED Program Student Specific	10/26/2026	New Hire
Matthew	Rolland	Ridgeline MS	Paraeducator SPED Program Student Specific	10/26/2026	New Hire
Ashley	Schueller	Prairie Elementary	Paraeducator SPED Program Student Specific	10/26/2026	New Hire
Christopher	Sines	Transportation	Bus Assistant	10/19/2026	New Hire
Kelsey	Turner	Transportation	Bus Assistant	10/19/2026	New Hire
Laurie	Waage	Food Service	Cafeteria Worker	10/13/2026	New Hire

LEAVES OF ABSENCE:

First Name	Last Name	Location	Title	Date	Comments
Arley	Rocha	OSS	Paraeducator Instructional ML	11/5/2026	Educational Leave of Absence 3/1/2027- 6/11/2027

RESIGNATIONS/RETIREMENTS/TERMINATIONS:

First Name	Last Name	Location	Title	Date	Comments
Braden	Castleberry-Taylor	Yelm HS	Coach-Strength & Cond.	11/3/2026	Resignation (W, Sp, Su)
Tiffany	Nokes	YMS	ELA Tchr	11/19/2026	Resignation

STAFFING CHANGES:

First Name	Last Name	From	To	Date	Comments
Nicole	Lehnerz	Prairie Elementary	Southworth Elementary	10/26/2026	Location Change

REQUESTS FOR WAIVERS FOR TEACHING OUT OF ENDORSEMENT:

First Name	Last Name	Location	Out of Endorsement Subject	Date	Comments
Sandra	Long	McKenna	SpEd Tcher	11/19/2026	Out of Endorsement
Carrie	McMichael	YHS	Tchr Secondary ELA	11/19/2026	Out of Endorsement

Authorization to Pay Stipends/Supplemental Contracts

2026-27 School Year

November 2026

Name	*Location*	*Activity*	*Total Pay*	*Pay in*
Allison, Danielle	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Apgar, Sophia	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Beaudin, Timothy	Yelm HS	Coach-Head Boys Wrestling	$10,206.00	Nov 26-Feb 27
Bellard, Abby	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Cook, Kaylee	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Fahoum, Kari	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Fossum, Michelle	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Hill, Robert	Yelm HS	Coach-Head Bowling	$6,330.00	Nov 26-Aug 27
Holman, Michael	Yelm HS	Coach-Assistant Boys Wrestling	$6,663.00	Nov 26-Feb 27
Hume, Jeremiah	Yelm HS	Coach-Assistant Boys Wrestling	$7,113.00	Nov 26-Feb 27
Johnson, Kaycee	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Lambert, Miranda	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Lawrence, Holley	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Leach, Marisol	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Lovato, Stacie	Yelm HS	Coach-Head Dance	$6,330.00	Nov 26-Feb 27
McMurray, Kimberly	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Nolan, Jacob	Yelm HS	Coach-Assistant Boys Wrestling	$6,013.00	Nov 26-Feb 27
Pipolo, Victoria	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Sharpe, Myesha	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Van Velzer, Andrew	Office of Student Support	ESA National Certification	$3,000.00	Nov 26-Aug 27
Walton, Cortney	Yelm HS	Coach-Assistant Bowling	$5,063.00	Nov 26-Feb 27

TOTAL CERTIFICATED **$89,718.00**

Aalona, Thaddeus	Yelm HS	Coach-Assistant Boys Basketball	$6,330.00	Nov 26-Feb 27
Anderson, Melanie	Yelm HS	Coach-Assistant Dance	$5,330.00	Nov 26-Feb 27
Gonzalez, Estaban	Yelm HS	Coach-Assistant Girls Wrestling	$5,712.00	Nov 26-Feb 27
Hawk, Benjamin	Yelm HS	Coach-Head Girls Wrestling	$8,218.00	Nov 26-Feb 27
Hominda, Ryan	Yelm HS	Coach-Head Boys Basketball	$8,218.00	Nov 26-Feb 27
Hummel, Madison	Yelm HS	Coach-Head Cheer	$6,663.00	Nov 26-Feb 27
Johnson, Jurell	Yelm HS	Coach-Assistant Boys Basketball	$6,013.00	Nov 26-Feb 27
Miskimens, Steven	Yelm HS	Coach-Head Girls Basketball	$8,218.00	Nov 26-Feb 27
Sheehan, Dalton	Yelm HS	Coach-Assistant Girls Basketball	$6,013.00	Nov 26-Feb 27
Villeses, Kennedy	Yelm HS	Coach-Assistant Cheer	$5,063.00	Nov 26-Feb 27

Authorization to Pay Stipends/Supplemental Contracts

2026-27 School Year

TOTAL CLASSIFIED	**$ 65,778.00**
GRAND TOTAL STIPENDS/SUPPLEMENTAL PAY	**$ 155,496.00**

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: November 19, 2026

SUBJECT: Donations

Donor	Items/Purpose	Amount
YHS Performing Arts Booster	To support YHS choir	$7,500.00
Yelm FFA Alumni	FFA National Convention	$5,500.00
Olympia Federal Savings	FLIP Night	$750.00
YHS Connects	11th Grade Advisor	$2,571.52
YHS Connects	Boys Basketball	$800.00
Kona Ice of Yelm	YHS General Athletics (ASB)	$633.32
Travelin' Toms Coffee	YHS General Athletics (ASB)	$554.32
James Bridge	Lackamas ASB	$100.00

STR26270000031

Student Travel Request Form

Overnight and Out of State Travel Require Board Approval

Board Policy 2320

School: SCH - Yelm High School Class/Group: Yelm HS Varsity Cheerleading

*Date of Trip: 02/17/2027 02/22/2027 Number of Students: 24

Trip Supervisor: Madison Hummel Cell Phone: 360-250-9429

*Destination: Anaheim, California - Anaheim Convention Center Phone:

Address of Destination: 800 W Katella Ave, Anaheim, CA 92802

Depart from: SeaTac Airport Departure time: 7:15 AM

Return to: SeaTac Airport Return time: 11:30 AM

Chaperones/Advisors: Madison Hummel, Kennedy Villeses, Shawn Hummel

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

☐ School Auto/Van (how many) ☒ 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 ONLY

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:

To travel to Anaheim, CA to compete at the 2027 USA Spirit Nationals at the Anaheim Convention Center.

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

These athletes have trained for months to perfect their skills, including camps, clinics, and choreography training. The athletes must compete at a USA Regionals in November and qualify to be eligible to go in February 2027 to Nationals. From the time of qualifying to the time of Nationals, these cheerleaders will have put in 100's of hours for this sport and to put their best on that mat to represent themselves, their team, and our school!

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

We will connect and review how we did at Nationals. We will celebrate our season as a team, and figure out what we can do better next time the opportunity is available to us to attend.

Signatures for Approval

Madison Hummel — Trip Supervisor

Emma Maze — ASB Approval

Angie Cerkowniak — Budget Approval

CTE Approval

Curtis Clevenringa — Building Approval

Chris M. Woods — 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
3000.00 Registration:	Registration:	Registration:
8000.00 Hotel:	Hotel:	Hotel:
9,363.87 Airfare:	Airfare:	Airfare:
1350.00 Rental Car:	Rental Car:	Rental Car:
2200.00 Meals:	Meals:	Meals:
1500 Misc:	Misc:	Misc:
12840.00 Student Fees:	Student Fees:	Student Fees:

ASB Budget Code: 2884 CTE Budget Code:_____ General Budget Code:_____

ASB Total: 38,253.87 CTE Total:_____ General Total:_____

For Business Office Only

Hotel reserved:

Airfare purchased:

Rental Car:

Travel Card Checked out & By Who:

Reconciled in Qmlativ:

Nationals 2027-
Our plan is to fundraise as much of the cost of the trip as possible- Whatever funds that are not fundraised will be the families responsibility to cover. We had a parent meeting on October 8th to go over this information, which included a parent vote- where the parents were given the information, possible overall cost, and the expectation moving forward. Each parent and athlete was given the opportunity to ask questions to myself or Stuart. Following the meeting they were asked to vote in regards to whether we would proceed or not. There was a unanimous vote of yes to continue.

We are using Team Travel Source for Hotel Room Blocks- Blocks can only be held for 5 days, to hold it longer there is a down payment required. So we do not currently have a hotel booked, once I get the green light to move forward I will block the rooms and get the down payment paid so that we can lock that in and I can submit documentation of this wherever it needs to go.

We currently have group flights held with Alaska Airlines. These can be adjusted as needed.

Itinerary for California:

Wednesday February 17th, 2027–
- Parents will drop athletes off at SeaTac Airport at 5:00am
    - Flight from Seattle to LAX: Departure - 7:00am, Arrival - 9:53am

- When we arrive in California - get luggage and take vans from LAX to hotel
- Get rooms, get settled, eat and explore
- Team Practice @ Convention Center
- Get dressed up and have nice team dinner

Thursday February 18th, 2027-
- Breakfast at Hotel
- Spend day at Convention Center for Day 1 of Nationals
- Lunch will be provided
- Athletes will be responsible for Dinner
- Team will go back to hotel together and wind down

Friday February 19th, 2027
- Breakfast at Hotel
- Spend day at Convention Center for Day 2 of Nationals
- Lunch will be provided
- Athletes will be responsible for Dinner
- Team will go back to hotel together and wind down

Saturday February 20th, 2027
- Breakfast at Hotel
- May go to Convention Center for Finals of Nationals (If we make finals)

- Disneyland Day 1!!

Sunday February 21st, 2027
- Breakfast at Hotel
- Disneyland Day 2!!

Monday February 22nd, 2027
- Breakfast at Hotel
- Depart Hotel at 7:30AM
- We will take vans back to LAX to fly home
    - Flight from LAX to Seattle: Departure - 9:00am, Arrival - 11:51am
- Parents or Guardians will pick cheerleaders up from airport at noon on 2/22/27

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 19, 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 NOVEMBER 19, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 9000000296 THROUGH 9000000339

IN THE TOTAL AMOUNT OF $ 96,187.60

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 10/06/2026 — Post Date: 2026-10-06 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/06/2026	9000000296	ACH	CAVANAUGH, ELLEN	972.70
10/06/2026	9000000297	ACH	CONNALLY, ERIN KATHALENE	18.85
10/06/2026	9000000298	ACH	GRENINGER, CHRISTINE	26.68
10/06/2026	9000000299	ACH	HILL, SHELLI	16.49
10/06/2026	9000000300	ACH	MCINTIRE, ALEXANDER ALLAN	72.96
10/06/2026	9000000301	ACH	NCS PEARSON INC	780.70
10/06/2026	9000000302	ACH	OWEN, KARI	1,716.84
10/06/2026	9000000303	ACH	SCHEUERMAN, NICOLE VIVIAN	51.68
10/06/2026	9000000304	ACH	THE PART WORKS INC	160.59
10/06/2026	9000000305	ACH	VAUGHAN, JACOB H	27.82
			Total:	**$3,845.31**

ACH 10/06/2026 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	10	3,845.31
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**10**	**$3,845.31**

Fund	Total
10 - GENERAL FUND	3,845.31
	$3,845.31

AP Check Register

AP Run: ACH GENERAL 10/13/2026 — Post Date: 2026-10-13 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/13/2026	9000000306	ACH	BROCK'S ACADEMY, LLC	21,320.00
10/13/2026	9000000307	ACH	CARD INTEGRATORS CORPORATION	483.34
10/13/2026	9000000308	ACH	CARD INTEGRATORS CORPORATION	180.85
10/13/2026	9000000309	ACH	CENTRAL WELDING SUPPLY CO INC	148.73
10/13/2026	9000000310	ACH	CENTRAL WELDING SUPPLY CO INC	505.20
10/13/2026	9000000311	ACH	CENTRAL WELDING SUPPLY CO INC	25.73
10/13/2026	9000000312	ACH	DAIRY FRESH FARMS INC	1,892.67
10/13/2026	9000000313	ACH	DAIRY FRESH FARMS INC	2,920.92
10/13/2026	9000000314	ACH	DAIRY FRESH FARMS INC	1,559.08
10/13/2026	9000000315	ACH	DAIRY FRESH FARMS INC	1,932.63
10/13/2026	9000000316	ACH	DAIRY FRESH FARMS INC	1,570.37
10/13/2026	9000000317	ACH	DAIRY FRESH FARMS INC	1,637.55
10/13/2026	9000000318	ACH	DAIRY FRESH FARMS INC	1,983.55
10/13/2026	9000000319	ACH	DAIRY FRESH FARMS INC	2,227.39
10/13/2026	9000000320	ACH	DAIRY FRESH FARMS INC	1,300.48
10/13/2026	9000000321	ACH	DISA GLOBAL SOLUTIONS	280.96
10/13/2026	9000000322	ACH	HUDSON, RACHELLE	60.80
10/13/2026	9000000323	ACH	HULL, HILLARY RYANN	64.45
10/13/2026	9000000324	ACH	NCS PEARSON INC	3,378.20
10/13/2026	9000000325	ACH	OWEN, KARI	21,458.60
10/13/2026	9000000326	ACH	PERRY, PHILIP D	130.72

AP Check Register

AP Run: ACH GENERAL 10/13/2026 — Post Date: 2026-10-13 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/13/2026	9000000327	ACH	TEMPLE, DAVID A	139.84
			Total:	**$65,202.06**

ACH GENERAL 10/13/2026 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	22	65,202.06
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**22**	**$65,202.06**

Fund	Total
10 - GENERAL FUND	65,202.06
	$65,202.06

AP Check Register

AP Run: ACH 10/20/2026 — Post Date: 2026-10-20 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/20/2026	9000000328	ACH	CENTRAL WELDING SUPPLY CO INC	1,704.28
10/20/2026	9000000329	ACH	CENTRAL WELDING SUPPLY CO INC	579.46
10/20/2026	9000000330	ACH	CENTRAL WELDING SUPPLY CO INC	146.48
10/20/2026	9000000331	ACH	CENTRAL WELDING SUPPLY CO INC	205.07
10/20/2026	9000000332	ACH	HILL, ROBERT ANDREW	47.12
10/20/2026	9000000333	ACH	NCS PEARSON INC	3,968.83
10/20/2026	9000000334	ACH	PERRY, PHILIP D	133.76
10/20/2026	9000000335	ACH	THE PART WORKS INC	466.98
10/20/2026	9000000336	ACH	WALTON, LINDSAY F	160.36
			Total:	**$7,412.34**

ACH 10/20/2026 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	9	7,412.34
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**9**	**$7,412.34**

AP Check Register

Fund	Total
10 - GENERAL FUND	7,412.34
	$7,412.34

AP Check Register

AP Run: ACH 10/27/2026 — Post Date: 2026-10-27 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/27/2026	9000000337	ACH	CURRICULUM ASSOCIATES INC	19,605.25
10/27/2026	9000000338	ACH	PIRONE, ANGELA LOUISE	93.00
10/27/2026	9000000339	ACH	ROUPE, KULA	29.64
			Total:	**$19,727.89**

ACH 10/27/2026 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	3	19,727.89
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**$19,727.89**

AP Check Register

Fund	Total
10 - GENERAL FUND	19,727.89
	$19,727.89

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 19, 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 NOVEMBER 19, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70410172 THROUGH 70410189

IN THE TOTAL AMOUNT OF $ 43,838.71

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 10/06/2026 — Post Date: 2026-10-06 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/06/2026	70410172	Check	HARRIS, GARY	1,168.34
10/06/2026	70410173	Check	SMASH FUNDRAISING LLC	3,626.40
10/06/2026	70410174	Check	STURTZ, MATTHEW	15.00
10/06/2026	70410175	Check	US BANK - CORPORATE PAYMENT SYSTEMS	1,962.13
			Total:	**$6,771.87**

ASB 10/06/2026 Summary

Type	Count	Amount
Regular	4	6,771.87
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**4**	**$6,771.87**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	6,771.87
	$6,771.87

AP Check Register

AP Run: ASB 10/13/2026 — Post Date: 2026-10-13 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/13/2026	70410176	Check	ANDY G ENTERTAINMENT	2,000.00
10/13/2026	70410177	Check	US BANK - CORPORATE PAYMENT SYSTEMS	1,575.35
			Total:	**$3,575.35**

ASB 10/13/2026 Summary

Type	Count	Amount
Regular	2	3,575.35
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$3,575.35**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	3,575.35
	$3,575.35

AP Check Register

AP Run: ASB 10/19/2026 — Post Date: 2026-10-19 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/19/2026	70410178	Check	RUIZ, RICARDO OWEN	2,080.89
			Total:	**$2,080.89**

ASB 10/19/2026 Summary

Type	Count	Amount
Regular	1	2,080.89
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$2,080.89**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	2,080.89
	$2,080.89

AP Check Register

AP Run: ASB 10/20/2026 — Post Date: 2026-10-20 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/20/2026	70410179	Check	BSN SPORTS	2,723.10
10/20/2026	70410180	Check	DECA	280.00
10/20/2026	70410181	Check	HARRIS, GARY	504.43
10/20/2026	70410182	Check	NATIONAL FFA ORGANIZATION	475.00
10/20/2026	70410183	Check	QUILLING, JODEE	30.00
10/20/2026	70410184	Check	TAPROOT THEATRE	1,582.00
10/20/2026	70410185	Check	TAPROOT THEATRE	582.00
10/20/2026	70410186	Check	US BANK - CORPORATE PAYMENT SYSTEMS	4,839.96
10/20/2026	70410187	Check	VARSITY SPIRIT LLC	1,800.00
			Total:	**$12,816.49**

ASB 10/20/2026 Summary

Type	Count	Amount
Regular	9	12,816.49
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**9**	**$12,816.49**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	12,816.49
	$12,816.49

AP Check Register

AP Run: ASB 10/27/2026 — Post Date: 2026-10-27 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/27/2026	70410188	Check	BOOSTER ENTERPRISES, INC	15,104.20
10/27/2026	70410189	Check	US BANK - CORPORATE PAYMENT SYSTEMS	3,489.91
			Total:	**$18,594.11**

ASB 10/27/2026 Summary

Type	Count	Amount
Regular	2	18,594.11
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**$18,594.11**

AP Check Register

Fund	Total
40 - ASSOCIATED STUDENT BODY FUND	18,594.11
	$18,594.11

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 19, 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 NOVEMBER 19, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70501887 THROUGH 70501890

IN THE TOTAL AMOUNT OF $ 281,618.29

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 10/09/2026 — Post Date: 2026-10-09 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/09/2026	70501887	Check	MICRO COMPUTER SYSTEMS INC	15,620.19
			Total:	**$15,620.19**

CAP PROJ 10/09/2026 Summary

Type	Count	Amount
Regular	1	15,620.19
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$15,620.19**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	15,620.19
	$15,620.19

AP Check Register

AP Run: CAP PROJ 10/13/2026 — Post Date: 2026-10-13 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/13/2026	70501888	Check	MICRO COMPUTER SYSTEMS INC	23,455.49
			Total:	**$23,455.49**

CAP PROJ 10/13/2026 Summary

Type	Count	Amount
Regular	1	23,455.49
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$23,455.49**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	23,455.49
	$23,455.49

AP Check Register

AP Run: CAP PROJ 10/20/2026 — Post Date: 2026-10-20 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/20/2026	70501889	Check	ATS AUTOMATION INC	76,528.04
			Total:	**$76,528.04**

CAP PROJ 10/20/2026 Summary

Type	Count	Amount
Regular	1	76,528.04
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$76,528.04**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	76,528.04
	$76,528.04

AP Check Register

AP Run: CAP PROJ 10/27/2026 — Post Date: 2026-10-27 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/27/2026	70501890	Check	KCDA	166,014.57
			Total:	**$166,014.57**

CAP PROJ 10/27/2026 Summary

Type	Count	Amount
Regular	1	166,014.57
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$166,014.57**

AP Check Register

Fund	Total
20 - CAPITAL PROJECTS FUND	166,014.57
	$166,014.57

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 19, 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 NOVEMBER 19, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 11230035 GENERAL THROUGH 11230035 GENERAL

IN THE TOTAL AMOUNT OF $ 121.79

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 11/02/2026 — Post Date: 2026-11-02 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
11/02/2026	11230035	Wire Transfer	DEPARTMENT OF REVENUE	121.79
			Total:	**$121.79**

COMP TAX GENERAL 11/02/2026 Summary

Type	Count	Amount
Regular	0	0.00
ACH Checks:	0	0.00
Wire Transfers:	1	121.79
Epayables:	0	0.00
Total:	**1**	**$121.79**

AP Check Register

Fund	Total
10 - GENERAL FUND	121.79
	$121.79

YELM COMMUNITY SCHOOLS

Board Date: NOVEMBER 19, 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 NOVEMBER 19, 2026 the Board does approve for payment those vouchers included in the following list and further described as follows:

VOUCHER NUMBER 70154905 THROUGH 70155028

IN THE TOTAL AMOUNT OF $ 990,463.61

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 10/06/2026 — Post Date: 2026-10-06 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/06/2026	70154905	Check	Araujo, Kimberly	21.78
10/06/2026	70154906	Check	CAPITAL BUSINESS MACHINES INC	981.13
10/06/2026	70154907	Check	CREATIVE INK INC	2,042.21
10/06/2026	70154908	Check	DAY MANAGEMENT CORP	2,763.01
10/06/2026	70154909	Check	DELL MARKETING LP	4,644.54
10/06/2026	70154910	Check	FAST ADAM'S HOME SERVICES LLC	903.10
10/06/2026	70154911	Check	FIRST CITIZENS BANK & TRUST CO	10,161.84
10/06/2026	70154912	Check	FRANZ FAMILY BAKERIES	709.71
10/06/2026	70154913	Check	GRAINGER INC	57.56
10/06/2026	70154914	Check	GREAT MINDS	16,748.90
10/06/2026	70154915	Check	HENRY SCHEIN INC	246.34
10/06/2026	70154916	Check	KURITA AMERICA	2,186.53
10/06/2026	70154917	Check	LAWRENCE, CALLI	256.44
10/06/2026	70154918	Check	MORAN, LINDSAY	52.35
10/06/2026	70154919	Check	NORTHWEST WATER SYSTEMS INC	2,576.27
10/06/2026	70154920	Check	NUMETRICS	2,737.50
10/06/2026	70154921	Check	NW TEXTBOOK DEPOSITORY	12,948.13
10/06/2026	70154922	Check	SCHOOL NUTRITION ASSOCIATION	2,017.58
10/06/2026	70154923	Check	SPRAGUE PEST SOLUTIONS	958.40
10/06/2026	70154924	Check	SUPERINTENDENT OF PUBLIC INSTR	15,387.39
10/06/2026	70154925	Check	SUPERINTENDENT OF PUBLIC INSTR	4,000.00

AP Check Register

AP Run: GENERAL 10/06/2026 — Post Date: 2026-10-06 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/06/2026	70154926	Check	WALTER E NELSON	11,647.35
10/06/2026	70154927	Check	WILBUR-ELLIS COMPANY	1,287.79
			Total:	**$95,335.85**

GENERAL 10/06/2026 Summary

Type	Count	Amount
Regular	23	95,335.85
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**23**	**$95,335.85**

Fund	Total
10 - GENERAL FUND	95,335.85
	$95,335.85

AP Check Register

AP Run: GENERAL 2 10/06/2026 — Post Date: 2026-10-06 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/06/2026	70154928	Check	AMERISAFE	6,424.89
10/06/2026	70154929	Check	HIIVA, HANNAH BETHANY	480.00
10/06/2026	70154930	Check	PUGET SOUND ENERGY	76,366.54
10/06/2026	70154931	Check	SAFE HAVEN DEFENSE WA LLC	1,343.52
			Total:	**$84,614.95**

GENERAL 2 10/06/2026 Summary

Type	Count	Amount
Regular	4	84,614.95
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**4**	**$84,614.95**

Fund	Total
10 - GENERAL FUND	84,614.95
	$84,614.95

AP Check Register

AP Run: GENERAL 3 10/06/2026 — Post Date: 2026-10-06 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/06/2026	70154932	Check	US BANK - CORPORATE PAYMENT SYSTEMS	37,476.66
			Total:	**$37,476.66**

GENERAL 3 10/06/2026 Summary

Type	Count	Amount
Regular	1	37,476.66
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$37,476.66**

AP Check Register

Fund	Total
10 - GENERAL FUND	37,476.66
	$37,476.66

AP Check Register

AP Run: GENERAL 10/09/2026 — Post Date: 2026-10-09 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/09/2026	70154933	Check	Holaday-Parks Fabricators	5,200.52
10/09/2026	70154934	Check	MICRO COMPUTER SYSTEMS INC	12,585.37
10/09/2026	70154935	Check	MORNINGSIDE	575.00
10/09/2026	70154936	Check	SWS EQUIPMENT INC	1,489.46
10/09/2026	70154937	Check	TEMPLE, DAVID A	42.56
10/09/2026	70154938	Check	WASHINGTON STATE SCHOOL F/T BL	1,800.00
10/09/2026	70154939	Check	WEST CENTRAL DISTRICT #3	140.00
10/09/2026	70154940	Check	WON-DOOR CORPORATION	628.81
			Total:	**$22,461.72**

GENERAL 10/09/2026 Summary

Type	Count	Amount
Regular	8	22,461.72
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**8**	**$22,461.72**

AP Check Register

Fund	Total
10 - GENERAL FUND	22,461.72
	$22,461.72

AP Check Register

AP Run: GENERAL 10/13/2026 — Post Date: 2026-10-13 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/13/2026	70154941	Check	A & A TRANSPORTATION INC	6,879.60
10/13/2026	70154942	Check	AMERGIS HEALTHCARE STAFFING, INC	20,524.82
10/13/2026	70154943	Check	CINTAS CORP	243.48
10/13/2026	70154944	Check	CITY OF YELM	11,183.10
10/13/2026	70154945	Check	COMMERCIAL BRAKE CLUTCH INC	1,225.30
10/13/2026	70154946	Check	CORAL SALES CO	12,562.90
10/13/2026	70154947	Check	DEPT OF LICENSING	240.00
10/13/2026	70154948	Check	DRAIN PRO	950.59
10/13/2026	70154949	Check	FAST ADAM'S HOME SERVICES LLC	882.28
10/13/2026	70154950	Check	FRANZ FAMILY BAKERIES	1,210.32
10/13/2026	70154951	Check	GORDON TRUCK CENTERS	1,409.64
10/13/2026	70154952	Check	Holaday-Parks Fabricators	590.78
10/13/2026	70154953	Check	HOPSKIPDRIVE INC	1,310.22
10/13/2026	70154954	Check	HOUGHTON MIFFLIN HARCOURT	5,748.75
10/13/2026	70154955	Check	KCDA	5,830.28
10/13/2026	70154956	Check	MICRO COMPUTER SYSTEMS INC	27,520.56
10/13/2026	70154957	Check	MORENO, LORENA	9.00
10/13/2026	70154958	Check	NAPA AUTO PARTS	475.56
10/13/2026	70154959	Check	NW TEXTBOOK DEPOSITORY	2,577.80
10/13/2026	70154960	Check	PETROCARD	45,517.81
10/13/2026	70154961	Check	POMP'S TIRE SERVICE INC	5,515.53

AP Check Register

AP Run: GENERAL 10/13/2026 — Post Date: 2026-10-13 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/13/2026	70154962	Check	PORTER FOSTER RORICK LLP	7,005.00
10/13/2026	70154963	Check	SCHETKY NORTHWEST SALES INC	1,956.97
10/13/2026	70154964	Check	SCHOOL MATE	683.90
10/13/2026	70154965	Check	SOLIANT HEALTH LLC	11,095.64
10/13/2026	70154966	Check	US FOODS	56,795.16
10/13/2026	70154967	Check	WASHINGTON FIRE PROTECTION LLC	5,053.65
10/13/2026	70154968	Check	WASHINGTON FLORAL SERVICE INC	1,596.68
10/13/2026	70154969	Check	ZEARN INC	3,836.00
			Total:	**$240,431.32**

GENERAL 10/13/2026 Summary

Type	Count	Amount
Regular	29	240,431.32
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**29**	**$240,431.32**

AP Check Register

Fund	Total
10 - GENERAL FUND	240,431.32
	$240,431.32

AP Check Register

AP Run: GENERAL 2 10/13/2026 — Post Date: 2026-10-13 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/13/2026	70154970	Check	US BANK - CORPORATE PAYMENT SYSTEMS	8,091.20
			Total:	**$8,091.20**

GENERAL 2 10/13/2026 Summary

Type	Count	Amount
Regular	1	8,091.20
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$8,091.20**

Fund	Total
10 - GENERAL FUND	8,091.20
	$8,091.20

AP Check Register

AP Run: GENERAL 10/20/2026 — Post Date: 2026-10-20 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/20/2026	70154971	Check	AMPLIFY EDUCATION INC	202.81
10/20/2026	70154972	Check	ANDERSON, KAREN	2,068.51
10/20/2026	70154973	Check	CAPITAL BUSINESS MACHINES INC	5,644.95
10/20/2026	70154974	Check	COMPHEALTH MEDICAL STAFFING	25,005.00
10/20/2026	70154975	Check	DECA	20.00
10/20/2026	70154976	Check	FAST ADAM'S HOME SERVICES LLC	126.04
10/20/2026	70154977	Check	HEARTSPRING INC	43,853.00
10/20/2026	70154978	Check	HENRY SCHEIN INC	268.37
10/20/2026	70154979	Check	HOUGAN, ERIC	1,800.00
10/20/2026	70154980	Check	KCDA	464.29
10/20/2026	70154981	Check	LAKEMARY CENTER INC	8,610.00
10/20/2026	70154982	Check	LANGUAGE LINE SERVICES	74.35
10/20/2026	70154983	Check	LINGUALINX INC	725.39
10/20/2026	70154984	Check	MCCARTHY, MARY	438.06
10/20/2026	70154985	Check	MORRISON, EVA	2,700.43
10/20/2026	70154986	Check	NATIONAL FFA ORGANIZATION	190.00
10/20/2026	70154987	Check	OCCUPATIONAL HEALTH CENTERS OF WA	147.00
10/20/2026	70154988	Check	PECK, KYLENE	376.96
10/20/2026	70154989	Check	PIERCE COLLEGE	5,598.00
10/20/2026	70154990	Check	PUGET SOUND ENERGY	11,902.87
10/20/2026	70154991	Check	PYE-BARKER FIRE & SAFETY	5,052.56

AP Check Register

AP Run: GENERAL 10/20/2026 — Post Date: 2026-10-20 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/20/2026	70154992	Check	SPROUT THERAPY SOLUTIONS LLC	32,634.50
10/20/2026	70154993	Check	US FOODS	11,913.57
10/20/2026	70154994	Check	USPS-QUADIENT	5,000.00
10/20/2026	70154995	Check	WA SCHOOL INFO PROCESSING COOP	15,481.93
10/20/2026	70154996	Check	WILCOX & FLEGEL	2,138.31
			Total:	**$182,436.90**

GENERAL 10/20/2026 Summary

Type	Count	Amount
Regular	26	182,436.90
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**26**	**$182,436.90**

AP Check Register

Fund	Total
10 - GENERAL FUND	182,436.90
	$182,436.90

AP Check Register

AP Run: GENERAL 2 10/20/2026 — Post Date: 2026-10-20 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/20/2026	70154997	Check	US BANK - CORPORATE PAYMENT SYSTEMS	9,705.87
			Total:	**$9,705.87**

GENERAL 2 10/20/2026 Summary

Type	Count	Amount
Regular	1	9,705.87
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$9,705.87**

AP Check Register

Fund	Total
10 - GENERAL FUND	9,705.87
	$9,705.87

AP Check Register

AP Run: GENERAL 10/27/2026 — Post Date: 2026-10-27 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/27/2026	70154998	Check	AMERGIS HEALTHCARE STAFFING, INC	14,505.56
10/27/2026	70154999	Check	AMPLIFY EDUCATION INC	324.03
10/27/2026	70155000	Check	CAPITAL BUSINESS MACHINES INC	428.38
10/27/2026	70155001	Check	DAY MANAGEMENT CORP	723.36
10/27/2026	70155002	Check	ESD #113	114,768.06
10/27/2026	70155003	Check	FIELD TURF USA INC	9,392.72
10/27/2026	70155004	Check	FRANZ FAMILY BAKERIES	1,287.51
10/27/2026	70155005	Check	FULCRUM DATAVIZ	5,000.00
10/27/2026	70155006	Check	GORDON TRUCK CENTERS	2,533.20
10/27/2026	70155007	Check	GRAINGER INC	522.24
10/27/2026	70155008	Check	GREAT MINDS	2,102.60
10/27/2026	70155009	Check	HARRIS, GARY	323.32
10/27/2026	70155010	Check	HILL, DEBRA	189.00
10/27/2026	70155011	Check	IML SECURITY SUPPLY	181.81
10/27/2026	70155012	Check	MCGUIRE-MADIGAN, KRISTY CELESTE	86.80
10/27/2026	70155013	Check	MOUNTAIN LUMBER & HARDWARE INC	1,301.38
10/27/2026	70155014	Check	NORTHWEST WATER SYSTEMS INC	1,039.36
10/27/2026	70155015	Check	NW TEXTBOOK DEPOSITORY	294.60
10/27/2026	70155016	Check	PETROCARD	45,879.52
10/27/2026	70155017	Check	POMP'S TIRE SERVICE INC	3,688.00
10/27/2026	70155018	Check	RAINIER LIGHTING & ELECTRICAL SUPPLY	490.40

AP Check Register

AP Run: GENERAL 10/27/2026 — Post Date: 2026-10-27 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/27/2026	70155019	Check	RIVERSIDE INSIGHTS	13,265.45
10/27/2026	70155020	Check	SAFETY KLEEN SYSTEMS INC	377.00
10/27/2026	70155021	Check	SOLIANT HEALTH LLC	10,249.82
10/27/2026	70155022	Check	SPRAGUE PEST SOLUTIONS	915.66
10/27/2026	70155023	Check	TYLER TECHNOLOGIES	46,912.14
10/27/2026	70155024	Check	US FOODS	21,632.16
10/27/2026	70155025	Check	WALTER E NELSON	7,163.47
10/27/2026	70155026	Check	YELM SCHOOLS ASB REVOLVING	56.00
10/27/2026	70155027	Check	YELM SCHOOLS REVOLVING FUND	9.50
			Total:	**$305,643.05**

GENERAL 10/27/2026 Summary

Type	Count	Amount
Regular	30	305,643.05
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**30**	**$305,643.05**

Fund	Total
10 - GENERAL FUND	305,643.05
	$305,643.05

AP Check Register

AP Run: GENERAL 2 10/27/2026 — Post Date: 2026-10-27 — AP Run Type: R **YELM COMMUNITY SCHOOLS**

Check Date	Check Number	Payment Type	Name	Check Amount
10/27/2026	70155028	Check	US BANK - CORPORATE PAYMENT SYSTEMS	4,266.09
			Total:	**$4,266.09**

GENERAL 2 10/27/2026 Summary

Type	Count	Amount
Regular	1	4,266.09
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**$4,266.09**

AP Check Register

Fund	Total
10 - GENERAL FUND	4,266.09
	$4,266.09

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
-

Section 1: Building Data

Building Name: Lackamas Elementary	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 5018	**Grade Span:** PK-5 **School Type:** Public
Principal: Brandon Pontius	**Building Enrollment:** 304
School District: Yelm Community Schools	**F/R Percentage:** **49%**
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** **26%**

Plan Date: Oct 30, 2026	

- CI Webinar 4 - How to Use the School Improvement Plan Template

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

Foundational

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

Brandon Pontius	Principal	
Hannah Smith-Morgan	LAP Intervention Specialist	
Erin Price	Classroom Teacher	
Thomas Albertson	Music SPecialist	

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)	3.27	2.28	2.83
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	5.83	4.33	4.40
Two or more races	3.42	NA	3.68
White	3.27	2.28	2.83
English Learner	NA	NA	NA
Low Income	2.68	2.08	2.83
Special Education	2.38	1.83	2.30

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?

Classroom Educators:

- **Literacy & Math Differentiation:** Targeted professional development on foundational literacy instruction (phonemic awareness, decoding, and explicit fluency building using the 95% Group materials) and STAR/DIBELS progress monitoring.
- **Tier 1 Core Practices:** Implementation of UDL access points and Talk Moves in mathematics to ensure vertical alignment and standards-based instruction.

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

Paraeducators & Instructional Support Staff:

- **Intervention Delivery Fidelity:** Specific training on small-group double-dosing protocols, foundational reading routines, and behavior support strategies to ensure aligned execution during intervention blocks.

School Administrators & Leadership Team:

- **Implementation Science & Walkthroughs:** Training on non-evaluative instructional walkthrough protocols, learning-by-doing PDSA (Plan-Do-Study-Act) cycles, and data-driven PLC facilitation.

Counselors & Behavioral Support Staff:

- **PBIS & Culture of Dignity:** Systems training on Second Step SEL integration, restorative practices, and eduCLIMBER discipline data tracking to address minor/major referral disproportionality

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?

Powerful and Effective Professional Learning Supports

During the 2025–2026 school year, Lackamas Elementary successfully implemented **Teacher-Selected Instructional Commitments paired with Non-Evaluative Instructional Walkthroughs**. Providing educators with agency to choose specific, high-leverage instructional commitments—such as explicit small-group differentiation and Talk Moves in mathematics—significantly increased teacher buy-in, professional ownership, and classroom implementation fidelity.

To maintain momentum and deepen job-embedded learning for SY 2026–2027, the school is expanding these supports through structured **Late-Start Wednesday Professional Learning Communities (PLCs)** and collaborative **Data-Driven PDSA (Plan-Do-Study-Act) Inquiry Cycles**.

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

Metrics for Success & Progress Monitoring

The impact and effectiveness of these professional learning supports are evaluated through a dual monitoring system combining adult practice metrics with student outcome measures:

- **Implementation Fidelity Metrics (Process Measures):**
  - Weekly non-evaluative administration and peer walkthrough observation logs tracking the frequency and quality of target practices (e.g., UDL access points, small-group double dosing, Talk Moves).
  - PLC reflection logs and commitment tracking during Late-Start Wednesday collaboration sessions.
- **Student Growth & Achievement Metrics (Outcome Measures):**
  - **STAR Reading & Math:** Student Growth Percentile (SGP) tracking from Fall to Winter to Spring, targeting $\geq$ 50 SGP.
  - **DIBELS Benchmark Screening:** Biweekly progress monitoring and tri-annual benchmark data evaluating phonemic awareness, decoding accuracy, and Oral Reading Fluency (ORF) growth descriptors.

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: Lackamas Elementary has established a strong foundational culture of belonging and proactive social-emotional support across Tier 1 systems. A significant majority of students (**86%**) report feeling a sense of belonging, safety, and appreciation on the annual Student Belonging Survey. Furthermore, universal SEL screening data (SAEBRS/DESSA) confirms that core classroom instruction (using Second Step SEL curriculum) effectively meets the social-emotional and behavioral needs of the vast majority of students within Tier 1. Positive school climate initiatives, such as positive office referrals and student recognition assemblies, continue to reinforce positive behaviors and student connection.

Areas for Improvement & Actionable Enhancements: While Tier 1 social-emotional and climate systems are robust, data analysis reveals critical gaps in Tier 2/3 academic and behavioral MTSS integration, as well as persistent non-academic barriers:

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

Academic Growth & Tier 2 MTSS Regrouping: Early reading accuracy (phonemic awareness/decoding) is strong, but converting decoding accuracy into reading fluency automaticity in grades 2–4 requires more systematic Tier 2 small-group double-dosing and data-driven regrouping.

Behavior Discipline Disproportionality: While overall SEL screeners are strong, office discipline referrals (ODRs) reveal disproportionalities affecting specific student groups (Special Education and Low Income). We will refine our PBIS matrix to emphasize a Culture of Dignity, trauma-informed practices, and restorative behavior interventions to reduce major/minor discipline incidents by 25% (from 24% to 18%).

Chronic Absenteeism: Attendance remains a primary barrier across all student groups. We will improve tracking through an Early Warning Indicator (EWI) system within eduCLIMBER and partner with community supports to deliver targeted family interventions before attendance issues compound academic gaps.

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

Lackamas Elementary identified its foundational areas of strength and critical areas for improvement through a comprehensive, multi-tiered data triangulation process conducted during the Comprehensive Needs Assessment (CNA). The building leadership team and Professional Learning Communities (PLCs) analyzed disaggregated quantitative measures, local benchmark screeners, behavioral tracking systems, and qualitative stakeholder input:

1. **Identification of Tier 1 Social-Emotional & Climate Strengths:**
    - **Universal SEL Screening Data:** Triangulated results from the SAEBRS and DESSA screeners administered in core classrooms, confirming that the vast majority of students score outside the "At Risk" or "Need for Instruction" categories when receiving core Second Step SEL instruction.
    - **Perception & Climate Metrics:** Evaluated results from the annual Student Belonging Survey, where **86% of students** reported feeling safe, known, appreciated, and a strong sense of belonging at school.
    - **Positive Reinforcement Systems:** Reviewed building-level PBIS participation data, confirming high engagement with positive office referrals (generating over 100 direct family responses) and student recognition assemblies.
2. **Identification of Tier 2/3 MTSS & Systemic Improvement Needs:**
    - **Academic Growth & Fluency Gaps:** Analyzed STAR Reading/Math Student Growth Percentiles (SGP) alongside DIBELS benchmark and progress monitoring data. While phonemic awareness and decoding accuracy measures remained

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

strong in early grades (e.g., 77.8% letter-sound targets met in Kindergarten), fluency automaticity in grades 2–4 stagnated, highlighting a bottleneck in converting decoding accuracy to reading fluency through systematic Tier 2 regrouping.

- **Behavior Discipline Disproportionality:** Cross-referenced eduCLIMBER monthly office discipline referral (ODR) logs with student demographic groups. While universal screeners showed strong Tier 1 climate, ODR data revealed a **24% baseline incident rate** with marked disproportionalities impacting Special Education (23.7%–26% of student body) and Low-Income (46%–49% of student body) student groups.
- **Attendance & Early Warning Tracking:** Evaluated district attendance records, which identified chronic absenteeism as a primary non-academic barrier across all student groups that compounds Tier 1 instructional loss.
- **Staff & Stakeholder Inquiry:** Integrated qualitative feedback from staff kickoff survey inquiries evaluating MTSS breakdown points, behavior response consistency, and professional learning priorities.

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

School and community systems interact through an **Integrated Student Supports (ISS)** framework designed to bridge academic and non-academic barriers to learning by connecting internal MTSS structures with external community assets. Coordination between the **Office of Student Learning** (curriculum, academic interventionists, PLC assessment systems) and the **Office of Student Support** (counseling, mental health, behavior specialists) ensures that student needs are addressed holistically.

When internal school supports (such as Tier 1 SEL or Tier 2/3 academic interventions) identify elevated needs, the school mobilizes community-based wrap-around networks—including local health/social service providers, early childhood centers, and family service organizations—to maintain continuity of care between the home, school, and community environments.

An example is the use of WISE program

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

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?

Two-Way Communication Readiness: Tracked real-time platform analytics via ParentSquare, demonstrating consistent monthly readership between **200 and 330 views** across newsletters.

Positive Behavior Connection: Monitored family responsiveness to Positive Office Referrals, yielding **over 100 direct family replies** celebrating student behavioral and social-emotional growth.

In-Person Academic Connection: Documented a **98% student-parent conference attendance rate**, confirming high family investment during formal face-to-face reporting windows.

Academic Progress (STAR & DIBELS): Cross-referenced high conference attendance with Tier 1 literacy and math progress monitoring data. While face-to-face attendance is near universal, family input highlighted a need for clearer home-school tools to support reading fluency automaticity in grades 2–4.

Attendance & Regular Attendance Indicators (SQSS): Correlated communication view rates with Early Warning Indicator (EWI) attendance trends. Data showed that while digital newsletter views are steady, families experiencing chronic absenteeism require targeted, two-way direct outreach rather than general broadcast updates.

Title I / LAP Governance & Shared Leadership: Evaluated formal survey and advisory participation, identifying that low baseline response rates on annual surveys required adjusting the SY 2026–2027 family survey completion target to a realistic **60% goal** while embedding input opportunities directly into existing high-touch events.

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.

- **Local Levy Impact:** The failure to pass a local school levy in Yelm Community Schools eliminated local tax revenues that previously supplemented core educational services, behavioral interventions, and enrichment programs.
- **Reallocation of Basic Education Funds:** Reduced basic education revenue has forced the school to rely heavily on consolidated state and federal program funds—specifically **Title I, Part A** and the **Learning Assistance Program (LAP)**—to cover core intervention staffing, behavioral support structures, and family communication platforms (ParentSquare).
- **Opportunity & Performance Gaps:** The WSIF disaggregated data highlights significant opportunity gaps for **Special Education (WSIF score: 2.30)** and **Low-Income (WSIF score: 2.83)** student groups.
- **Instructional & Programmatic Access:** Levy-related budget cuts reduced co-curricular offerings, extended learning opportunities, and differentiated support materials, disproportionately impacting students who require double-dosing in Tier 2/3 reading fluency and targeted behavioral interventions.
- To counteract these inequities without local levy support, Lackamas Elementary's SY 2026–2027 School Improvement Plan explicitly prioritizes and strategically consolidates **Title I, Part A, LAP, Title II, Part A, and Basic Education funds**.
- Resources are targeted directly toward high-leverage Evidence-Based Interventions (EBIs), including dedicated literacy/math academic interventionists (95% Group routines), schoolwide PBIS/Culture of Dignity systems, and ParentSquare two-way family engagement tools.

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:

High-Quality Standards-Aligned Tier 1 Instruction & MTSS Alignment

Ensure all students engage in rigorous, responsive Tier 1 core instruction aligned with grade-level standards, supported by structured Tier 2 small-group skill interventions in reading fluency and mathematics. Progress monitoring and universal benchmark screening tools (STAR Reading/Math and DIBELS) will be systematically utilized to inform instruction and track growth percentiles.

Priority #2:

Positive Student Behavior, Dignity, and Belonging

Establish and maintain a schoolwide culture of dignity and proactive PBIS that reduces total behavioral incidents by **25%**—lowering the percentage of students with an office-reported incident (major/minor) from **24% in SY 2025–2026 to 18% in SY 2026–2027**. This priority ensures every student feels safe, known, valued, and empowered to thrive.

Priority #3:

Authentic Family Partnerships & Two-Way Communication

Cultivate authentic family partnerships and transparent communication systems (utilizing ParentSquare, S'more newsletters, and positive office referrals) to achieve a **60% family survey completion rate** and empower families 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 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	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.

the resources used for implementation.				
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. Structured Small-Group Explicit Phonics, Fluency, and Math Interventions. Level of Evidence: ESSA Tier 1 (Strong) (OSPI ELA & Math Menus of Best Practices) ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Title I, Part A & LAP funded literacy interventionists; 95% Group Phonics/Fluency kits; STAR Reading/Math & DIBELS diagnostic assessment platforms; professional development on Talk	***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?*** Measured by disaggregating SGP data across SpEd, ML, and Low-Income student groups to track gap closure against All Students	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Academic Interventionists, Classroom Teachers, Special Education Staff, and Building Principal ***When will this EBI occur?*** Daily small-group intervention blocks throughout the 2026–2027 school year (September 2026 – June 2027). ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly progress monitoring for Tier 2/3 intervention students; Tri-annual benchmark reviews (Fall, Winter, Spring) during Wednesday PLCs.	***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.

Moves and UDL access points. *What student groups will benefit and why?* Special Education (SpEd), Multilingual Learners (ML), and Low-Income Students. Addresses identified gaps in converting early decoding accuracy into oral reading fluency automaticity and core math performance.				
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. Systematic Early Warning Indicator (EWI) Tracking & Targeted Family Attendance Support. Level of Evidence: ESSA Tier 2 (Moderate) (OSPI Integrated Student Supports & Attendance Best Practices). *What resources will be used for implementation? (For example, professional development, extended*	***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?*** Reduction in chronic absenteeism rates (> 10% missing days) disaggregated by SpEd, ML, and Low-Income status	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Principal, Counselor, Attendance Secretary, and MTSS Student Support Team ***When will this EBI occur?*** Continuous tracking throughout the 2026–2027 school year (September 2026 – June 2027) ***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.

time, curriculum, materials, etc.?) eduCLIMBER EWI tracking module; ParentSquare two-way communication system; Attendance Lead and Student Support Team time. ***What student groups will benefit and why?*** All Students, with a focus on Low-Income and Special Education groups who exhibit disproportionate chronic absenteeism rates. Maximizes instructional time needed to reach academic benchmarks		Biweekly EWI data reviews by the MTSS team; Monthly attendance reporting in eduCLIMBER		

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 **24%** in SY2526 to **18%** 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?

Monthly discipline logs in eduCLIMBER will track on a downward trajectory toward the 25% annual reduction, demonstrating a steady decrease in overall major/minor office discipline referrals compared to the SY2526 baseline.

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. Proactive Schoolwide PBIS, Cultures of Dignity, and SEL Alignment. Level of Evidence: ESSA Tier 1 (Strong) (OSPI Behavior & SEL Menu of Best Practices). *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Second Step SEL curriculum alignment agreements; buildingwide dignity commitments; Hi-5 store incentives;	***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?*** Monthly comparison of office referral counts disaggregated by SpEd, Low-Income, and ML status compared to SY2526 monthly baseline data.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Principal, Counselor, PBIS Team ***When will this EBI occur?*** Continuous schoolwide delivery throughout the 2026–2027 school year (September 2026 – June 2027). ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly referral summaries shared in Staff News; Monthly MTSS/PBIS team data reviews in eduCLIMBER. .	*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.

eduCLIMBER behavior analytics module; professional learning on trauma-informed and restorative practices ***What student groups will benefit from and why?*** All Students, with dedicated focus on Special Education (SpEd) and Low-Income student groups. Addresses identified disproportionalities in office discipline referrals and restores instructional time.				
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 Voice, Agency, and Responsive School Climate Action Planning. *Level of Evidence:* ESSA Tier 3 (Promising) *(OSPI Student Engagement & Behavior Menus of Best Practices).*	***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?*** Evaluated by tracking the reduction of office discipline referrals (ODRs) across all student groups and analyzing changes in	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Leadership Team, PBIS/MTSS Team, Classroom Teachers, and Student Voice Groups. ***When will this EBI occur?*** Survey administration and analysis in Fall 2026; action planning and implementation from November 2026 through June 2027.	***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 resources will be used for implementation? ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Fall Student Belonging Survey results (specifically the Appreciated and Connected domains); buildingwide SEL alignment agreements and dignity commitments; professional development on student-centered climate action planning; classroom meeting time *What student groups will benefit from and why?* All Students, with intentional focus on Special Education (SpEd), Low-Income, and historically underserved student groups. Addresses identified disproportionalities in behavior incidents by directly incorporating student feedback into daily classroom and schoolwide environmental practices.	student perceptions on the Spring Belonging Survey (targeting > 86% feeling appreciated)	***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly review of survey-driven action items during building leadership team meetings; Weekly updates and recognition metrics shared in Staff News.		

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. Expand Student Leadership, Voice, Agency, and Multi-Tiered Positive Recognition Systems *Level of Evidence:* ESSA Tier 3 (Promising) *(OSPI Student Engagement Practices & Behavior Menu of Best Practices).* *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Student of the Month voting protocols (student-voted based on character traits); Positive Office Referral certificates/ParentSquare logging; student-initiated recognition structures (such as GOAT award medals); student-led	*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?*** Evaluated by measuring student participation volume and diversity across student groups, alongside tracking monthly office discipline referral (ODR) count reductions disaggregated by demographic groups in eduCLIMBER	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Classroom Teachers, Building Leadership Team, Student Leadership Advisor, and Admin ***When will this EBI occur?*** Executed continuously throughout the 2026–2027 school year (September 2026 – June 2027) ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Weekly reporting of student positive office referrals and recognition highlights in Staff News; Monthly leadership review of student engagement events and incident data	*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.?)***

assemblies and community service project materials ***What student groups will benefit from and why?*** All Students, with deliberate focus on Special Education (SpEd), Low-Income, and historically unserved student groups. Empowers student voice, increases internal motivation, strengthens school belonging, and proactively prevents discipline disproportionalities by building positive student-staff connections.				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?

Lackamas expects to see an increase in family participation in Title I Advisory meetings and CSIP/MTSS team discussions, high parent conference attendance (> 95%), and consistent two-way ParentSquare newsletter engagement prior to the spring survey administration.

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. Systematic Two-Way Family Communication & Shared Decision-Making Protocols. Level of Evidence: ESSA Tier 2 (Moderate) (National Standards for Family-School Partnerships). *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** ParentSquare communication platform; S'more digital newsletter software; Title I, Part A Family Engagement funds;	***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?*** Spring survey completion rates disaggregated by grade level and student demographic groups; Fall/Spring parent conference participation rates (>95%).	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building Principal, Title I Coordinator, Classroom Teachers, ***When will this EBI occur?*** Monthly newsletters and two-way communication campaigns (September 2026 – June 2027). ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly ParentSquare analytics tracking; Tri-annual Title I Advisory Committee reviews	*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.

translated materials in home languages; Parent Advisory Committee meeting time. ***What student groups will benefit and why?*** All Families, with dedicated outreach to Low-Income, Multilingual, and Special Education households to ensure equitable access to school decision-making				
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. Academic Parent Teacher Teams (APTT) & Student-Led Conference Partnerships. Level of Evidence: ESSA Tier 2 (Moderate) (OSPI Family & Community Engagement Menu of Best Practices). ***What resources will be used for implementation?***	***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?*** Evaluated by student conference attendance rates (targeting > 95%) and family reporting of strong, supportive academic partnerships on the annual family survey.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom Teachers, Special Education Teachers, and Building Leadership Team ***When will this EBI occur?*** Executed during Fall and Spring district conference windows (October 2026 and March 2027). ***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.?) Student conference rosters and scheduling tools; translated conference goal-setting sheets; STAR Reading/Math and DIBELS family progress report templates; teacher conference time ***What student groups will benefit and why?*** All students, with a focus on those performing below grade level at conference time. Connects parents directly with student academic goal-setting and home learning strategies		Semi-Annually immediately following fall and spring conference sessions.		

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. Click or tap here to enter text.
2. Click or tap here to enter text.

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.* 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
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.* These funds are used to provide instructional professional development. Standard aligned Tier 1 core instruction - new CKLA curriculum, PBIS/DIgnity commitments and math vertical alignment.
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**
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	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day*

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
	of not meeting, state/local graduation requirements	*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.)	Click or tap here to enter text.	Click or tap here to enter text.

‘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: McKenna Elementary	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 2260	**Grade Span:** PK-5 **School Type:** Public
Principal: Jodi Jarmin	**Building Enrollment:** **379**
School District: Yelm Community Schools	**F/R Percentage:** **46%**
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** **22%**

Plan Date: 10/22/26	

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

Foundational Supports

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

Kailee Houlihan	Kelsie Zehren	Liann Arnold
Liz McCloskey	Autumn Fisher	Linda Sell
Mylisha Lanegan	Jamie Jackson	Kayla Willis

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)	8.48	8.1	7.25
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	7.40	7.10	7.45
Two or more races	7.85	5.68	5.53
White	8.68	8.33	7.58
English Learner	NA	NA	NA
Low Income	7.83	7.68	6.85
Special Education	2.93	4.43	4.15

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?

We have formed groups to address learning needs for reading and math. With limitations on support staff, we could potentially use advanced academic hours to provide tutoring. Teachers would also feel supported with teacher walks, especially observing the grade level up in order to see what is happening in that next grade level to better support the students in their own grade level. We would also use teacher-led professional development book study work during our building PLC time to tie in focused content that will support the teacher walk throughs in addition to other key focus topics that teachers may want to target with their walks.

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

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?

We are following the data which targets specific needs for student growth. Teachers are using pre-assessments to determine where students are at within the grade level standards within reading and math to have a better understanding of where to begin for all students and knowing where their strengths and area of need lies. For example, math fluency is a big factor in the math success of our students, so we have support staff helping this to reduce the academic load and allow students to focus on the higher level processes. For reading, we are using skills to help morphology and build reading/writing skills which leads to fluency and comprehension.

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.

   McKenna has systems in place for identifying and entry points to begin the process for support in most of these areas. Through discussions of deficits that we see in these areas, our staff utilizes school and district resources and look outside the box for ways to best use our staff and the intervention times within our schedule.

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

   We used student and parent surveys to help us recognize and understand our cultural make up. DESSA informs further how students feel. Behaviorally students who are outliers are identified by classroom systems and those who respond less to PBIS strategies. Academically, we use formal district assessments, curriculum measures, questioning and informal data. Our building does a great job of identifying the needs and creating groups, interventions, and identifying experts in our building as resources.

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

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

We are consistently working with our Booster Club to promote events that are happening within the building and rely on them to actively promote the information out on social media for all our parents to see. We are in constant contact with our Booster Club and they are supportive of our building and are active daily to make sure our family and community are connected on a regular basis.

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?

   Fall conference data showed that 90% of all student conferences were held. Parents who have participated in our Booster Club events such as Trunk or Treat, Kids Night Out, our movie nights, Scholastic Book Fair, Volunteering during the day, our Book Blast event, Positive phone calls home, teacher phone calls home and just the welcoming environment have all contributed to a very positive survey rate return where 98% of our parents who did participate in the belonging survey feel engaged with McKenna and what we provide for their students and their family.

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 staff works together and is committed to ensuring all kids are successful. Our staff supports each other and our community on a daily basis and this plays a huge role in how we partner with parents and make sure they have what they need at home. We partner with our Booster Club so that they know they are supported. We also have a very welcoming office and it allows everyone who walks into our school to feel that "welcoming environment" on a daily basis. Our family Night was a huge success and we had a fantastic turn out and all our parents were so grateful their kids were able to show off their classroom and get to see their work and meet their teacher.

CNA DATA Summary

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

   Belonging data from the students and the parents

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

   Attendance is our top need that we are focused on to help improve academic learning amongst our students.

3. What disproportionalities exist among student groups?

   Our low income students are our biggest disproportionalities.

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

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

We had a significant drop in our two or more races from 2023 to 2024 to 2025 going 7.85 to 5.68 to 5.53. Not knowing the actual number of students in comparison to that of the rest of the school, we cannot have accurate information as to why there is a decline but with the loss of levy funding has caused staff reductions, which gives limited resources to students. Our low income population also has shown decline, again not knowing exact numbers makes this difficult to pinpoint however, students who are slotted low income usually have limited supports at home and in the last two years we have had bus cancellations and students who cannot family bring them to school due to their own limited resources usually could not come to school and get the academic learning they need.

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

   Having regular transportation provided to students will help support attendance. Regular attendance will allow us to identify student strengths and needs and then using that information will guide our instruction and support intervention to fill in gaps for students' learning.

6. How do identified needs impact each other?

   When students do not attend school they are not learning. Usually it is our students who need bus transportation to get to school in order to receive their education. This has to be consistent for students, especially our low income students who may be part of the two or more races population.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Our short term goals are to provide intervention support such as during our WIN time provide time for students to get "caught up" with their learning if they have been gone or target a skill that they are struggling with if they have been absent or need that extra dose of learning. Also looking at how we can provide embedded support in our CORE time during math and reading time and use our STAR data to inform us of our progress and to answer our questions of the needs of service and support within the classroom. Our long term goal is to maintain student growth and systems within and to have periodic reviews, (mid-year and end of year) to know if your systems are working.

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

   We implemented a school-wide boot camp for our students at the beginning of the year that focused on reading and math skills to help with the "summer slide" and get students up to speed again with their learning. This helped many students get back up to where they left off and also allowed for teachers and interventionists to see where our gaps were with students that we needed to target, which were many at our strategic range students.

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

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

   We not only have to look at our STAR district data but also look at our attendance data on a regular basis to make sure our students are consistently coming to school so that we can meet their needs.

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 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. Students will be focused on learning goals and success criteria and will be monitored on progress by informal and formal assessments, standardized testing, and progress monitoring. Teachers will use support staff to intervene with students not meeting standards and filling the gaps.*

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	Data Measures	Lead and	Mid-Year Progress (MYPR) on each EBI and impact	End-of-Year Progress (EOYR) on each EBI and

support SMARTIE Goal and the resources used for implementation.		**Timeframe**	**thus far in the 2026-27 school year.**	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. Targeted Professional Learning- use of reflective practices by the team to work on how to support interventions in the classroom and measured by student growth outcomes as compared to previous year data. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Title II funding to support subs to support the Targeted Professional Learning. ***What student groups will benefit and why?*** All student groups will benefit.	***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?*** PM data from STAR and MOY AND EOY data.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Title/LAP team, Administration, SPED team, grade level teams ***When will this EBI occur?*** From Sept. 2026-May 2027 ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** PM will occur for students bi-weekly for strategic level and weekly for intensive. Monthly data will be assessed for benchmark and advanced students.	***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. Teacher walkthroughs connected through our teacher-led PD from our book study focused on a specific topic and look fors. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Teachers will take part in teacher led professional development, data meetings, book study, ***What student groups will benefit and why?***	***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?*** ***The hope is by providing a positive approach to students coming to school regularly, we will see a consistent change in our attendance rate as we monitor it weekly. This will then in turn bring those low income students more to school and provide them with that Tier 1 instruction that they all need as well as interventions to close the gaps in their learning.***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** ***The Attendance team-Principal, attendance clerk and Counselor/classroom teachers*** ***When will this EBI occur?*** ***The team will meet twice a month to discuss any attendance concerns.*** ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** ***The progress will be monitored weekly by our attendance clerk and then if there is a concern, she will discuss it with me in the moment.***	*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 percentage of students with an office reported incident in Q (major/minor) from **10%** in SY2526 to **7.5%** 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?

Classroom teachers will manage behaviors and establish systems to support tier 1 students with rare Q major/minor incidents. Staff will utilize PBIS strategies to encourage positive behaviors and less incidents that are qualified as major and minor infractions in multiple settings within my building.

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. **Consistent Tier I Instruction and supportive tier 2 intervention where needed.** *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?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administrator, classroom teachers, SPED teacher ***When will this EBI occur?*** Data will be monitored frequently by the admin as well as teacher during data meetings. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Data will be monitored every two weeks	***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.

Data meetings, PLC time, whole group staff meetings, Collaborative professional development for progress monitoring of our Tier 1 instruction, inclusive schooling PD, *What student groups will benefit from and why?* **All students**				
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. **Continue our work with the Multi-Tiered System of Supports (MTSS)/RTI and our monthly Support meetings to address all needs.** *What resources will be used for implementation? (For example, professional development, extended*	***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?*** By survey responses	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, grade-level teachers, LAP/Title teacher, LRC teacher, Paraeducators ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Every two weeks during our data meetings and then during our MOY meetings, and EOY 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.

time, curriculum, materials, etc.?) Grade level Meetings that will meet every six weeks- teachers will use a google form that was created so that all information can be collected on students that need to be discussed. The information from the google form will be transferred into a google sheet so information can be easily looked at once we meet as a team. Teachers and Principal will discuss the concerns and devise a plan of action to support the students.brought up to the MTSS. If the student or students have already been brought up prior and it has been documented through this process, we will make the determination to move the student to an I-Team meeting. ***What student groups will benefit from and why?*** All Students				

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. Leadership group-4th and 5th grade School-wide jobs for K-5 Mentoring opportunities for students K-5 Buddy rooms for K-5 Booster Club events that incorporate student involvement Leadership PAWS to students from students *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** *What student groups will benefit from and why?* All Students	***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?*** The number of office referrals will decrease as the opportunity for leadership and student ownership will increase.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** CSIP Team ***When will this EBI occur?*** Throughout the year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Throughout the year	***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 **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?

Students will be around half way to a year's worth of growth by measure of the star test. Intervention groups will be modified as students show growth to the standards. Teachers will examine data from formal, informal and progress monitoring to make adjustments in instruction and groups to encourage the most growth. Communication between Lap/Title, SPED, support staff, and teaching teams to be instrumental in meeting the goal.

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. **Continued Community Input and Shared Ownership** *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Building Newsletters, Reader board, Social Media, Teacher Newsletters, Inside School Monitor *What student groups will benefit and why?* All Students	***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?*** There are an increasing number of unique parents actively involved in building leadership teams. Impact will be evaluated based on the degree of community satisfaction with engagement and partnership.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, staff, CSIP team ***When will this EBI occur?*** Throughout the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Middle and End of year data through the Student and Family Surveys.	*What impact is 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. **Continued Inclusive Two-Way Communication** *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Phone calls, emails, School newsletters, social media, teacher newsletters, positive office referrals, inside school monitor *What student groups will benefit and why?* All Students	***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?*** The number of reads to our newsletters and our improved attendance at conferences.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, CSIP team ***When will this EBI occur?*** At conference times ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** End of year family surveys	***What impact is 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.

Section 7: 2026–2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, 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. Click or tap here to enter text.
2. Click or tap here to enter text.

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.* **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
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.* These funds are used to provide instructional professional development. List planned PD activities for the year
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**
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.*

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
		• 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.)	Click or tap here to enter text.	Click or tap here to enter text.

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: Mill Pond Elementary	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 4451	**Grade Span:** PK-5 **School Type:** Public
Principal: Rebecca Fowler	**Building Enrollment:** **363**
School District: Yelm Community Schools	**F/R Percentage:** **48%**
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** **27%**

Plan Date: October 23, 2026	

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

Foundational Supports

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

Stacia WIlkens	**Ashley Eickmeyer**	**Rebecca Fowler**
Dan Nelson	**Katherine Reep.**	**Scott Cole**
Jenelle Sampson	**Crystalin Jones**	**Alanna Blankenship.**

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)	8.73	8.05	6.40
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	8.45	7.20	5.95
Two or more races	9.15	8.55	7.33
White	8.53	8.33	6.4
English Learner	NA	NA	NA
Low Income	7.83	7.4	5.55
Special Education	5.78	5.25	2.3

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?

- **Professional Learning & Support Needed:** Professional learning for Tier I core instruction alignment across grade levels, STAR assessment diagnostic analysis, and MTSS intervention strategies. Training on effective utilization of new decodable reader libraries, structured reading interventions, and aligning paraprofessional support across math and reading schedules to maximize student-facing intervention time.

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?

- **Effective Professional Learning Implemented:** Weekly grade-level PLC reviews, MTSS collaboration cycles, and LAP/Title quarterly data meetings. Metrics for success include LAP students outperforming general education overall growth across 9 DIBELS/aRead assessment areas (e.g., DIBELS Composite: 40% LAP vs 35% Gen Pop; ORF: 95% LAP vs 57% Gen Pop; LNF: 197% LAP vs 56% Gen Pop) and a 10% increase in student-facing intervention time over two years by reducing testing

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

disruptions and group cancellations.

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.

2. **Strengths & Areas of Need:**
    1. *Strengths:* Robust Multi-Tiered System of Supports (MTSS) with 6-week review cycles, strong LAP reading growth across subtests, schoolwide behavioral framework including the Building Matrix, "Pawsitive Referrals," and student peer mentors fostering a Culture of Dignity.
    2. *Areas for Improvement:* Addressing increased numbers of students scoring below weighted benchmark thresholds in 2nd, 3rd, and 4th grade (entering 3rd, 4th, and 5th grade in 2026–2027), requiring heavier 3rd–5th grade reading intervention focus, increased 5th grade intervention duration (moving to 120 minutes/week), and better aligning math and reading intervention schedules.

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

    Identification Process: Annual LAP performance reviews analyzing fall-to-spring growth across 9 composite and subtest areas (LNF, DIBELS Composite, PSF, NWF-CLS, NWF-WRC, WRF, ORF, ORF Accuracy, aRead), weekly attendance tracking, and building-wide behavior referrals..

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

    School & Community Interaction: Partnership with the Yelm High School (YHS) CTE program to establish a volunteer reading buddy program serving high-needs readers (served 9 students in 2025–2026), and collaboration with the Booster Club and community partners for monthly family events and the Read Across America family night.

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

5. How has your school analyzed family engagement data (e.g., surveys, participation rates, feedback) alongside academic and non-academic indicators to better inform improvement strategies?

   Family Engagement Analysis: Analyzed feedback from parent surveys, monthly Booster Club event attendance, and family participation rates during Read Across America family night to refine communication strategies (weekly phone calls, behavior charts, newsletters) and increase family engagement.

6. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

   Engagement Strengths & Growth Areas: Strong active participation in Booster Club events and family nights. Growth area involves increasing unique parent representation on building leadership teams and maximizing parent voice in feedback cycles.

CNA DATA Summary

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

   Top Strengths: LAP interventions yielded higher percentage growth than general education in all 9 tracked assessment subtests (e.g., LNF 197% vs 56%, PSF 214% vs 72%, ORF 95% vs 57%). Increased student-facing intervention time by 10% over two years and distributed over 1,200 free books via the "Book Nook".

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

   Top Needs: Sharp drop in 2025 WSIF scores for Special Education (down to 2.3) and Low Income (down to 5.55). Rising number of students scoring below spring benchmarks in 2nd, 3rd, and 4th grades entering 3rd–5th grade in 2026–2027. Needs consistent weekly attendance monitoring and Tier I core instruction feedback

4. What disproportionalities exist among student groups?

   Disproportionalities: WSIF 2025 data shows Special Education students scoring 2.3 (compared to 6.40 overall) and Low Income scoring 5.55 (compared to 6.40 overall), indicating significant achievement gaps in core academic measures

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

   Disproportionalities: WSIF 2025 data shows Special Education students scoring 2.3 (compared to 6.40 overall) and Low Income scoring 5.55 (compared to 6.40 overall), indicating significant achievement gaps in core academic measures

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

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

Root Cause Analysis: Loss of direct instructional time due to absenteeism, lower baseline performance entering upper primary grades, need for additional decodable/differentiated reading materials in general classrooms, and need for increased intervention time in upper elementary (5th grade)

7. How do identified needs impact each other?

High-Impact Findings: Expanding upper elementary (3rd–5th grade) targeted reading interventions, increasing 5th grade intervention to 120 min/week, maintaining consistent weekly attendance outreach, and strengthening Tier I core classroom instruction through classroom walkthroughs.

Interdependence of Needs: Chronic attendance issues directly exacerbate core academic learning gaps (ELA/Math), which in turn increase the demand for LAP/Title interventions and behavior supports

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

Goal Timeframes:

Short-Term (3–6 months): Revise weekly intervention schedules, launch YHS CTE reading buddies, establish classroom behavior matrix, and implement weekly attendance tracking and phone calls.

Long-Term (1–2 years): Close Special Education and Low Income academic gap on WSIF measures, sustain 120 min/week 5th grade intervention, and build long-term parent leadership engagement.

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

Quick Wins: Expanding the "Book Nook" free book distribution, "Pawsitive Referrals" for student behavior recognition, and weekly attendance incentives/assemblies.

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

Additional Data Required: Fall 2026 benchmark screening data (STAR, DIBELS) for incoming 3rd, 4th, and 5th graders to allocate intervention paraprofessionals effectively.

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.

Summary of Resource Inequities: Analysis revealed gaps in upper elementary (3rd–5th grade) intervention time compared to early primary grades, as well as a need for accessible decodable text libraries for both LAP and general education teachers. To resolve these inequities, the school is reallocating paraprofessional time, aligning math and reading intervention schedules, expanding decodable reader libraries, and increasing 5th grade intervention time to 120 minutes per week.

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: (Learning - Attendance & Interventions): Improve student attendance and expand targeted upper elementary (3rd–5th grade) reading/math interventions using data-driven MTSS and LAP supports.

Priority #2: (Learning - Tier I Instruction): Strengthen Tier I core classroom instruction through standards-aligned practice, weekly PLC reviews, quarterly data meetings, and principal walkthrough feedback.

Priority #3: (Belonging & Community): Foster a Culture of Dignity, positive behavior (PBIS / Pawsitive Referrals), and active family/community partnerships (Booster Club, parent voice on leadership teams).

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?

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**: 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.*

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

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. High-leverage targeted small-group reading & math interventions (LAP/MTSS), decodable reader library, "We Both Read" program, and YHS CTE Reading Buddies (Strong/Moderate Evidence). *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* LAP state funding, decodable text libraries, "Book Nook" books, intervention	*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?* Percentage growth comparisons between LAP/interventions vs. general education, tracking gap closure in traditionally underserved groups.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* LAP Coordinator (Ashley Eickmeyer), Building Administrator (Rebecca Fowler), MTSS & PLC teams. *When will this EBI occur?* Daily small-group interventions; 120 min/week for 5th grade; 6-week intervention review cycles. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Weekly PLC reviews, progress monitoring every 2–4 weeks, quarterly LAP data 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.

paraprofessionals, STAR diagnostic tools. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* LAP state funding, decodable text libraries, "Book Nook" books, intervention paraprofessionals, STAR diagnostic tools. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* LAP state funding, decodable text libraries, "Book Nook" books, intervention paraprofessionals, STAR diagnostic tools. *What student groups will benefit and why?* Struggling readers in grades K–5, specifically incoming 3rd, 4th, and 5th graders scoring				

below benchmark, Low Income, and Special Education student groups.				
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. High-leverage targeted small-group reading & math interventions (LAP/MTSS), decodable reader library, "We Both Read" program, and YHS CTE Reading Buddies (Strong/Moderate Evidence) *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* LAP state funding, decodable text libraries, "Book Nook" books, intervention	*What data will be collected to measure the impact of implementing this EBI?* DIBELS composite & subtests (LNF, PSF, NWF, WRF, ORF, ORF Accuracy), aRead, and STAR diagnostic scores *How will the impact on equitable learning or behavior change be measured?* Percentage growth comparisons between LAP/interventions vs. general education, tracking gap closure in traditionally underserved groups.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Coordinator (Ashley Eickmeyer), Building Administrator (Rebecca Fowler), MTSS & PLC teams. *When will this EBI occur?* Daily small-group interventions; 120 min/week for 5th grade; 6-week intervention review cycles. *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Weekly PLC reviews, progress monitoring every 2–4 weeks, quarterly LAP data 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.

paraprofessionals, STAR diagnostic tools. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* LAP state funding, decodable text libraries, "Book Nook" books, intervention paraprofessionals, STAR diagnostic tools *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Struggling readers in grades K–5, specifically incoming 3rd, 4th, and 5th graders scoring below benchmark, Low Income, and Special Education student groups. *What student groups will benefit and why?* Struggling readers in grades K–5, specifically				

incoming 3rd, 4th, and 5th graders scoring below benchmark, Low Income, and Special Education student groups.				

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 **11%** in SY2526 to **8.25%** 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.

- **Progress on Incident Reduction Rates:** The school expects to see a mid-year trajectory moving from the baseline of **11%** down toward the target goal of **8.25%** of students with an office-reported incident (major/minor).

- **Behavior Matrix & Common Language:** Continued implementation and shared understanding of the building-wide **Behavior Matrix**, which was developed in collaboration with staff and communicated with families to establish clear expectations across all school settings.

- **Positive Behavior Reinforcement Systems:** Active schoolwide engagement with the **"Pawsitive Referrals"** recognition program—where staff nominate students for positive office referrals, send notes home, award small paw charms, and highlight student achievements on the entryway display—to proactively support positive behavior and social-emotional growth.

- **Student Leadership & Peer Support:** Evidence of student voice and peer mentors actively fostering a **"Culture of Dignity"** through student leadership and restorative practices.

- **Family Partnerships on Behavior:** Regular utilization of individual student behavior charts and direct communication with families to partner in student support, interventions, and behavior incentives.

Mill Pond Elementary will foster a safe, inclusive learning culture by reducing discipline referrals by 15% through a shared Building Expectations Matrix, "Pawsitive Referrals," student peer mentors, and active parent engagement in school leadership and family nights.

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. Positive Behavioral Interventions and Supports (PBIS), Culture of Dignity practices, Pawsitive Referrals, peer mentoring, and two-way family communication channels (Booster Club, parent surveys) *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Building Matrix materials, Pawsitive referral charms/TV	*What data will be collected to measure the impact of implementing this EBI?* Incident frequency data Office discipline referral counts, Pawsitive Referral nominations, parent survey responses, family event attendance numbers *How will the impact on equitable learning or behavior change be measured?* Disaggregated discipline rates and unique parent leadership committee participation rates	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Principal, PBIS/Culture Team, Student Peer Mentors, Booster Club Leadership. *When will this EBI occur?* Daily positive reinforcement; monthly Booster Club/ASB family events; regular newsletter updates *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Monthly behavior data analysis and parent feedback review	*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.

displays, Booster Club event funds, parent communication newsletters *What student groups will benefit from and why?* Entire school community, creating safe environments and strengthening belonging for historically underserved or struggling students.				
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. Positive Behavioral Interventions and Supports (PBIS), Culture of Dignity practices, Pawsitive Referrals, peer mentoring, and two-way family communication channels (Booster Club, parent surveys) .	***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?*** Disaggregated discipline rates and unique parent leadership committee participation rates	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal, PBIS/Culture Team, Student Peer Mentors, Booster Club Leadership ***When will this EBI occur?*** Daily positive reinforcement; monthly Booster Club/ASB family events; regular newsletter updates. ***When or how often will progress be monitored or***	***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 resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Building Matrix materials, Pawsitive referral charms/TV displays, Booster Club event funds, parent communication newsletters. *What student groups will benefit from and why?* Entire school community, creating safe environments and strengthening belonging for historically underserved or struggling students.		***data reviewed? Be as specific as possible.*** Monthly behavior data analysis and parent feedback review.		

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. Leadership meetings and training, student recognition, student voice and input to support building systems measured by student input and student belonging data. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** After school support with leadership twice weekly, student developed materials with teacher supervision *What student groups will benefit from and why?* Entire school community, creating safe environments and strengthening belonging for historically	***What data will be collected to measure the impact of implementing this EBI?*** Monthly Character Trait assemblies with student recognition, Pawsitive referrals, student input to school expectations, recess ambassadors, kindergarten buddies, student leadership support at Booster Club activities, buddy classrooms. ***How will the impact on equitable learning or behavior change be measured?*** Student Belonging Data, student engagement.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Building principal, front office staff, leadership advisors. . ***When will this EBI occur?*** Leadership meets twice a week, monthly assemblies, weekly recognition, and at least monthly. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Student engagement at school events 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.?)***

underserved or struggling students.				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?

By mid-year (January 2027), the school expects to see:

1. **Newsletter Engagement:** A consistent monthly newsletter open/read rate exceeding 70% of registered families via ParentSquare, demonstrating high baseline outreach and two-way communication channels.

2. **Fall Conference Attendance:** A minimum of 85% family participation rate during Fall Student-Teacher Conferences.

3. **Mid-Year Pulse Survey Check:** A mid-year family feedback pulse survey or check-in achieving at least a 35–40% completion rate, setting a solid trajectory toward the 60% spring survey goal.

4. **Active Family Events:** Consistent family turnout and representation at monthly Booster Club events, ASB events, and collaborative family nights (such as Read Across America family night)

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. Multi-channel, multi-modal two-way family communication and feedback loops (ParentSquare digital platform, newsletter outreach, building leadership representation, and parent survey feedback loops) *(Promising / Moderate Evidence)*. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** ParentSquare communication platform, monthly newsletter translation features, Booster Club	***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?*** Correlating high newsletter open rates and survey participation across disaggregated student groups with increased attendance rates, reduced behavioral referrals, and improved family survey satisfaction scores.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Principal (Rebecca Fowler), Building Leadership Team, Communications Lead, and Booster Club Officers ***When will this EBI occur?*** Monthly newsletters throughout the 2026–2027 school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Reviewed monthly after each newsletter release; formal review quarterly during building leadership team 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.

collaboration, parent survey incentives/qr code access at school events. *What student groups will benefit and why?* All PK–5 students, with targeted benefit for historically underserved, Low Income, Special Education, and English Learner families by providing accessible, translated, and multi-channel dialogue to partner in academic success.				
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. Structured student-led family conferences and collaborative family	***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***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Classroom Teachers, LAP Coordinator (Ashley Eickmeyer), Principal, and	***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.

academic events (e.g., Read Across America family night, "We Both Read" program, Booster Club parent nights) to build family partnership in student learning *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Conference scheduling tools, "We Both Read" books, family literacy night materials, YHS CTE reading buddy partnerships, and staff extended time/collaboration hours. *What student groups will benefit and why?* All students, especially struggling readers (LAP/MTSS) and students in upper elementary (3rd–5th grade), by aligning home-school reading	***behavior change be measured?*** Comparing academic growth metrics (DIBELS/STAR) and home reading participation ("We Both Read" engagement) for students whose families attend conferences vs. general population	ASB/Booster Club Leads ***When will this EBI occur?*** Fall (October/November 2026) and Spring (March/April 2027) Conferences; monthly family night events ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Reviewed immediately following Fall and Spring conference cycles, and monthly after family engagement events.		

habits and validating parent voice in academic progress				

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. Basic Education
2. Title I, Part 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
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.* **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
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.* These funds are used to provide instructional professional development. Inclusive Schooling (4 hours), Culture of Belonging (4 hours) in Building PLC sessions
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**
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	*Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K-6 students.*

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
	of not meeting, state/local graduation requirements	• 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.)	Click or tap here to enter text.	None

OSPI School Improvement Plan 2026-27

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

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 and District data

Building Name: Ridgeline Middle School	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 5052	**Grade Span:** 6-8 **School Type:** Public
Principal: Kaiya Burgess	**Building Enrollment:** **583**
School District: Yelm Community Schools	**F/R Percentage:** **48%**
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** **21%**
Plan Date: 10/23/2026	**English Learner Percentage:** **4%**

Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status:

Foundational

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 Family-Community Partners

Name	Title (if applicable)	Role
Kaiya Burgess	Principal	Instructional/Community Lead
Anthony Quichocho	Assistant Principal	Behavior Lead
Brenna Gehrke	Counselor	Belonging Support/Community Support
Sarah Aranyos	Teacher	Tier 1 Support/Intervention
Becca Cole	RMS Booster Club President	Community Engagement

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.
The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

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 Washington State Report Card to complete the table.

Instructions:

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

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

2023 WSIF Cycle 3 Identification: Foundational

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	6.83	5.70	6.20
Comprehensive Graduation Rate	NA	NA	NA
Student Group			
American Indian/Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Black/African American	NA	NA	6.40
Hawaiian/Other Pacific Islander	NA	NA	NA
Hispanic/Latino	4.28	4.80	5.55
Two or more races	7.18	6.43	6.90
White	6.88	6.45	6.92
English Learner	2.30	1.60	1.65
Low Income	5.25	4.55	4.75

Special Education	2.70	1.60	2.63

Section 3: 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)

CNA Data Summary

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

- Overall performance has trended upward from 2024 to 2025 (5.70 to 6.20).
- Several student sub-groups display strong baseline stability/growth, including White (6.92), Two or More Races (6.90), and Black/African American (6.40) student groups.
- Progress in Hispanic/Latino student performance, moving from 4.28 (2023) to 5.55 (2025).

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

- Academic and achievement gaps persist for Special Education (2.63) and English Learner (1.65) student groups.
- Low-Income students continue to perform lower than the overall building average (4.75 vs. 6.20).
- Targeted instructional support and scaffolded Tier 1/Tier 2 interventions in Reading and Math to meet the goal of 90% student growth across all subgroups.

3. What disproportionalities exist among student groups?

- A large performance gap exists between English Learners (1.65) / Special Education (2.63) and the All Students baseline (6.20).
- Low-income students (4.75) lag behind non-low-income peers.
- Behavioral incidents disproportionately affect overall school culture, with 29% of students having office-reported incidents in SY25–26 (SMARTIE Goal #2).

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

- Inconsistent language access and scaffolded Tier 1 instructional supports tailored for EL and SpEd students.
- Need for uniform, school-wide proactive behavioral systems and a shared culture of dignity and belonging (SMARTIE Goal #2).
- Systemic barriers to family and community engagement for historically underrepresented or non-English speaking families.

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
    - Aligning core instruction to the three commitments: Learning (focusing on year-for-a-year growth for SpEd, ML, and All groups), Belonging (reducing office behavior referrals by 25% through dignity and culture building), and Community (establishing 60%+ engagement on family surveys to build authentic co-leadership).

6. How do identified needs impact each other?

Academic performance (Learning) directly links to a student's sense of Belonging; students who face behavior incidents or exclusion lose critical instructional time, compounding academic gaps for SpEd and EL populations. Strong Community and family partnerships reinforce student attendance, behavior, and academic confidence.

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

- Short-Term (3–6 months): Implement benchmark growth tracking (STAR screeners), establish restorative behavior protocols to reduce office referrals, and deploy mid-year progress checks.
- Long-Term (1–2 years): Close the persistent WSIF gap for English Learners and Special Education students and embed sustained family partnership systems.

8. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
    - Standardizing Tier 1 classroom behavior and dignity practices to decrease minor office discipline referrals rapidly, freeing up administrative and instructional time to focus on Tier 2/3 academic interventions.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
    - Regular attendance/chronic absenteeism data, STAR Reading & Math growth/mastery quarterly monitoring data, bi-annual culture/climate surveys for staff and students, and spring family survey completion rates.

Section 4: Resource Inequities

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.

Language & Access Support Staffing:

- Identified Inequity: Dedicated language translation and multilingual instructional support are under-resourced compared to the growth rate of our English Learner student population. This contributes directly to the persistent WSIF gap for English Learners (1.65 baseline).
- Action Plan: Allocate targeted resources for bilingual instructional aids and language access technologies to ensure access to Tier 1 core instruction.

Tier 1 & Tier 2 Instructional Materials:

- Identified Inequity: Inconsistent availability of scaffolded curriculum materials and universal screening tools across classrooms, affecting early identification and targeted interventions in Math and Reading.
- Action Plan: Standardize STAR Reading/Math progress-monitoring assessments school-wide and ensure equitable access to Tier 2 intervention materials for SpEd and ML students to meet the 90% growth goal.

Behavioral & Restorative System Resources:

- Identified Inequity: Lack of standardized, building-wide professional development around proactive, restorative practices and culture of dignity protocols, resulting in high rates of minor/major office discipline referrals (29% of students involved in SY25–26).
- Action Plan: Focus professional development and staffing resources on proactive behavior interventions and establishing building-wide culture and dignity practices (SMARTIE Goal #2).

Family Engagement & Communication Channels:

- Identified Inequity: Communication tools and family outreach efforts have historically lacked multi-lingual accessibility and structured feedback loops, limiting participation from historically marginalized families.
- Action Plan: Invest in accessible, multi-channel family communication platforms and structured survey tools to drive authentic family co-leadership (targeting a 60% family survey completion rate).

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

- Priority #1: High-Leverage Core Instruction & Target Growth (Learning)

    - Description: Ensure equitable, high-quality Tier 1 instruction and scaffolded Tier 2 interventions in Reading and Math across all grade levels. Focus explicitly on accelerating growth for Special Education (2.63) and English Learner (1.65) student groups to ensure at least 90% of students achieve a year's growth in a year's time on benchmark assessments.
- Priority #2: School-Wide Culture of Dignity & Proactive Behavior Support (Belonging)
    - Description: Establish and sustain a cohesive school-wide framework centered on dignity, belonging, and proactive behavioral support. Implement restorative discipline practices to reduce office-reported behavior incidents from 29% to 21.75% or lower, maximizing instructional time and strengthening student belonging.
- Priority #3: Authentic Family & Community Co-Leadership (Community)
    - Description: Build transparent, accessible, multi-directional communication systems and collaborative partnerships with families and community members. Empower families as active partners in student success, targeting a 60% completion rate on the spring family climate and engagement survey.

Section 6: 2026-27 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2026-27. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

SY 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.

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

Subject	Assessment	Grades
ELA	Renaissance STAR Reading	6-10
Math	Renaissance STAR Math	6-10

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)*

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.) *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.) ***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. Focus on improving core instruction to support Tier 1 instruction Tier 2 and Tier 3 supports include targeted weekly interventions for ML-students and Structured Literacy Instruction	***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?*** Winter Star Reading and Star Math Benchmark	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Kaiya Burgess Sarah Aranyos ***When will this EBI occur?*** Tier 1-Daily Tier 2 and 3-Weekly ***When or how often will progress be monitored or data***	*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 resources will be used for implementation? *(For example, professional development, extended time, curriculum, materials, etc.?)* Professional Development, PLC's, Curriculum ***What student groups will benefit and why?*** **All Students (Tier 1):** Benefit from stronger, explicit core instruction across all subject areas. Students build higher reading comprehension/stamina and foundational math reasoning needed to achieve target baseline growth. **Multilingual Learners (ML):** Benefit from structured language frames, explicit academic/math vocabulary acquisition, and visual supports that remove language-access barriers to reading comprehension and word-problem solving. **Special Education (SpEd):** Benefit from systematic, targeted Tier 2/3 small-group interventions that provide skill repair in decoding, reading fluency, and core math	Assessment Data, STAR progress monitoring probes	***reviewed? Be as specific as possible.***		

operations tailored to individual IEP growth goals.				
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. Multi-tiered attendance protocols *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Robco- notification/early warning alerts Attendance Contracts templates Professional Development during PLC's *What student groups will benefit and why?*	*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?* Correlating individual regular attendance rates against STAR Reading/CBM and STAR Math benchmark scale score growth (Fall to Winter / Winter to Spring). Monitoring disparities in chronic absenteeism across subgroups (ML,	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Anthony Quichocho *When will this EBI occur?* Daily and bi-weekly *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Ever 2 Weeks	*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: Ensures consistent access to Tier 1 core instruction in Reading and Math, minimizing gaps caused by missing direct instruction. Special Education (SpEd) & Multilingual Learners (ML): These groups face compounding academic impacts when absent. Regular attendance ensures uninterrupted access to specialized instruction, language scaffolds, and IEP goal-tracking.	SpEd, Low-Income) relative to the all-student baseline to ensure equitable attendance improvements.			

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 **29%** in SY2526 to **21.75%** 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 the mid-year mark, the school expects to see a reduction in the number of behavioral incidents to confirm they are on track to achieve the overarching goal.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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. Implement proactive Tier 1 classroom behavior expectations Train all staff on restorative discipline practices and de-escalation routines to resolve minor disruptions within the classroom before office referral eduCLIMBER office discipline referral (ODR) data (tracking minor vs. major incidents, disaggregated by subgroup) *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** Professional development materials on Restorative Practices · Access to **eduCLIMBER** analytics platform for behavioral data tracking. · Dedicated time during staff meetings/PLCs for behavior data analysis and calibration *What student groups will benefit from and why?* **All students**, with a direct benefit for **historically disproportionately referred student populations**,	***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?*** Ensuring incident reductions occur equitably across all student groups rather than concentrating in specific demographics.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Anthony Quichocho ***When will this EBI occur?*** Monthly-Tracking Quarterly-Professional Development ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly	*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.

including **Special Education (SpEd)**, **Multilingual Learners (ML)**, and **Low-Income students**.				
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. Implement Tier 1 school-wide Restorative Discipline Practices, Positive Behavioral Interventions and Supports (PBIS). *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Staff professional development on dignity and restorative practices, dedicated MTSS/behavior team coordination time, *What student groups will benefit from and why?* All students, with direct benefit to historically disproportionately referred student populations—including Special Education (SpEd), Multilingual Learners (ML), and Low-Income students—by reducing exclusionary	*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?*	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Anthony Quichocho Brenna Gehrke *When will this EBI occur?* Quarterly *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Monthly	*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.

discipline and maximizing time in core instruction.				
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 council/advisory meeting logs Participation rosters for extracurricular activities, clubs, and Storm Time Groups Weekly student recognition counts (e.g., PBIS positive behavior tickets, Student of the Month, Weekly Student Shout Out's, Ridgeline All-Stars) *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Professional Development Extended Time During STORM TIME *What student groups will benefit from and why?*	*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?* **Targeting Root Behavioral Causes: By intentionally fostering belonging and giving students an active stake in their community, this EBI works**	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Kaiya Burgess Anthony Quichocho *When will this EBI occur?* Weekly Monthly *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Quarterly	*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.

All of our students will benefit from these approaches. This also benefits groups of students who traditionally underrepresented through their voice in activities related to school.	**proactively to decrease behavioral incidents.** **Tier 1 Positive Reinforcement: Tracking weekly student recognition counts (PBIS tickets, Student of the Month, Weekly Student Shout Outs, and Ridgeline All-Stars) ensures that positive behavior and growth are acknowledged across the entire student population rather than reserved for top academic or athletic performers.**			*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?

Check System Health: Evaluate early engagement metrics on communication tools during the winter mid-year review.

Engage Community Partners: Partner with the RMS Booster Club to build awareness and emphasize how survey input directly shapes school decisions.

Provide Language Access: Ensure all survey materials and messaging are fully translated and culturally responsive for non-English speaking families.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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. Deploying standardized, accessible communication systems (ParentSquare) to facilitate regular, two-way interaction between the school and families. Partnerships with Booster Club. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** ParentSquare communication platform, language translation/interpretation tools, multi-lingual family outreach materials, and staff professional development on	*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?* Disaggregating survey participation and newsletter read rates by student demographic groups (ML, SpEd, Low-Income) to ensure information is reaching all families equitably.	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Kaiya Burgess Becce Cole *When will this EBI occur?* Monthly *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Monthly Quarterly	*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.

inclusive communication practices. ***What student groups will benefit and why?*** All student groups, with targeted benefits for Multilingual Learners (ML), Special Education (SpEd), and Low-Income families. Providing translated, accessible channels removes communication barriers and empowers historically underrepresented families to co-lead student success.				
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. Partner with the RMS Booster Club to promote student conferences alongside an interactive school showcase (featuring student work, activities, and community programs) to broaden appeal and boost overall family turnout.	***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?*** Comparing fall and spring conference sign-in logs disaggregated by grade level and	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Kaiya Burgess Becca Cole Brenna Gehrke ***When will this EBI occur?*** Fall and Spring Conference Windows (October 2026 and March 2027), with promotional planning	***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 resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Booster Club event planning and volunteer support, student work presentation materials, translated event promotional fliers, school-wide digital communication platforms (ParentSquare), and light refreshments provided in collaboration with community partners. Staff support with student showcase materials. ***What student groups will benefit and why?*** All student groups, with targeted benefits for Multilingual Learners (ML), Special Education (SpEd), and Low-Income families. Standardizing conference promotion through a collaborative, interactive showcase lowers traditional barriers to participation and creates a welcoming, festive environment. This specifically encourages engagement from historically underrepresented and ML families, empowering	student demographics (Special Education, Multilingual Learners, Low-Income) to ensure historically underrepresented families are attending and engaged.	occurring leading up to each event. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Attendance logs and scheduled data reviewed semi-annually immediately following the Fall and Spring conference events, with planning check-ins occurring monthly during joint Admin/Booster Club meetings.		

them as active co-leaders in their children's education and reinforcing a sense of belonging across the entire school community.				

FUNDING:

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.

Section 7: 2026-2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, 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 2026-27, 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) 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 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 the SMARTIE goal tables above (from SY 2026–2027) positively impact student outcomes in pursuit of its associated 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.

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: Southworth Elementary	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Please note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 3848	**Grade Span:** PK-5 **School Type:** Public
Principal: Charles Cook	**Building Enrollment:** **596**
School District: Yelm Community Schools	**F/R Percentage:** **44%**
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** **20.9%**

Plan Date: 10/2/26	

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

Foundational Supports

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

Charles Cook, Principal Angie Carper, Parent Jana Holterman, 1st grade teacher	Shannon Strozyk, Assistant Principal Arien Dorsey, Parent Nicole Wintermeyer, SPED teacher	Ashley Pylant, Parent Dawn Carroll, Title/LAP teacher Kim Holmes, Whole Child facilitator K-3 Kaylyne Stockton, Parent / 3rd 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)	4.98	3.95	4.25

Comprehensive Graduation Rate	NA	NA	NA
Student Group			
American Indian/Alaska Native	NA	NA	NA
Asian	NA	4.90	4.85
Black/African American	NA	NA	NA
Hawaiian/Other Pacific Islander	NA	NA	2.0
Hispanic/Latino	4.53	4.10	4.45
Two or more races	3.67	2.88	3.63
White	6.2	4.23	4.3
English Learner	NA	NA	NA
Low Income	4.00	3.03	2.90
Special Education	3.3	1.53	1.00

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?

Tutor by a peer through the use of "Buddy Levels" and Targeted Professional Learning to work with a grade level team using reflective practices.

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?

Hope research and implementation of it to support student behaviors as Belonging data (based on student data) shows students feeling accepted and being treated fairly.

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.

   Hope research and implementation with all staff believing that all kids can learn. Belonging data shows that students feel accepted. Attendance data shows that only 57.7% of students attend 90% of the time. The need is then to implement welcoming activities in the AM prior to academics to get students to want to be at school.

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

   Looking at the comprehensive data of the building it was noticed that scores are low in several areas including growth data based on district assessments and the only way to help students grow is to have them attend school. Our highest data area is Belonging and if we use this to support attendance then we believe that student scores will grow.

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

   Working with the Booster Club administration was able to give the parent group updates on what is going on in the building and the parents were willing to give input and support for building activities.

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?

   Fall conference data showed that over 85% of all student conferences were held. Parent night night in October that was tied to Title 1 night had over 200 families attend. Technology night we had over 170 families show up. Booster Club events brought in several families to events. One family event was held during the school day for first grade last year and over 70% of parents showed up at the school to help their student with a hands-on learning activity. Belonging data shows that parents believe that we are doing a good job.

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)

   One parent stated that several of her friends and her were talking and that in the community there is nothing for families to do and that they have to drive or spend a lot of money to do family activities and that they enjoy the family activities at our school. If we know that parents want to engage with the school and come to activities that support family activities how can we use this to support student scores and growth.

CNA DATA Summary

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

   Belonging data from the students and the parents.
2. What top needs have emerged from multiple data sources?

   Attendance needs to improve and our SPED achievement needs to improve.
3. What disproportionalities exist among student groups?

   SPED is by far the greatest disproportionality of all the sub groups as to academic achievement. Reviewing other sub groups for academic, attendance, and discipline shows some groups in more risk. However, based on looking at all of these factors we also need to take into account the actual numbers of students in each sub group. With 30% of the population being identified as SPED this is impacting all subgroups. The focus needs to be on SPED as the subgroup.
4. What root causes has your team identified for disproportionalities among student groups?

   In the 1819 SPED population was 15% and in 2324 that number jumped to 19.3% then jumped to 27.4% in 2425. In the 2526 school year that number rose again to 30%. The loss of levy funding has caused staff reductions. This last year we replaced all of the SPED teachers as the former SPED teachers left to other districts or other jobs in the district and several of the Paras were also replaced. This year the team is intact with only one new teacher that was hired to fill an opening, thus giving us stability for the start of the year as to the team. This growth in SPED numbers (along with severity of impact of some of the students) and team change, are the primary root causes.
5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

   All means all, as in all staff need to provide intervention for students (SPED specifically) to support student individual needs based on the number of students identified in this subgroup.

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

6. How do identified needs impact each other?

   Low achievement and a subgroup that is 30% of the population causes the impact. The need is to support gen ed teachers to feel that they can provide intervention in their own classrooms to support a wide range of learning needs in one classroom and not rely on others to pull out students identified as SPED.

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

   Short term goal of working with a focus group of teachers to develop and build an in class intervention system to support all students. Long-term goal working this model out to the whole school with the identified team leading this work with the rest of the staff.

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

   Use of formative assessment (STAR) to track student progress based on interventions tried on a regular basis.

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

   IBA data to look at how students are doing as compared to strand that they are working on in math or reading.

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.

Lack of staff and funding based on failed levy.

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: UDL training for all staff

Priority #2: Interventions that can happen in the classroom and not pull out groups

Priority #3: Improved attendance

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 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

Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and Intervention+	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 = Support of SMARTIE Goal)*				

the resources used for implementation.				
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. Targeted Professional Learning- use of reflective practices by the team to work on how to support interventions in the classroom and measured by student growth outcomes as compared to previous year data. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Title II funding to support subs to support the Targeted Professional Learning. ***What student groups will benefit and why?*** All sub groups (focus on SPED sub group) as EBI will support all sub groups.	***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?*** Focus group new year data for behavior and academic progress will be compared to prior year's data to measure growth of the implementation.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** 3rd grade team and administration ***When will this EBI occur?*** End of September through end of December ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** MOY of this year will be compared to MOY data of the previous year's data to compare student growth	*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. Tutor by Peer - Use of "Buddy Levels" for one academic learning opportunity per month (at minimum) will be measured by how many opportunities held per month. ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* Professional development time in August and time for staff to meet and set up opportunities for Buddy Levels and plan these events. ***What student groups will benefit and why?*** All sub groups will benefit from the SEL/Belonging and academic benefits of this program	***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?*** Belonging data and student active participation during Morning Meeting Time (time for SEL/Belonging instruction).	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All classroom teachers ***When will this EBI occur?*** Twice a month (1 time for SEL/Belonging activity and 1 time for academic activity) ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Administration will get reports of when these will happen and when they are held to ensure compliance	*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 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?

Comparing current year behavioral data to the 2526 school year the building will see at least a 10% reduction in discipline incident reports.

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. Student -Centered Practices and Strategies specific to Social Skills Instruction: each teacher will provide calming corners in their classrooms. *What resources will be used for implementation? (For example, professional*	***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?*** Number of incidents reported and inputted into Q from the 2526 school to the 2627 school year.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administration will monitor behavior and share with teachers while teachers will implement and offer and use of calming corners in each classroom ***When will this EBI occur?*** Implementation starts on the first day of school and	***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.

development, extended time, curriculum, materials, etc.?) Staff will receive PD in HOPE, Zones of Regulation, Calming Corners, and SEL instruction. *What student groups will benefit from and why?* All sub-groups, All students.		will occur for the entire school year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Each MTSS meeting scheduled (6 scheduled for the year with the first being on 9/24/26 and the last on 5/27/27) student behavior/ attendance data will be reviewed with all teachers		
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. Tutor by Peer - Use of "Buddy Levels" for one academic learning opportunity per month (at minimum) will be measured by how many opportunities held per month. *What resources will be used for implementation? (For example, professional development, extended*	***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?*** Belonging data and student active participation during Morning Meeting Time (time for SEL/Belonging instruction).	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All classroom teachers ***When will this EBI occur?*** Twice a month (1 time for SEL/Belonging activity and 1 time for academic activity) ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Administration will get reports of when these will happen and when they are held to ensure compliance	***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.

time, curriculum, materials, etc.?) Professional development time in August and time for staff to meet and set up opportunities for Buddy Levels and plan these events. ***What student groups will benefit from and why?*** All sub groups will benefit from the SEL/Belonging and academic benefits of this program				

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 -Centered Practices and Strategies specific to Social Skills Instruction: each teacher will provide morning meetings to work with students to support restorative conversations and practices while using 2nd Step Curriculum.	***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?*** Number of incidents reported and inputted into	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Administration will monitor behavior and share with teachers while teachers will implement SEL curriculum ***When will this EBI occur?*** Implementation starts on the first day of school and will occur for the entire school year. ***When or how often will progress be monitored or***	***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.?)*** Schedule change to ensure time is on the schedule for SEL instruction at the start of the day. Staff will receive PD in HOPE and SEL instruction. *What student groups will benefit from and why?* All sub-groups, All students.	Q from the 2526 school to the 2627 school year.	***data reviewed? Be as specific as possible.*** Each MTSS meeting scheduled (6 scheduled for the year with the first being on 9/24/26 and the last on 5/27/27) student behavior/ attendance data will be reviewed with all teachers		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?

Over 80% of parents are being communicated to about their student's progress, fall conferences or other, to come up with a plan with the teacher to support student growth.

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 and community practices and strategies specific to family engagement: parent involvement opportunities and activities within school during the school day. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Professional development opportunity to work with staff to talk about possible ideas to get parents into the school to volunteer or help	***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?*** Number of parents that visit or volunteer each month.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** All teachers for implementation, secretary for parent count per month ***When will this EBI occur?*** First student day of school to the end of the school year ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Once a month parent involvement numbers will be reviewed and monitored and then shared out to parents in a newsletter and to staff.	*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.

with class hands-on activities. *What student groups will benefit and why?* All sub groups				
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 and community practices and strategies specific to family engagement: creating activities for students to share what they are learning to make the conferences more interactive. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* Teacher inservice training/ Professional Development exercise to discuss the opportunity and allow discussion to discuss	*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?* **The number of families attending student conferences in the fall and spring.**	*Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?* Teachers and administration *When will this EBI occur?* Start of school to the end of school *When or how often will progress be monitored or data reviewed? Be as specific as possible.* Fall and spring conference data windows	*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.

possible activities to bring in parents to get them involved and what kind of work that students can share with parents. *What student groups will benefit and why?* All groups could benefit				

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. Click or tap here to enter text.
2. Click or tap here to enter text.

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.* **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
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.* These funds are used to provide instructional professional development. 1. Targeted reflective activities with 3rd grade teachers (money to pay for sub costs to allow teachers to make observations) 2. CSIP committee team to meet and review goals and data
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.)	Click or tap here to enter text.	N/A- No additional funds at this time

OSPI School Improvement Plan 2026-27

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

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 and District data

Building Name: Yelm High School	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 2633	**Grade Span:** 9-12 **School Type:** Public
Principal: Curtis Cleveringa	**Building Enrollment:** **1622**
School District: Yelm Community Schools	**F/R Percentage:** **42%**
Board Approval Date: Click or tap here to enter text.	**Special Education Percentage:** **15%**

Plan Date: October 30, 2026.	English Learner Percentage: 3%

Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status:

Foundational Supports

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 Family-Community Partners

Name	Title (if applicable)	Role
Curtis Cleveringa	Principal	Team Member
Felecia Stenbakken	Assistant Principal	Team Member
Ali Jacobson	Assistant Principal	Team Member
Bailey Whalen	Teacher	Team Member
Avery Brookshire	Teacher	Team Member

Dee Ward	Teacher	Team Member
Taylor Gubser	Teacher	Team Member
TBD (Math Dept)	Teacher	Team Member
Jessica Kelso	Parent	Team Member
Nicole Sloan	Parent	Team Member

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.
The following data table helps to name progress areas for:

- Comprehensive Needs Assessment (CNA),
- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

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 Washington State Report Card to complete the table.

Instructions:

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

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

2023 WSIF Cycle 3 Identification: Foundational

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	5.70	5.30	5.10
Comprehensive Graduation Rate	85.7%	87.6%	82.2%
Student Group			
American Indian/Alaska Native	NA	NA	3.30
Asian	NA	7.33	5.80
Black/African American	NA	NA	NA
Hawaiian/Other Pacific Islander	NA	NA	NA
Hispanic/Latino	4.47	4.25	4.37
Two or more races	4.92	4.98	4.77
White	6.18	5.73	5.40
English Learner	2.40	2.95	2.95
Low Income	4.10	4.20	4.37

Special Education	4.00	3.45	2.40

Section 3: 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)

CNA Data Summary

1. What top strengths have emerged from multiple data sources?
   Click or tap here to enter text.

2. What top needs have emerged from multiple data sources?
   Click or tap here to enter text.

3. What disproportionalities exist among student groups?
   Click or tap here to enter text.

4. What root causes has your team identified for disproportionalities among student groups?
   Click or tap here to enter text.

5. What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?
   Click or tap here to enter text.

6. How do identified needs impact each other?
   Click or tap here to enter text.

7. Which needs require short-term goals (3-6 months) and which needs require long-term goals (1-2 years)?
   Click or tap here to enter text.

8. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs.
   Click or tap here to enter text.

9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?
   Click or tap here to enter text.

Section 4: Resource Inequities

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.
Text Here

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Attendance **Priority #2:** Family Communication/ Community Engagement **Priority #3:** Tier 1 Instruction

Section 6: 2026-27 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2026-27. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

SY 2026-2027 SMARTIE Goal #1: 90% of 9th and 10th grade 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.

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

Subject	Assessment	Grades
ELA	Renaissance STAR Reading	6-10
Math	Renaissance STAR Math	6-10

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)*

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?

We expect to see half a year's growth by mid-year.

**During their PLC, the English department calibrated their protocols for proctoring the assessment and for analyzing their data.*

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.)*

Text here

End of Year Progress Review: (Answer this question in June for the End-of Year Progress Review.) *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.)*

Text here

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. • Teachers will update syllabi to incorporate/ incentivize student attendance in classwork. • Positive communications to families around	***What data will be collected to measure the impact of implementing this EBI?*** Attendance Data ***How will the impact on equitable learning or behavior change be measured?*** Attendance data to be collected by demographic via Qmlativ	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Attendance team, CSIP Team, Attendance secretary ***When will this EBI occur?*** Daily ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Attendance data will be analyzed once a	*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.

school breaks and vacations • Creation of attendance team • Sandwich board of attendance achievements ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* - Extended time for an attendance team - Syllabus material for teachers to include best practices regarding attendance ***What student groups will benefit and why?*** All students will benefit, but the focus for this goal will emphasize 9th grade students to encourage on time graduation and regular attendance rates.		month by the CSIP team.		

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. • Math department will use STAR testing, benchmark assessments, and other best practices to shrink SBA state gap • English department will use STAR testing, benchmark assessments ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* • Professional development for the STAR program • PLC time for commitments made by department	***What data will be collected to measure the impact of implementing this EBI?*** STAR Testing Benchmark Assessment ***How will the impact on equitable learning or behavior change be measured?*** Scores of SBA assessments based on demographics	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Math Dept. ELA Dept. ***When will this EBI occur?*** During PLC meetings Unit specific time period to assess benchmark ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Unit specific time period based on department (at least once an a semester as a school)	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.	***For more EBIs cut and paste the prompts to answer below.*** Click or tap here to enter text.

What student groups will benefit and why? 9th and 10th grade students who take the state assessment will see direct benefit however all students will benefit from progressive learning strategies				

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 **35%** in SY2526 to **26.25%** 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?

We will compare 10/15/25 incident reports with 10/15/26. We hope to see a decline in incidents.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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. • 100% of teachers will implement E-Hall pass system. • Front office monitors the school dashboard of the E-Hall pass system. *What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)* • Ehallpass system • Training staff in use of the EHallpass system. *What student groups will benefit and why?* All students will benefit from safer, less crowded bathrooms during class time.	***What data will be collected to measure the impact of implementing this EBI?*** Number of referrals ***How will the impact on equitable learning or behavior change be measured?***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Admin will pull data from EHallpass. ***When will this EBI occur?*** The EHallpass system will be used by all staff during instruction time. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** We will pull data at mid-year and end-year to monitor student pass use.	*What impact is the evidence-based intervention having?* Teachers and staff are seeing fewer students outside of class. ***What is evidence of impact?*** Click or tap here to enter text. (We will compare 25-26 and 26-27 data at a given time.)	*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 #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?

We hope to see an improvement in two-way communication via ParentSquare. Teacher participation in ParentSquare is going well at the beginning of the year.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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. • Requiring ParentSquare sign up for families to access skyward info • Teachers sending syllabi digitally via ParentSquare for signing • Cold calling families who have not signed up yet • Professional development teaching how to use ParentSquare for continuous family communication ***What resources will be used for implementation?*** *(For example, professional development, extended time, curriculum, materials, etc.?)* • ParentSquare • Q • Classroom syllabi	***What data will be collected to measure the impact of implementing this EBI?*** Data from ParentSquare showing how many families are registered. ***How will the impact on equitable learning or behavior change be measured?*** Data collected via parentsquare on different demographics	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** - Admin, blocking Q access until ParentSquare has been registered - Teachers, sending syllabi and communication via ParentSquare - Front office, cold calling families who have not registered ***When will this EBI occur?***		

What student groups will benefit and why? All students will benefit because family engagement increases student engagement.		Primarily at the beginning of the school year, so that parents can continue to engage in ParentSquare throughout the rest of the year. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Before the school year starts (initial request to register) and into the first few weeks of the year (calling families who have not yet registered)		

Section 7: 2026-2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, 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 2026-27, 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) 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 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 the SMARTIE goal tables above (from SY 2026–2027) positively impact student outcomes in pursuit of its associated 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.

OSPI School Improvement Plan 2026-27

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

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 and District data

Building Name: Yelm Middle School	**Does your school share a building with another school?** Yes ☐ No X **If yes, which one(s)?** (Note each school with a school code must submit a separate School Improvement Plan)**:** Click or tap here to enter text.
School Code: 2481	**Grade Span:** 6-8 **School Type:** Public
Principal: Mark Bowden	**Building Enrollment:** **680**
School District: Yelm Community Schools	**F/R Percentage:** **53%**
Board Approval Date: 10/23/26.	**Special Education Percentage:** **17%**
Plan Date: 10/23/26	**English Learner Percentage:** **5%**

Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status:

Tier 1 : Targeted 1-2

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 Family-Community Partners

Name	Title (if applicable)	Role
Mark Bowden	Principal	
Chelsea Richardson	AP	
Mel Keller	Counselor	
Melissa Cleveringa	Teacher	
Lola Pesce	Psychologist	
Sheri Roe	Teacher	

Angelic Sugai Ashley Pylant	Teacher Booster Club President	

Section 2: WSIF Cycle Identification and Report Card Data

School Improvement Plans should show alignment of goals, and evidence-based interventions, with WSIF data.
The following data table helps to name progress areas for:

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- SMARTIE Goals, and
- Evidence-based interventions used in your plan.

WSIF Cycle 3 Identification Thresholds:

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Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

Use the Washington State Report Card to complete the table.

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

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

2023 WSIF Cycle 3 Identification: Support Tier 1: Targeted 1-2

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	5.88	6.20	5.70
Comprehensive Graduation Rate	NA	NA	NA
Student Group			
American Indian/Alaska Native	1.53	2.50	3.05
Asian	5.88	7.90	6.75
Black/African American	4.75	3.90	4.75
Hawaiian/Other Pacific Islander	5.95	7.93	7.80
Hispanic/Latino	4.20	5.75	5.88
Two or more races	5.65	6.40	6.55
White	6.83	7.03	6.42
English Learner	1.38	2.10	2.15
Low Income	4.83	5.15	4.80

Special Education	2.63	2.43	2.10

Section 3: 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)

CNA Data Summary

1. What top strengths have emerged from multiple data sources?
   YMS has a strong foundation for improvement through positive early behavior trends, growth among several student groups, and a shared instructional focus. September office referrals decreased from 100 to 39, tardies decreased from 219 to 177, and cell phone confiscations decreased from 66 to 22 compared with the prior year. These are encouraging indicators of a more predictable learning environment.

WSIF results show sustained improvement from 2023 to 2025 for American Indian/Alaska Native students, Hispanic/Latino students, students identifying as two or more races, and English Learners. Our STAR and SBA analyses also reveal specific grade-level strengths that can inform collaborative planning. The YMS Participation Framework, structured homeroom routines, and growing student voice opportunities provide practical structures for building on these strengths.

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

Our greatest need is to strengthen consistent access to effective grade-level instruction while improving targeted support for students who are not making sufficient progress. The all-student WSIF score declined from 6.20 in 2024 to 5.70 in 2025. Students receiving special education services, English Learners, and American Indian/Alaska Native students continue to have the lowest WSIF scores, while the low-income student group has shown little overall change since 2023.

STAR and SBA analyses reinforce the need for explicit reading instruction, including understanding informational text structure, using evidence, and explaining relationships among ideas. We also need a more consistent process for monitoring intervention effectiveness and connecting attendance, course performance, and assessment results to timely support.

3. What disproportionalities exist among student groups?

The largest differences in 2025 WSIF scores are between students receiving special education services and English Learners and several other student groups. Special education has a score of 2.10, English Learners 2.15, and American Indian/Alaska Native students 3.05, compared with an all-student score of 5.70. Black/African American students at 4.75 and low-income students at 4.80 also score below the all-student group.

Trends differ across groups. American Indian/Alaska Native students improved from 1.53 to 3.05 and English Learners from 1.38 to 2.15, although substantial disparities remain. Special education scores declined across all three years, from 2.63 to 2.10. These patterns warrant examination of the individual WSIF measures, student group sizes, and access to instruction and support. The composite scores alone do not identify which factors account for the differences.

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

Our current analysis points to several potential contributing factors that require further validation. These include variation in access to grade-level tasks, explicit literacy instruction, language supports, accommodations, and structured opportunities to participate. Another area for examination is whether interventions consistently match identified needs and whether progress is reviewed frequently enough to adjust instruction when students are not improving.

Attendance barriers, students' sense of connection, and coordination between classroom teachers and support staff may also contribute to differences in opportunity and outcomes. We need to test these hypotheses through classroom observations, student work, intervention records, and student and family input before identifying them as confirmed root causes.

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

The strongest opportunity is to connect rigorous Tier 1 instruction, meaningful participation, and responsive intervention into one coherent approach. Students need consistent opportunities to read complex text, discuss ideas, use evidence, and demonstrate understanding, with appropriate scaffolds and accommodations.

Our Participation Framework can support this work when strategies are tied to clear learning goals and teachers use student responses to adjust instruction. A consistent cycle of identifying a priority skill, planning instruction, checking learning, and responding to results has the potential to improve outcomes across classrooms. Particular attention to students receiving special education and multilingual learner services will be essential to reducing persistent disparities.

6. How do identified needs impact each other?

Attendance, belonging, participation, and academic progress influence one another. Students who miss instruction lose opportunities to develop skills and receive feedback. Academic difficulty can then make participation more challenging and may contribute to frustration or disconnection. Students who feel less connected may be less likely to seek help or participate consistently.

Strong classroom instruction and relationships can interrupt this pattern, but interventions must complement core instruction and address the actual barrier. Coordinating academic, attendance, and behavioral information will help us respond to the whole student rather than addressing each concern separately.

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

Short-term priorities include establishing baseline data, selecting a small number of grade-level instructional priorities, implementing aligned participation strategies, and creating consistent intervention review routines. Within three to six months, teams should be able to document the support students receive, review evidence of progress, and adjust their response. Attendance follow-up and regular review of course failures should also be strengthened during this period.

Long-term priorities include sustained improvement in Tier 1 instruction, stronger coordination between general education and specialized services, reduced chronic absenteeism, and measurable reductions in student group disparities. These outcomes require repeated implementation and review across one to two years, supported by ongoing professional learning and student and family feedback.

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

A practical quick win would be for each grade-level team to select one high-priority reading skill identified in STAR or SBA data, use a shared instructional approach, and examine a brief sample of student work after implementation. Informational text structure offers one starting point where supported by grade-level findings. Pairing this work with a familiar participation structure would make implementation manageable and help teachers see more students' thinking.

Another quick win would be to use existing homeroom grade checks to identify a specific concern, establish one achievable next step with the student, and check back on completion. Sharing early evidence of improved understanding, work completion, or participation could build momentum without adding a separate initiative.

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

We need the individual measures underlying the WSIF scores, including student group sizes and participation information, to understand what is driving changes. Additional priorities include:

- Matched fall-to-spring STAR growth and SBA results by student group, grade, and skill.
- Intervention participation, frequency, duration, and progress-monitoring results.
- IEP goal progress and English language development data.
- Chronic absenteeism, average daily attendance, and course failure patterns by student group.
- Student and Family Belonging Survey results, response rates, and direct feedback.
- Classroom evidence of grade-level rigor, participation, accommodations, and language supports.
- Staff feedback on training needs, collaboration time, scheduling, and intervention capacity.

Section 4: Resource Inequities

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 inequities that we can address withing this CSIP are based around the resources that we have like the STAR program. I feel like with the proper training that could provide a huge addition to what we have and need.

Section 5: Priorities

Describe the top 3 priorities for improvement that were found by doing the Comprehensive Needs Assessment and that will inform your goals.

Priority #1: Strengthen consistent, accessible Tier 1 instruction.
STAR and SBA analyses identified grade-level needs in reading comprehension, including informational text structure, use of evidence, and relationships among ideas. The all-student WSIF score also declined from 6.20 in 2024 to 5.70 in 2025. Our goals will prioritize standards-aligned instruction, explicit literacy practices, and participation structures that make student thinking visible and help teachers adjust instruction.

Priority #2. Improve targeted supports and reduce student group disparities.
Students receiving special education services, English Learners, and American Indian/Alaska Native students have the lowest 2025 WSIF scores. Special education scores declined across all three reporting years. Our goals will strengthen coordination between classroom and support staff, match interventions to identified needs, and establish regular progress reviews so supports change when students are not making sufficient growth.

Priority #3: Strengthen attendance, belonging, and student ownership.
Our CNA identified the need to better connect attendance, student experience, and academic support. Early reductions in tardies and referrals are encouraging, but chronic absenteeism and belonging data require further review. Our goals will emphasize supportive attendance outreach, consistent homeroom check-ins, and meaningful student voice, with particular attention to students experiencing barriers to participation and school connection.

Section 6: 2026-27 School Improvement Plan- SMARTIE Goals

Using the guiding questions and tables below, identify your highest priority continuous school improvement goals that are aligned with the data-based priorities that you plan to accomplish through evidence-based interventions (activities, practices, or strategies) for SY 2026-27. These goals should be based off **WSIF** and additional **school-level data** compiled in your **Comprehensive Needs Assessment** and evaluation and identification of resource inequities. Refer to the **Step-by-Step School Improvement Planning and Implementation Guide** for more details and examples of SMARTIE Goals, short-and long-term data sources that may be used in the "Data Measures" column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

SY 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.

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

Subject	Assessment	Grades
ELA	Renaissance STAR Reading	6-10
Math	Renaissance STAR Math	6-10

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)*

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?

We should be able to identify that student are making progress by looking at their STAR scores. We have focused on Informational text analysis as a whole school, with a targeted focus on text structures so it will be nice to see if we see growth in those particular areas.

We are also using the STAR tool to track whether or not students are properly placed and to identify areas of weakness for each of them

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.) *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.) *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. Our biggest change this year has been the use of STAR data. In the past, the use of FAST data didn't provide us with enough information to make meaningful changes. *What resources will be used for implementation? (For example,*	***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***	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Academic Team ***When will this EBI occur?*** Each 4th PLC and within the context of PLCs ***When or how often will***	*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.

professional development, extended time, curriculum, materials, etc.?) WE are using our 4th PLC time, our academic team and our Care team ***What student groups will benefit and why?*** The goal, obviously, would be for all student groups to benefit but I think that our lowest students might have the largest benefit through an increase in targeted instruction	***behavior change be measured?*** We will use the STAR data but targeted	***progress be monitored or data reviewed? Be as specific as possible.*** We meet each month and then after each round of testing		
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 student groups will benefit and why?*** Click or tap here to enter text.	***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?*** Click or tap here to enter text.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Click or tap here to enter text. ***When will this EBI occur?*** Click or tap here to enter text. ***When or how often will progress be monitored or data reviewed?***	***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.

		Be as specific as possible. 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 percentage of students with an office reported incident in Q (major/minor) from **35%** in SY2526 to **26.25%** 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?

We will see a student culture that is focused on positive where students feel like they belong and they will know that they are appreciated and recognized for doing their best. This will be demonstrated by a reduction in referrals plus and increase in positive referrals.

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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. Common school wide expectations. School wide adoption of a no phone policy. Increased opportunities for recognition of positive student behavior *What resources will be used for implementation?* ***(For example, professional development, extended time, curriculum, materials, etc.?)*** We will use our PBIS team, our Booster Club, our ASB budget, our leadership classes *What student groups will benefit from and why?* All students will benefit because it will be easier for them to focus on school	***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?*** We will look at which groups are receiving ackowledgements	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** PBIS Team ***When will this EBI occur?*** Daily, weekly, monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Each month we will review data	*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. *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** *What student groups will benefit from and why?*	***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?*** Behavioral referrals, attendance numbers, recognition numbers	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** PBIS ***When will this EBI occur?*** ***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.
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 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**	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Click or tap here to enter text. ***When will this EBI occur?***	***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***

Click or tap here to enter text. *What student groups will benefit from and why?* Click or tap here to enter text.	**a diverse offering of student activities/recognition** ***How will the impact on equitable learning or behavior change be measured?*** Click or tap here to enter text.	Click or tap here to enter text. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Click or tap here to enter text.		***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 **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?

We will be able to see that attendance trends are positive and that we have plans place for students that are not meeting thresholds

Mid-Year Progress Review: (Answer this question in January for the Mid-Year Progress Review.) *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.) *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. We have a tighter attendance policy that will identify students of concern earlier *What resources will be used for implementation? **(For example, professional development, extended time, curriculum, materials, etc.?)*** Our Attendance team meetings, Community Truancy Meeetings when needed ***What student groups will benefit and why?*** All students hopefully but we will see specific growths with our identified tier 3 attendance students	***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?*** Attendance percentages	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Attendance Team ***When will this EBI occur?*** Weekly/Monthly ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** Monthly as a whole group, weekly in targeted group	*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. 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 and why?* Click or tap here to enter text.	***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?*** Click or tap here to enter text.	***Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?*** Click or tap here to enter text. ***When will this EBI occur?*** Click or tap here to enter text. ***When or how often will progress be monitored or data reviewed? Be as specific as possible.*** 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 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.

FUNDING:

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.

Section 7: 2026-2027 Mid-Year Reflection Questions

The following section is a reflection on mid-year findings, 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 2026-27, 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) 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 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 the SMARTIE goal tables above (from SY 2026–2027) positively impact student outcomes in pursuit of its associated 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.

YELM COMMUNITY SCHOOLS
THURSTON AND PIERCE COUNTIES, WASHINGTON

RESOLUTION NO. 02-26-27

CERTIFICATION OF 2027 EXCESS PROPERTY TAXES

A RESOLUTION of the Board of Directors of Yelm Community Schools, Thurston and Pierce Counties, Washington, certifying to the Board of County Commissioners of Thurston County and the Pierce County Council and the Superintendent of Capital Region ESD 113, the amount of excess property taxes to be levied in year 2026 and collected in year 2027 for the District's General Fund and Debt Service Fund and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF YELM COMMUNITY SCHOOLS, THURSTON AND PIERCE COUNTIES, WASHINGTON as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Yelm Community Schools, Thurston and Pierce Counties, Washington (the "District"), takes note of the following facts and makes the following findings and determinations:

(a) By Resolution No. 11-25-26, the Board adopted a budget for Fiscal Year 2026-27 (the "2026-27 Budget") that did not include certified General Fund excess property taxes to be levied in 2026 and collected in 2027 because, at the time of adoption of the 2026-27 Budget, District voters had not yet authorized a General Fund excess property tax levy for collection in 2027. On November 3, 2026, District voters approved a two-year educational programs and operations maintenance excess property tax levy for the District's General Fund, the amount of which levy to be collected in calendar year 2027 (the first year of collection) is $11,194,449.

(b) The 2026-27 Budget included certified Debt Service Fund excess property taxes in the amount of $7,500,000 to be levied in 2026 and collected in 2027.

(c) Pursuant to RCW 84.69.180, the District is authorized to recover levy funds not previously collected due to tax refunds, abatements or cancellations in the aggregate amount of $58,952.36 to be levied in 2026 and collected in 2027.

Section 2. Certification of General Fund Excess Property Tax Levy. Pursuant to RCW 84.52.020, the Board certifies to the Board of County Commissioners of Thurston County and the Pierce County Council and the Superintendent of Capital Region ESD 113, an excess property tax levy in the amount of $11,194,449 to be levied in calendar year 2026 and collected in calendar year 2027 for the District's General Fund.

Section 3. Certification of Debt Service Fund Excess Property Tax Levy. Pursuant to RCW 84.52.020, the Board certifies to the Board of County Commissioners of Thurston County and the Pierce County Council and the Superintendent of Capital Region ESD 113, an excess property tax levy in the amount of $7,500,000 to be levied in calendar year 2026 and collected in calendar year 2027 for the District's Debt Service Fund.

Section 4. Administrative Refund Levy. Pursuant to RCW 84.69.180, the Board certifies to the Board of County Commissioners of Thurston County and the Pierce County Council and the Superintendent of Capital Region ESD 113, an administrative refund levy of $58,952.36 to be levied in calendar year 2026 and collected in calendar year 2027. The Board further authorizes the District's

Director of Finance to determine the allocation of the administrative refund levy among the District's excess levies to be certified, all without further action of the Board.

Section 5. General Authorization and Ratification. The Secretary to the Board, the President of the Board, the District's Director of Finance and other appropriate officers of the District are authorized to take all other actions and execute all other documents necessary to effectuate the provisions of this resolution, and all prior actions taken in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 6. Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Yelm Community Schools, Thurston and Pierce Counties, Washington, at a regular open public meeting held this 19th day of November, 2026, the following Directors being present and voting in favor of the resolution.

YELM COMMUNITY SCHOOLS
THURSTON AND PIERCE COUNTIES,
WASHINGTON

_____
President and Director

_____
Vice President and Director

_____
Director

_____
Director

_____
Director

ATTEST:

_____
Chris Woods, Superintendent
Secretary to the Board of Directors

Budget Status Report

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	1,200	5,014.31	117,138.89		(115,938.89)	9,761.57
2000 LOCAL SUPPORT NONTAX	1,136,790	(216,185.26)	1,122,108.14		14,681.86	98.71
3000 STATE - GENERAL PURPOSE	59,807,293	5,676,227.88	56,766,692.72		3,040,600.28	94.92
4000 STATE - SPECIAL PURPOSE	23,584,592	4,041,286.19	24,374,120.92		(789,528.92)	103.35
5000 FEDERAL - GENERAL PURPOSE	158,000	0.00	215,707.91		(57,707.91)	136.52
6000 FEDERAL - SPECIAL PURPOSE	5,615,468	1,209,965.20	5,774,532.40		(159,064.40)	102.83
7000 REVENUES FR OTH SCH DIST	0	31,824.00	102,672.40		(102,672.40)	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	43,065.47	203,958.06		(203,958.06)	0.00
9000 OTHER FINANCING SOURCES	0	0.00	8,918,775.00		(8,918,775.00)	0.00
Total	**90,303,343**	**10,791,197.79**	**97,595,706.44**		**(7,292,363.44)**	**108.08**
B. EXPENDITURES						
00 Regular Instruction	51,247,446	2,878,811.33	45,874,349.61	0.00	5,373,096.39	89.52
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	19,821,958	1,701,592.12	19,693,693.91	0.00	128,264.09	99.35
30 Voc. Ed Instruction	3,809,295	843,132.12	3,803,433.61	0.00	5,861.39	99.85
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	4,460,260	610,707.07	4,748,963.11	0.00	(288,703.11)	106.47
70 Other Instructional Pgms	288,299	141,750.06	392,968.19	0.00	(104,669.19)	136.31
80 Community Services	0	0.00	0.00	0.00	0.00	0.00
90 Support Services	20,065,003	1,795,958.46	20,500,647.09	0.00	(435,644.09)	102.17
Total	**99,692,261**	**7,971,951.16**	**95,014,055.52**	**0.00**	**4,678,205.48**	**95.31**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**275,658**	**0.00**	**275,658.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(9,664,576)**	**2,819,246.63**	**2,305,992.92**		**11,970,568.92**	**(123.86)**
H. TOTAL BEGINNING FUND BALANCE	**4,900,000**		**5,926,151.80**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**(4,764,576)**		**8,232,144.72**			

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

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

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		8,000.00			
G/L 815 Restric Unequalized Deduct Rev	0		0.00			
G/L 821 Restrictd for Carryover	600,000		660,139.69			
G/L 823 Restricted for Carryover of Transition to Kindergarten	0		49,219.73			
G/L 825 Restricted for Skills Center	0		0.00			
G/L 828 Restricted for C/O of FS Rev	0		0.00			
G/L 830 Restricted for Debt Service	275,658		136,232.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	450,000		1,816,052.03			
G/L 845 Restricted for Self-Insurance	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 872 Committd to Econmc Stabilizatn	0		0.00			
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0		0.00			
G/L 875 Assigned Contingencies	0		0.00			
G/L 884 Assigned to Other Cap Projects	0		0.00			
G/L 888 Assigned to Other Purposes	8,000		0.00			
G/L 890 Unassigned Fund Balance	(9,664,576)		811,954.22			
G/L 891 Unassigned Min Fnd Bal Policy	3,566,342		4,750,547.05			
Total	**(4,764,576)**		**8,232,144.72**			

Differences **0** **0.00**

Budget Status Report

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	978,000	74,120.52	1,122,620.41		(144,620.41)	114.79
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	0	453,072.72	486,478.72		(486,478.72)	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	400,000.00		(400,000.00)	0.00
Total	**978,000**	**527,193.24**	**2,009,099.13**		**(1,031,099.13)**	**205.43**
B. EXPENDITURES						
10 Sites	150,000	0.00	0.00	0.00	150,000.00	0.00
20 Buildings	3,850,000	110,504.97	179,073.10	0.00	3,670,926.90	4.65
30 Equipment	950,000	(5,018.09)	444,814.26	0.00	505,185.74	46.82
40 Energy	0	464,049.92	464,049.92	0.00	(464,049.92)	0.00
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**4,950,000**	**569,536.80**	**1,087,937.28**	**0.00**	**3,862,062.72**	**21.98**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**8,918,775.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(3,972,000)**	**(42,343.56)**	**(7,997,613.15)**		**(4,025,613.15)**	**101.35**
H. TOTAL BEGINNING FUND BALANCE	**15,755,096**		**14,417,419.60**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**11,783,096**		**6,419,806.45**			

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

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

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		0.00			
G/L 825 Restricted for Skills Center	0		0.00			
G/L 830 Restricted for Debt Service	0		0.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 861 Restricted from Bond Proceeds	(225,000)		47,268.82			
G/L 862 Committed from Levy Proceeds	0		0.00			
G/L 863 Restricted from State Proceeds	7,964,701		1,926,326.85			
G/L 864 Restricted from Fed Proceeds	0		0.00			
G/L 865 Restricted from Other Proceeds	0		348,197.60			
G/L 866 Restrictd from Impact Proceeds	3,794,903		4,091,983.18			
G/L 867 Restricted from Mitigation Fees	3,000		6,030.00			
G/L 868 Restricted from CTE Carryover Resources	0		0.00			
G/L 869 Restricted fr Undistr Proceeds	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	245,492		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**11,783,096**		**6,419,806.45**			

Differences **0** **0.00**

Budget Status Report

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	7,137,099	25,184.53	7,299,031.89		(161,932.89)	102.27
2000 Local Support Nontax	90,000	13,156.33	131,494.78		(41,494.78)	146.11
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	275,658	0.00	275,658.00		0.00	100.00
Total	**7,502,757**	**38,340.86**	**7,706,184.67**		**(203,427.67)**	**102.71**
B. EXPENDITURES						
Matured Bond Expenditures	3,680,000	0.00	3,680,000.00	0.00	0.00	100.00
Interest On Bonds	3,538,808	0.00	3,538,808.00	0.00	0.00	100.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	1,500	0.00	642.60	0.00	857.40	42.84
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**7,220,308**	**0.00**	**7,219,450.60**	**0.00**	**857.40**	**99.99**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**282,449**	**38,340.86**	**486,734.07**		**204,285.07**	**72.33**
H. TOTAL BEGINNING FUND BALANCE	**4,048,577**		**4,106,033.34**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**4,331,026**		**4,592,767.41**			
K. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	4,331,026		4,592,767.41			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**4,331,026**		**4,592,767.41**			

Budget Status Report

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

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

Differences	**0**	**0.00**

Budget Status Report

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

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

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	358,712	3,477.23	248,417.92		110,294.08	69.25
2000 Athletics	408,392	4,977.00	102,735.13		305,656.87	25.16
3000 Classes	23,500	0.00	19,133.00		4,367.00	81.42
4000 Clubs	117,485	20,969.15	88,672.52		28,812.48	75.48
6000 Private Moneys	760	780.00	3,360.00		(2,600.00)	442.11
Total	**908,849**	**30,203.38**	**462,318.57**		**446,530.43**	**50.87**
B. EXPENDITURES						
1000 General Student Body	359,221	3,043.56	107,996.57	0.00	251,224.43	30.06
2000 Athletics	461,936	1,800.00	93,335.34	0.00	368,600.66	20.21
3000 Classes	23,500	629.15	10,699.40	0.00	12,800.60	45.53
4000 Clubs	140,868	574.98	98,909.34	0.00	41,958.66	70.21
6000 Private Moneys	849	0.00	1,605.04	0.00	(756.04)	189.05
Total	**986,374**	**6,047.69**	**312,545.69**	**0.00**	**673,828.31**	**31.69**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**(77,525)**	**24,155.69**	**149,772.88**		**227,297.88**	**(293.19)**
D. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
E. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. NET CHANGE IN FUND BALANCE (C+D-E)	**(77,525)**	**24,155.69**	**149,772.88**		**227,297.88**	**(293.19)**
G. TOTAL BEGINNING FUND BALANCE	**489,541**		**617,670.18**			
H. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
I. TOTAL ENDING FUND BALANCE (F + G ± H)	**412,016**		**767,443.06**			
J. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	9,000		9,000.00			
G/L 819 Restricted for Fund Purposes	403,016		757,893.06			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		550.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**412,016**		**767,443.06**			

Budget Status Report

Basis of Accounting: Fund Balance
Account Codes: State
Fund Code: 40
Reporting Month: August
Budget Type: Revised
Fund Description: Associated Student Body Fund

Differences	**0**	**0.00**

Budget Status Report

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

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

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	25,000	1,924.44	36,121.73		(11,121.73)	144.49
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	525,000	516,577.61	516,577.61		8,422.39	98.40
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	1,000	0.00	0.00		1,000.00	0.00
Total	**551,000**	**518,502.05**	**552,699.34**		**(1,699.34)**	**100.31**
B. EXPENDITURES						
Type 30 Equipment	983,450	0.00	982,549.79	0.00	900.21	99.91
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**983,450**	**0.00**	**982,549.79**	**0.00**	**900.21**	**99.91**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(432,450)**	**518,502.05**	**(429,850.45)**		**2,599.55**	**(0.60)**
H. TOTAL BEGINNING FUND BALANCE	**1,244,551**		**1,414,478.83**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**812,101**		**984,628.38**			

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

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

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		0.00			
G/L 819 Restricted for Fund Purposes	812,101		984,628.38			
G/L 830 Restricted for Debt Service	0		0.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**812,101**		**984,628.38**			

Differences **0** **0.00**



SEPTEMBER
MONTHLY FINANCIAL REPORT

Submitted by

Veronica Birdsong, Director of Finance

MONTHLY FINANCIAL REPORT

For September 30, 2026

General Fund

As of September 2026, 2026-27 Average K-12 enrollment is 4748.26 FTE, which is 123.74 FTE lower than the full year average enrollment budget of 4872. Average enrollment is 237.63 FTE lower than the prior year full year average.

The district's Sept ending fund balance is $6,825,421, or 7% of budgeted revenue. This is an improvement of 2% as compared to this time last year.

Capital Projects

The Capital Projects fund accounts for all financial activity used for the acquisition or construction of major capital facilities as approved by voters through bonds, in addition to impact fees collected for new residential developments that may cause the district to expand to serve new student capacity. The capital projects fund September fund balance is $6,447,455.

Debt Service Fund

The Debt Service Fund is a required fund to account for financial activity related to payment of long-term debt, specifically outstanding bonds. Payment of debt occurs twice a year –December and June.

Included in this Report

District Information

- Enrollment Report September

General Fund Graphs

- Ending Fund Balance in Dollars
- Year to Date Revenues (Actual vs. Projected)
- Year to Date Expenditures (Actual vs. Projected)
- General Fund – Comparison of Salary and Benefit Expenditures
- General Fund – Comparison of Expenditures Other than Compensation
- Year to Date Revenues and Expenditures (Actual vs. Budgeted)

Combined Balance Sheet

General Fund

- Budget Status Report

Capital Projects Fund

- Budget Status Report

Debt Service Fund

- Budget Status Report

ASB Fund

- Budget Status Report

Transportation Vehicle Fund

Administrative Costs

Monthly Financial Report (Continued)

Debt Service Fund (Continued)

In December, principal and interest totaling $5,573,825 is to be paid on outstanding bonds. In June, interest totaling $1,636,807 is to be paid on outstanding bonds. September fund balance is $4,677,092.

Associated Student Body (ASB) Fund

The Associated Student Body Funds represent monies raised by student groups for cultural, athletic, recreational, and/or social purposes. September fund balance for the ASB fund is $809,688.

Transportation Fund

The Transportation Vehicle Fund revenue is based on depreciation proceeds received from the state and is based on the number and age of our bus fleet. The Debt Service fund can be used to purchase buses. The September fund balance for the Transportation Vehicle fund is $987,232.

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

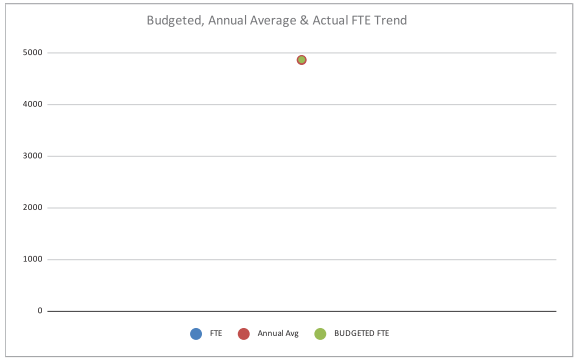
Budgeted vs. Annual Average FTE (TK-12)	
Budgeted FTE	4872.00
Annual Average	4866.24
DIFFERENCE	(5.76)

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	

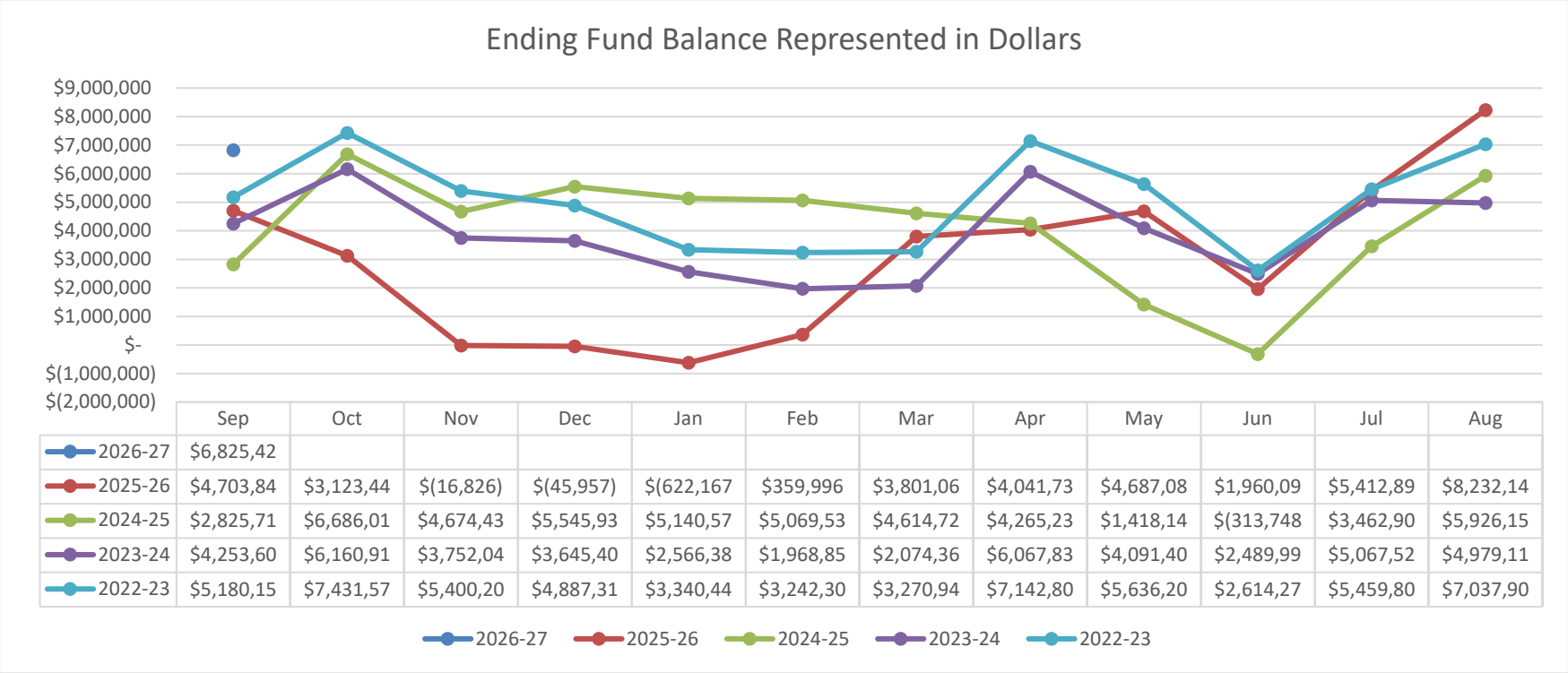
ENROLLMENT COMPARED TO LAST MONTH

	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)**

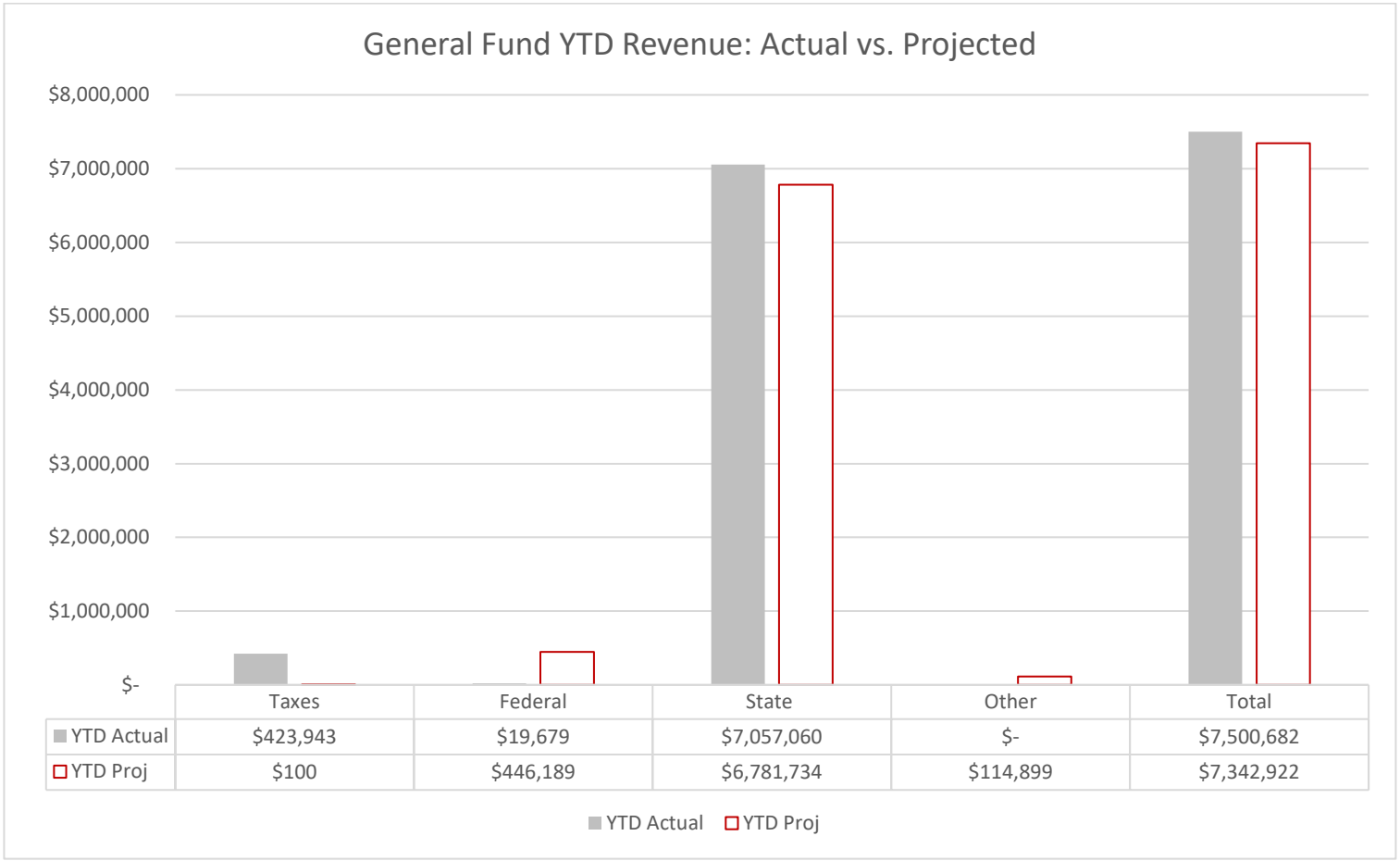


ENROLLMENT COMPARED TO LAST YEAR

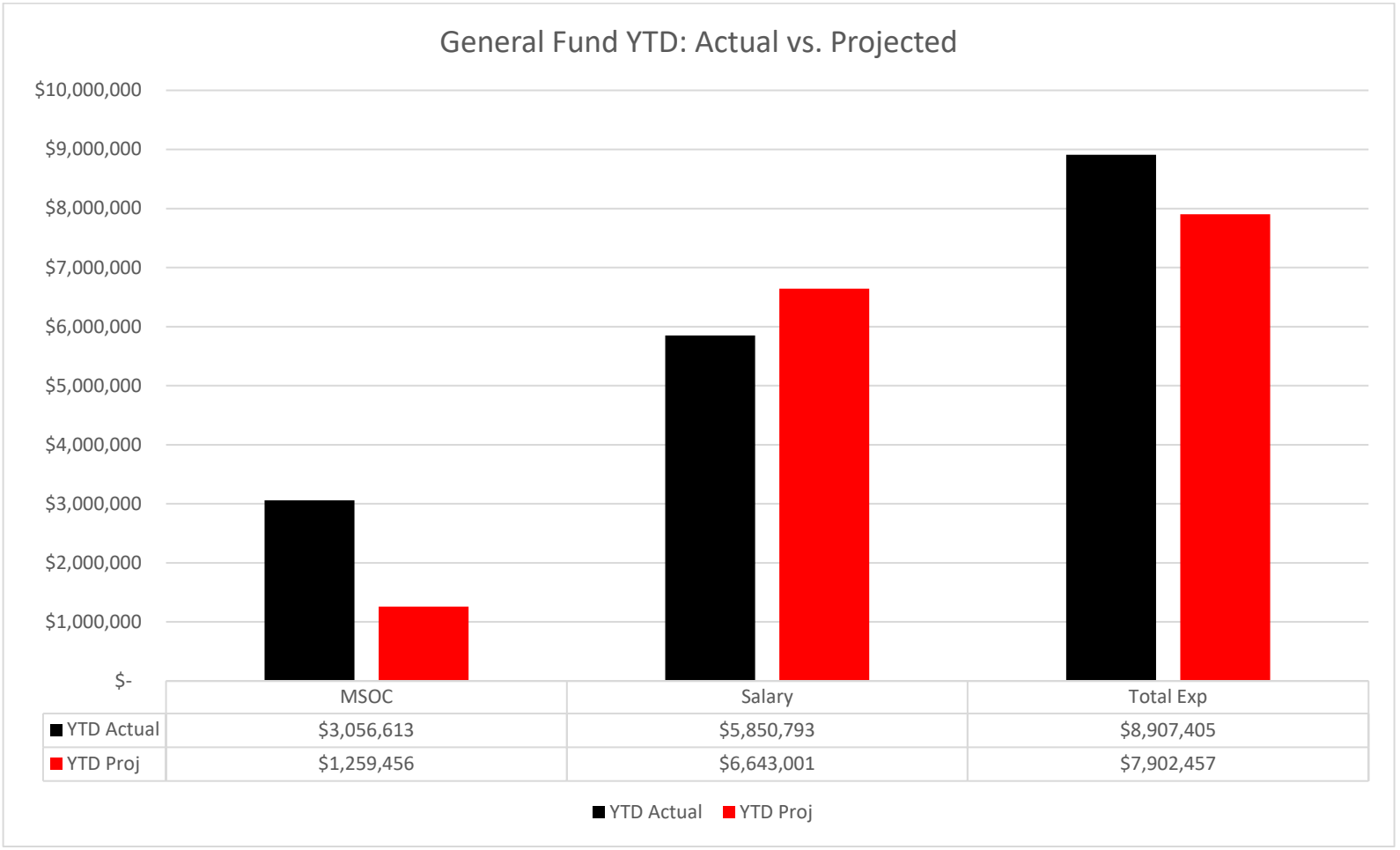
HEAD COUNT			FTE COUNT		
September-25	September-26	Difference	September-25	September-26	Difference
5347	4976	(371.00)	5220.93	4866.24	(354.69)



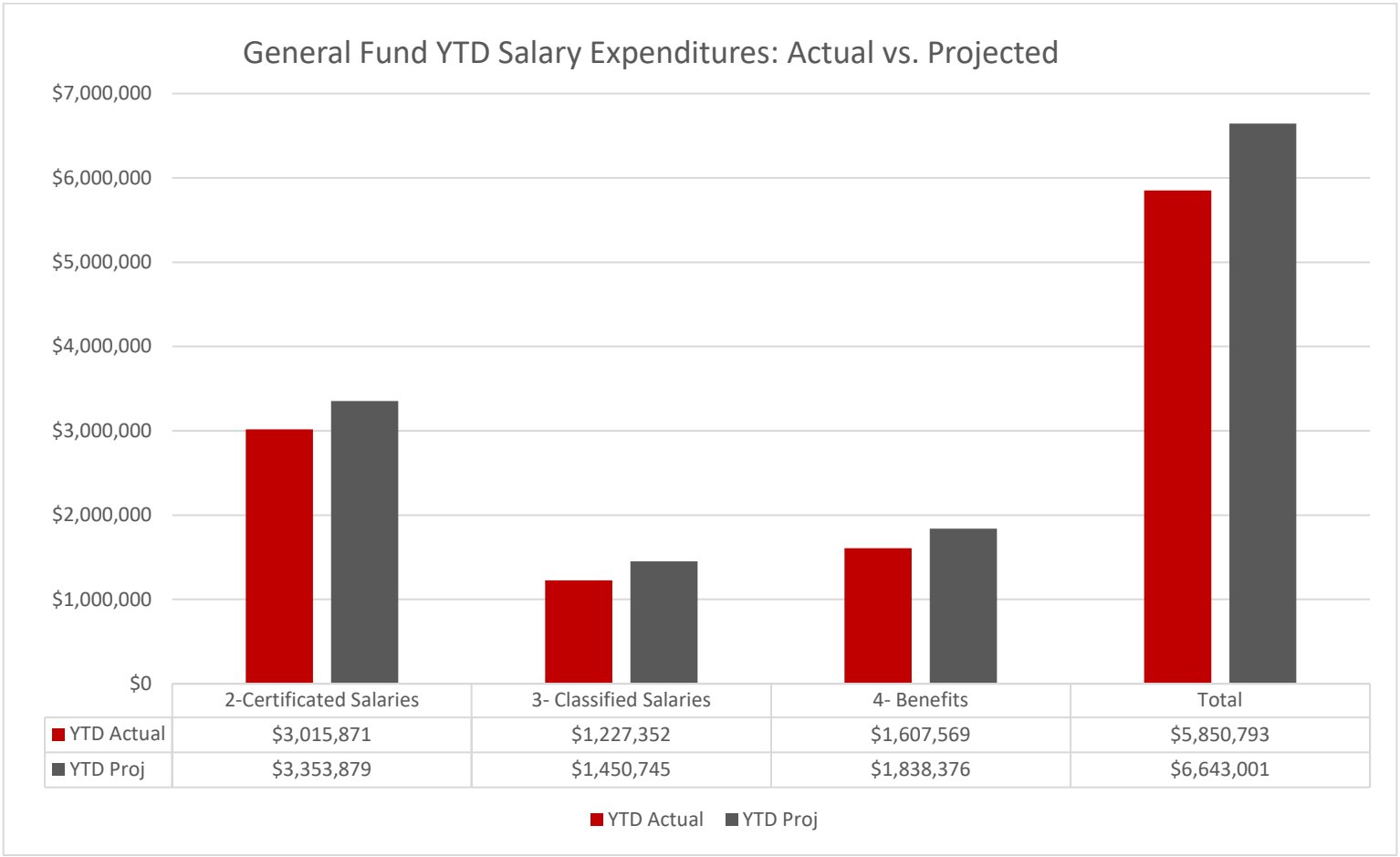
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
2026-27	$6,825,42											
2025-26	$4,703,84	$3,123,44	$(16,826)	$(45,957)	$(622,167	$359,996	$3,801,06	$4,041,73	$4,687,08	$1,960,09	$5,412,89	$8,232,14
2024-25	$2,825,71	$6,686,01	$4,674,43	$5,545,93	$5,140,57	$5,069,53	$4,614,72	$4,265,23	$1,418,14	$(313,748	$3,462,90	$5,926,15
2023-24	$4,253,60	$6,160,91	$3,752,04	$3,645,40	$2,566,38	$1,968,85	$2,074,36	$6,067,83	$4,091,40	$2,489,99	$5,067,52	$4,979,11
2022-23	$5,180,15	$7,431,57	$5,400,20	$4,887,31	$3,340,44	$3,242,30	$3,270,94	$7,142,80	$5,636,20	$2,614,27	$5,459,80	$7,037,90



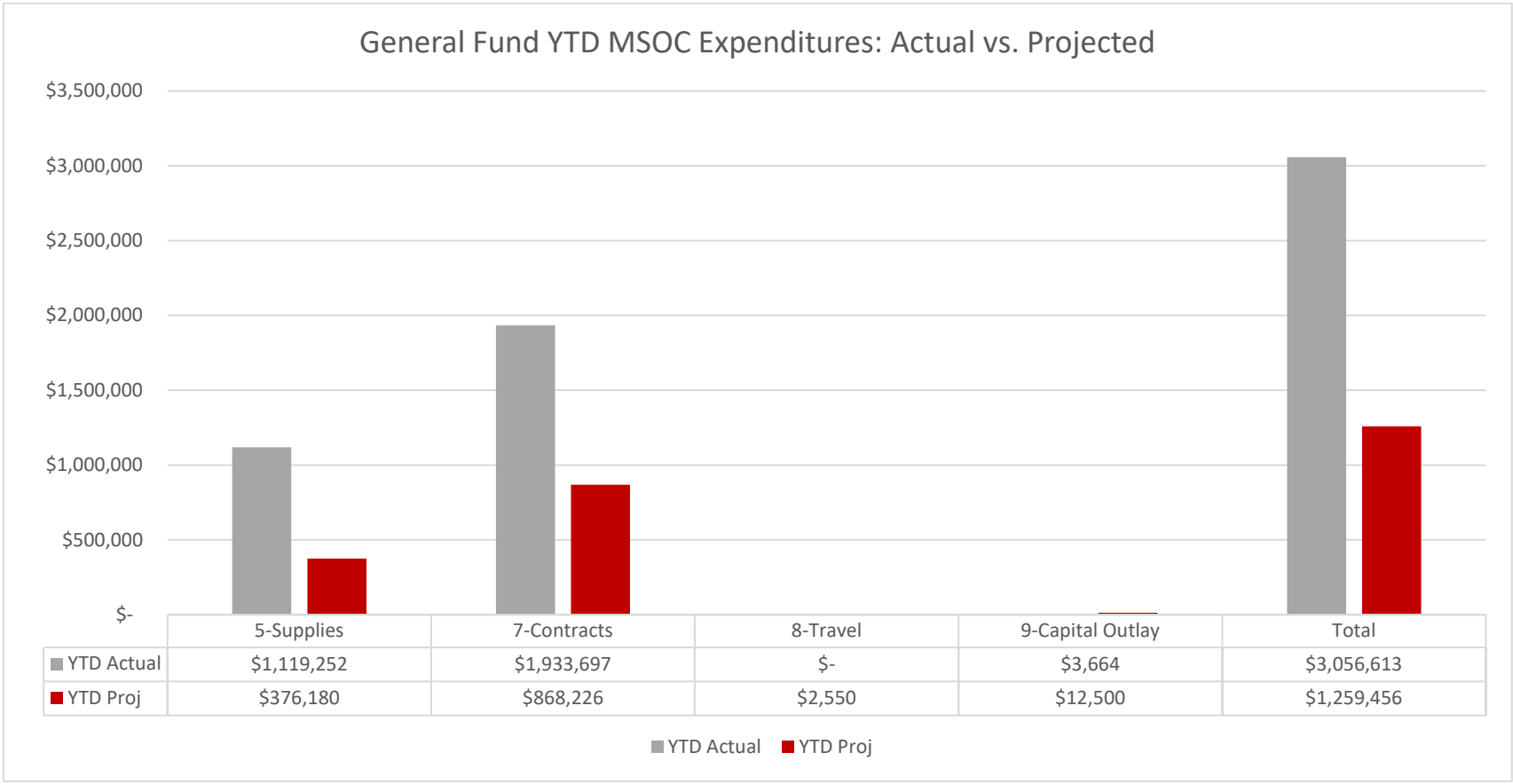
	Taxes	Federal	State	Other	Total
YTD Actual	$423,943	$19,679	$7,057,060	$-	$7,500,682
YTD Proj	$100	$446,189	$6,781,734	$114,899	$7,342,922



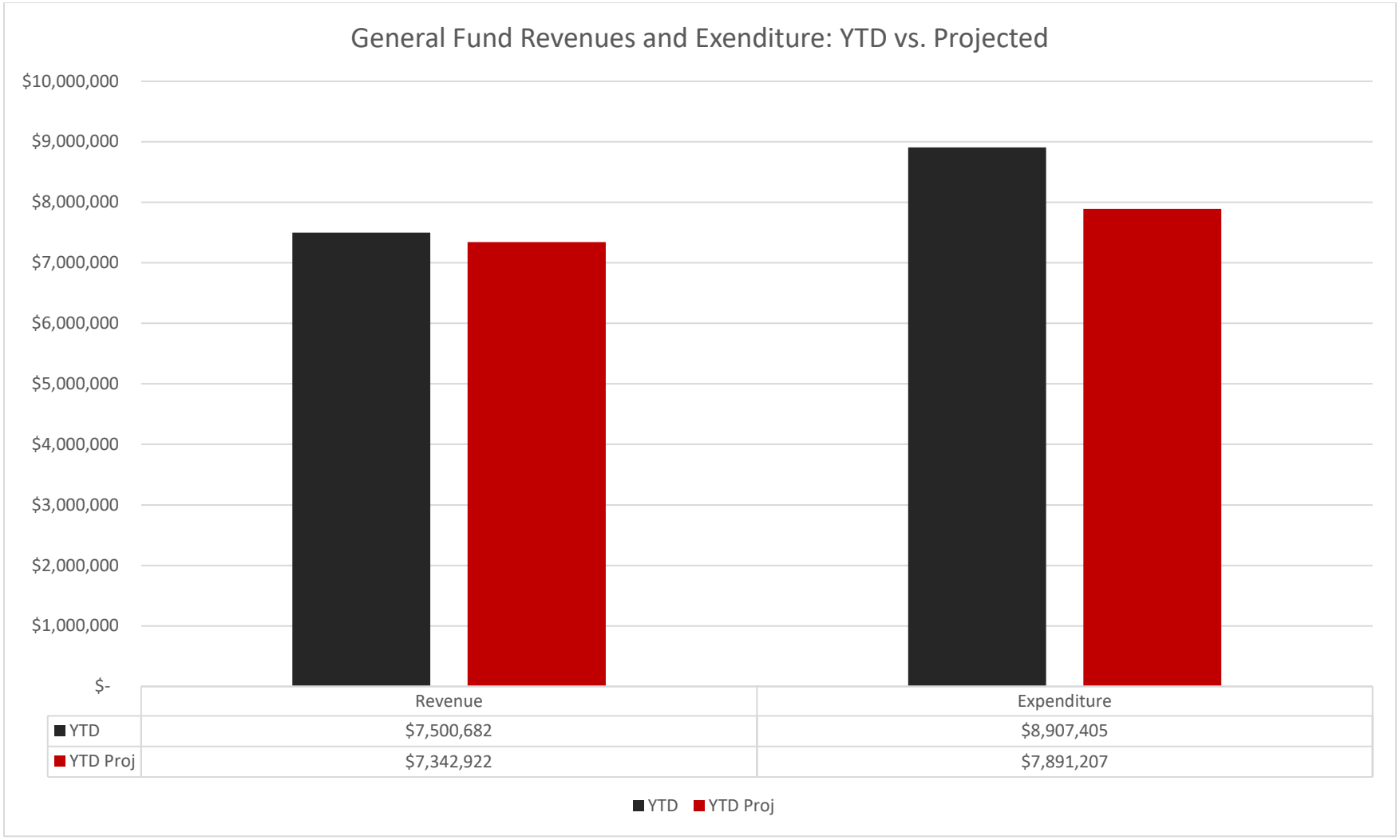
	MSOC	Salary	Total Exp
YTD Actual	$3,056,613	$5,850,793	$8,907,405
YTD Proj	$1,259,456	$6,643,001	$7,902,457



	2-Certificated Salaries	3- Classified Salaries	4- Benefits	Total
YTD Actual	$3,015,871	$1,227,352	$1,607,569	$5,850,793
YTD Proj	$3,353,879	$1,450,745	$1,838,376	$6,643,001



	5-Supplies	7-Contracts	8-Travel	9-Capital Outlay	Total
YTD Actual	$1,119,252	$1,933,697	$-	$3,664	$3,056,613
YTD Proj	$376,180	$868,226	$2,550	$12,500	$1,259,456



	Revenue	Expenditure
YTD	$7,500,682	$8,907,405
YTD Proj	$7,342,922	$7,891,207

Budget Status Report

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

Reporting Month: September **Budget Type:** Revised **Fund Description:** GENERAL FUND

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 LOCAL TAXES	1,200	40,231.27	40,231.27		(39,031.27)	3,352.61
2000 LOCAL SUPPORT NONTAX	1,078,790	383,711.75	383,711.75		695,078.25	35.57
3000 STATE - GENERAL PURPOSE	56,673,920	5,101,281.95	5,101,281.95		51,572,638.05	9.00
4000 STATE - SPECIAL PURPOSE	24,706,888	1,955,777.83	1,955,777.83		22,751,110.17	7.92
5000 FEDERAL - GENERAL PURPOSE	158,000	0.00	0.00		158,000.00	0.00
6000 FEDERAL - SPECIAL PURPOSE	5,196,271	19,678.70	19,678.70		5,176,592.30	0.38
7000 REVENUES FR OTH SCH DIST	140,000	0.00	0.00		140,000.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	160,000	0.00	0.00		160,000.00	0.00
9000 OTHER FINANCING SOURCES	0	0.00	0.00		0.00	0.00
Total	**88,115,069**	**7,500,681.50**	**7,500,681.50**		**80,614,387.50**	**8.51**
B. EXPENDITURES						
00 Regular Instruction	47,019,998	3,784,921.05	3,784,921.05	34,667,002.65	8,568,074.30	81.78
10 Federal Stimulus	0	0.00	0.00	0.00	0.00	0.00
20 Special Ed Instruction	19,606,819	1,160,156.79	1,160,156.79	14,664,836.67	3,781,825.54	80.71
30 Voc. Ed Instruction	3,917,345	280,131.56	280,131.56	2,703,048.65	934,164.79	76.15
40 Skills Center Instruction	0	0.00	0.00	0.00	0.00	0.00
50+60 Compensatory Ed Instruct.	3,958,125	697,142.80	697,142.80	3,227,765.24	33,216.96	99.16
70 Other Instructional Pgms	205,753	37,378.92	37,378.92	281,803.78	(113,429.70)	155.13
80 Community Services	0	0.00	0.00	0.00	0.00	0.00
90 Support Services	19,986,439	2,947,674.15	2,947,674.15	15,109,688.81	1,929,076.04	90.35
Total	**94,694,479**	**8,907,405.27**	**8,907,405.27**	**70,654,145.80**	**15,132,927.93**	**84.02**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**484,287**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(7,063,697)**	**(1,406,723.77)**	**(1,406,723.77)**		**5,656,973.23**	**(80.09)**
H. TOTAL BEGINNING FUND BALANCE	**7,940,871**		**8,232,144.72**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**877,174**		**6,825,420.95**			

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		8,000.00			
G/L 815 Restric Unequalized Deduct Rev	0		0.00			
G/L 821 Restrictd for Carryover	170,500		660,139.69			
G/L 823 Restricted for Carryover of Transition to Kindergarten	0		49,219.73			
G/L 825 Restricted for Skills Center	0		0.00			
G/L 828 Restricted for C/O of FS Rev	0		0.00			
G/L 830 Restricted for Debt Service	0		136,232.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	450,000		1,816,052.03			
G/L 845 Restricted for Self-Insurance	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 872 Committd to Econmc Stabilizatn	0		0.00			
G/L 873 Committed to Depreciation Sub-Fund for Facility Maintenance	0		0.00			
G/L 875 Assigned Contingencies	0		0.00			
G/L 884 Assigned to Other Cap Projects	0		0.00			
G/L 888 Assigned to Other Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	256,674		(594,769.55)			
G/L 891 Unassigned Min Fnd Bal Policy	0		4,750,547.05			
Total	**877,174**		**6,825,420.95**			

Differences **0** **0.00**

Budget Status Report

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

Reporting Month: September **Budget Type:** Revised **Fund Description:** CAPITAL PROJECTS FUND

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Support Nontax	650,000	23,984.87	23,984.87		626,015.13	3.69
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	2,056,900	0.00	0.00		2,056,900.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
7000 Revenues Fr Oth Sch Dist	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	948,055	0.00	0.00		948,055.00	0.00
Total	**3,654,955**	**23,984.87**	**23,984.87**		**3,630,970.13**	**0.66**
B. EXPENDITURES						
10 Sites	600,000	0.00	0.00	0.00	600,000.00	0.00
20 Buildings	1,800,000	0.00	0.00	616,898.53	1,183,101.47	34.27
30 Equipment	2,169,900	(3,663.56)	(3,663.56)	0.00	2,173,563.56	(0.17)
40 Energy	1,390,000	0.00	0.00	249,420.52	1,140,579.48	17.94
50 Sales & Lease Expenditure	0	0.00	0.00	0.00	0.00	0.00
60 Bond Issuance Expenditure	0	0.00	0.00	0.00	0.00	0.00
90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**5,959,900**	**(3,663.56)**	**(3,663.56)**	**866,319.05**	**5,097,244.51**	**14.47**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(2,304,945)**	**27,648.43**	**27,648.43**		**2,332,593.43**	**(101.20)**
H. TOTAL BEGINNING FUND BALANCE	**6,462,147**		**6,419,806.45**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**4,157,202**		**6,447,454.88**			

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

Reporting Month: September **Budget Type:** Revised **Fund Description:** CAPITAL PROJECTS FUND

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		0.00			
G/L 825 Restricted for Skills Center	0		0.00			
G/L 830 Restricted for Debt Service	0		0.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 861 Restricted from Bond Proceeds	43,063		51,922.53			
G/L 862 Committed from Levy Proceeds	0		0.00			
G/L 863 Restricted from State Proceeds	(1,020,132)		1,929,990.41			
G/L 864 Restricted from Fed Proceeds	0		0.00			
G/L 865 Restricted from Other Proceeds	99,267		348,197.60			
G/L 866 Restrictd from Impact Proceeds	4,580,919		4,106,722.11			
G/L 867 Restricted from Mitigation Fees	6,030		6,030.00			
G/L 868 Restricted from CTE Carryover Resources	0		0.00			
G/L 869 Restricted fr Undistr Proceeds	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	448,055		4,592.23			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**4,157,202**		**6,447,454.88**			

Differences **0** **0.00**

Budget Status Report

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

Reporting Month: September **Budget Type:** Revised **Fund Description:** DEBT SERVICE FUND

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	7,256,997	69,143.17	69,143.17		7,187,853.83	0.95
2000 Local Support Nontax	90,000	15,181.67	15,181.67		74,818.33	16.87
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	136,232	0.00	0.00		136,232.00	0.00
Total	**7,483,229**	**84,324.84**	**84,324.84**		**7,398,904.16**	**1.13**
B. EXPENDITURES						
Matured Bond Expenditures	3,855,000	0.00	0.00	0.00	3,855,000.00	0.00
Interest On Bonds	3,355,632	0.00	0.00	0.00	3,355,632.00	0.00
Interfund Loan Interest	0	0.00	0.00	0.00	0.00	0.00
Bond Transfer Fees	1,500	0.00	0.00	0.00	1,500.00	0.00
Arbitrage Rebate	0	0.00	0.00	0.00	0.00	0.00
Underwriter's Fees	0	0.00	0.00	0.00	0.00	0.00
Total	**7,212,132**	**0.00**	**0.00**	**0.00**	**7,212,132.00**	**0.00**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**271,097**	**84,324.84**	**84,324.84**		**(186,772.16)**	**(68.89)**
H. TOTAL BEGINNING FUND BALANCE	**4,388,727**		**4,592,767.41**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**4,659,824**		**4,677,092.25**			
K. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	0		0.00			
G/L 830 Restricted for Debt Service	4,659,824		4,677,092.25			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**4,659,824**		**4,677,092.25**			

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

Reporting Month: September **Budget Type:** Revised **Fund Description:** DEBT SERVICE FUND

Differences	**0**	**0.00**

Budget Status Report

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

Reporting Month: September **Budget Type:** Revised **Fund Description:** ASSOCIATED STUDENT BODY FUND

A. REVENUES	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 General Student Body	358,712	45,485.78	45,485.78		313,226.22	12.68
2000 Athletics	408,392	11,018.68	11,018.68		397,373.32	2.70
3000 Classes	23,500	990.00	990.00		22,510.00	4.21
4000 Clubs	117,485	1,986.79	1,986.79		115,498.21	1.69
6000 Private Moneys	760	0.00	0.00		760.00	0.00
Total	**908,849**	**59,481.25**	**59,481.25**		**849,367.75**	**6.54**
B. EXPENDITURES						
1000 General Student Body	363,183	3,718.80	3,718.80	2,750.34	356,713.86	1.78
2000 Athletics	319,940	12,602.77	12,602.77	8,367.56	298,969.67	6.55
3000 Classes	26,000	474.75	474.75	0.00	25,525.25	1.83
4000 Clubs	84,298	425.41	425.41	0.00	83,872.59	0.50
6000 Private Moneys	1,730	15.00	15.00	0.00	1,715.00	0.87
Total	**795,151**	**17,236.73**	**17,236.73**	**11,117.90**	**766,796.37**	**3.57**
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	**113,698**	**42,244.52**	**42,244.52**		**(71,453.48)**	**(62.84)**
D. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
E. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. NET CHANGE IN FUND BALANCE (C+D-E)	**113,698**	**42,244.52**	**42,244.52**		**(71,453.48)**	**(62.84)**
G. TOTAL BEGINNING FUND BALANCE	**741,021**		**767,443.06**			
H. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
I. TOTAL ENDING FUND BALANCE (F + G ± H)	**854,719**		**809,687.58**			
J. ENDING FUND BALANCE ACCOUNTS						
G/L 810 Restricted for Other Items	9,000		9,000.00			
G/L 819 Restricted for Fund Purposes	845,719		800,137.58			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		550.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 870 Committed to Other Purposes	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**854,719**		**809,687.58**			

Basis of Accounting: Fund Balance
Account Codes: Agency
Fund Code: 40
Reporting Month: September
Budget Type: Revised
Fund Description: ASSOCIATED STUDENT BODY FUND

Differences	**0**	**0.00**

Budget Status Report

Basis of Accounting: Fund Balance | **Account Codes:** Agency | **Fund Code:** 90

Reporting Month: September | **Budget Type:** Revised | **Fund Description:** TRANSPORTATION VEHICLE FUND

A. REVENUES/OTHER FIN. SOURCE	Annual Budget	Actual for Month	Actual for Year	Encumbrances	Balance	Percent
1000 Local Taxes	0	0.00	0.00		0.00	0.00
2000 Local Nontax	25,000	2,603.32	2,603.32		22,396.68	10.41
3000 State - General Purpose	0	0.00	0.00		0.00	0.00
4000 State - Special Purpose	624,751	0.00	0.00		624,751.00	0.00
5000 Federal - General Purpose	0	0.00	0.00		0.00	0.00
6000 Federal - Special Purpose	0	0.00	0.00		0.00	0.00
8000 Other Agencies and Associates	0	0.00	0.00		0.00	0.00
9000 Other Financing Sources	0	0.00	0.00		0.00	0.00
Total	**649,751**	**2,603.32**	**2,603.32**		**647,147.68**	**0.40**
B. EXPENDITURES						
Type 30 Equipment	1,153,441	0.00	0.00	480,050.08	673,390.92	41.62
Type 40 Energy	0	0.00	0.00	0.00	0.00	0.00
Type 60 Bond Levy Issuance	0	0.00	0.00	0.00	0.00	0.00
Type 90 Debt	0	0.00	0.00	0.00	0.00	0.00
Total	**1,153,441**	**0.00**	**0.00**	**480,050.08**	**673,390.92**	**41.62**
C. OTHER FIN. USES TRANS. OUT (GL 536)	**0**	**0.00**	**0.00**			
D. OTHER FINANCING USES (GL 535)	**0**	**0.00**	**0.00**			
E. UNUSUAL OR INFREQUENT ITEMS - INFLOWS (GL 968)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
F. UNUSUAL OR INFREQUENT ITEMS – OUTFLOWS (GL 538)	**0**	**0.00**	**0.00**		**0.00**	**0.00**
G. NET CHANGE IN FUND BALANCE (A-B-C-D+E-F)	**(503,690)**	**2,603.32**	**2,603.32**		**506,293.32**	**(100.52)**
H. TOTAL BEGINNING FUND BALANCE	**1,106,441**		**984,628.38**			
I. G/L 896, 897, 898 ACCOUNTING CHANGES AND ERROR CORRECTIONS (±)			**0.00**			
J. TOTAL ENDING FUND BALANCE (G + H ± I)	**602,751**		**987,231.70**			

Basis of Accounting: Fund Balance | **Account Codes:** Agency | **Fund Code:** 90

Reporting Month: September | **Budget Type:** Revised | **Fund Description:** TRANSPORTATION VEHICLE FUND

K. ENDING FUND BALANCE ACCOUNTS

G/L 810 Restricted For Other Items	0		0.00			
G/L 819 Restricted for Fund Purposes	602,751		987,231.70			
G/L 830 Restricted for Debt Service	0		0.00			
G/L 835 Restrictd For Arbitrage Rebate	0		0.00			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0.00			
G/L 850 Restricted for Uninsured Risks	0		0.00			
G/L 889 Assigned to Fund Purposes	0		0.00			
G/L 890 Unassigned Fund Balance	0		0.00			
Total	**602,751**		**987,231.70**			

Differences **0** **0.00**

Administrative Costs

Total By Department	Description	Budget	YTD
11	Board of Directors	$ 273,350	$ 53,000
12	Superintendent's Office	$ 466,904	$ 38,936
13	Business Office	$ 867,581	$ 97,799
14	Human Resources	$ 565,476	$ 56,690
15	Public Relations	$ 136,402	$ 36,734
21	Supervision	$ 2,162,819	$ 172,464
41	Supervision-Food Service	$ 254,428	$ 23,465
51	Supervision-Transportation	$ 529,248	$ 44,792
61	Supervision- Maintenance and Opera	$ 464,441	$ 44,245
	Total Administration	**$ 5,720,648.27**	**$ 568,125.93**

District Budget	$ 94,694,479
Administrative Budget	$ 5,720,648
Administrative percentage	6%

Yelm Community School Grants- 2025-26 School Year

Standardized Program Name	Funding Source	Primary Focus Area	Narrative Description	Total Grant Award	YTD Expenditures
DoDEA/DoWEA Grant (2022 Cohort)	Federal	Military-Connected Students	Five-year federal Department of Defense Education Activity (DoDEA) grant awarded in 2022 to strengthen initial instruction in core subjects. While student outcome data is tracked specifically for military-connected students, the grant benefits all students across the district by supporting educatos with professional development focused on Universal Design for Learning (UDL) principles and student engagement strategies.	$ 750,000	$ 523,702.07
DoDEA/DoWEA Grant (2024 Cohort)	Federal	Military-Connected Students	Five-year federal Department of Defense Education Activity (DoDEA) grant awarded in 2024 to improve K–12 reading outcomes through strong Tier 1 instruction at the elementary level and targeted interventions in middle and high school. The grant benefits all students through curriculum and materials purchases as well as educator professional development on the science of reading and effective ELA teaching methodology.	$ 1,250,000	$ 380,625.82
Special Education Safety Net	Federal	Special Education	State and federal supplemental funding designed to reimburse school districts for extraordinary costs associated with serving high-need special education students whose IEP expenses exceed local thresholds.	$ 91,370	$ 91,370.00
IDEA Part B, Section 611	Federal	Special Education	Federal Individuals with Disabilities Education Act (IDEA) Part B formula grant supporting special education and related services for eligible students with disabilities ages 3 through 22.	$ 1,160,519	$ 1,139,334.99
IDEA Part B, Section 619 (Preschool)	Federal	Early Childhood / Special Ed	Federal IDEA Part B preschool grant providing targeted funding for early childhood special education and related services for children with disabilities ages 3 through 5.	$ 27,720	$ 24,601.62
Carl D. Perkins CTE Grant	Federal	Career & Technical Education	Federal Carl D. Perkins Career and Technical Education (CTE) grant supporting the development, modernization, and alignment of secondary CTE pathways to prepare students for high-demand careers and postsecondary education.	$ 42,768	$ 41,987.85
ESEA Title I, Part A	Federal	Academic Intervention / Equity	Federal ESEA Title I, Part A funding providing supplemental academic support and resources to schools with high percentages of children from low-income families to ensure all students meet state academic standards.	$ 1,585,050	$ 1,469,068.83
ESEA Title II, Part A	Federal	Educator Quality & PD	Title II, Part A funds are used to improve student achievement by elevating effective instructional practice. We use these funds for district-wide professional development and to provide principals with building PD funds. Principals can use allocations to support staff training and collaboration that addresses school improvement plans and the district strategic plan.	$ 237,626	$ 79,399.65
ESEA Title III, Part A	Federal	Multilingual Learners	Federal ESEA Title III, Part A funding supporting English learners (ELs) and immigrant students in attaining English language proficiency and meeting state academic achievement standards.	$ 43,068	$ 21,458.61
ESEA Title IV, Part A (SSAE)	Federal	Student Support & Enrichment	Provides funds as part of a larger consolidated federal grant program to support student safety, guidance related to post-secondary opportunities and effective use of technology.	$ 91,219	$ 87,899.53
Learning Assistance Program (LAP)	State	Academic Intervention	State Learning Assistance Program (LAP) funding providing supplemental academic and readiness interventions for K–12 students who are not yet meeting grade-level standards in reading, writing, mathematics, or readiness to learn.	$ 2,035,462	$ 1,828,030.34

Yelm Community School Grants- 2025-26 School Year

Standardized Program Name	Funding Source	Primary Focus Area	Narrative Description	Total Grant Award	YTD Expenditures
LAP High-Poverty School Allocation	State	Academic Intervention / Equity	State Learning Assistance Program (LAP) High-Poverty allocation providing additional targeted academic and behavioral interventions at qualifying schools where at least 50% of students are eligible for free or reduced-price meals.	$ 227,187	$ 205,562.76
State Special Education Apportionment	State	Special Education	State categorical apportionment funding the core instructional, behavioral, and related services required to provide a Free Appropriate Public Education (FAPE) to students with Individualized Education Programs (IEPs).	$ 14,887,702	$ 16,884,845.98
Career & Technical Education (CTE)	State	Career & Technical Education	State categorical apportionment funding middle and high school exploratory and preparatory CTE courses, industry-standard equipment, and career-connected learning opportunities.	$ 4,104,155	$ 3,761,445.76
Transitional Bilingual Instruction (TBIP)	State	Multilingual Learners	State Transitional Bilingual Instruction Program (TBIP) funding supporting language acquisition and core academic instruction for multilingual learners until they achieve English proficiency.	$ 400,648	$ 392,957.01
Highly Capable Program	State	Accelerated Learning	State categorical funding supporting specialized identification, accelerated instruction, and enrichment programs for K–12 students identified as exceptionally gifted or highly capable.	$ 176,167	$ 156,930.95
Teacher/Principal Evaluation Program (TPEP)	State	Educator Quality & PD	Provides funds to support new to career/district teachers and administrators; funds training on the Marzano instructional framework, teacher evaluation rubrics, and the student growth goal component.	$ 9,432	$ 8,814.12
Tribal Language Grant	State	Cultural & Language Preservation	Provides funds to support the district's partnership with the Nisqually providing language and cultural enrichment activities for Southworth students with Nisqually tribal affiliation.	$ 11,250	$ 10,515.00
SEL & Substance Use Prevention	State	Student Wellness & Prevention	Targeted grant funding supporting school-based Social-Emotional Learning (SEL) initiatives, behavioral health resources, and evidence-based substance use prevention and intervention programs.	$ 5,000	$ 4,649.01
WA Kindergarten Inventory of Developing Skills (WaKids)	State	Early Childhood	Provides funds for kindergarten teachers new to the WaKIDS assesssment to complete the OSPI required administration training.	$ 600	$ 523.92
Office of System & School Improvement	Federal	School Improvement	Provides funds targeted at schools who are currently in Tier 3 improvement status as measured by the Washington School Improvement Framework. Currently, Yelm Extension School, Prairie Elementary and Fort Stevens Elementary qualify. All funds are to be allocated to activities that directly support actions/interventions documented in each school's school improvement plan.	$ 77,500	$ 53,265.50

November 2026

Yelm Community Schools Monthly Enrollment Report (P223)

	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							20	20.00															20	20.00	TK
K	93	91.09	43	43.00	32	32.00	63	62.58	56	56.00	42	42.00											329	326.67	K
1	86	86.00	48	47.02	44	43.41	67	66.99	32	32.00	39	39.00											316	314.42	1
2	102	102.00	67	67.00	54	54.00	52	52.00	59	58.95	46	46.00											380	379.95	2
3	90	88.96	54	54.00	50	49.66	71	71.00	69	66.15	43	43.00											377	372.77	3
4	109	107.07	56	56.00	74	74.00	63	62.44	60	59.71	40	40.00											402	399.22	4
5	119	119.00	48	48.00	67	66.14	84	83.23	65	65.00	59	59.00											442	440.37	5
6													232	231.20	178	177.04							410	408.24	6
7													222	221.51	201	200.34							423	421.85	7
8													220	219.68	166	165.19							386	384.87	8
9																	388	385.85	2	2.00			390	387.85	9
10																	349	344.55	16	15.83	1	1.00	366	361.38	10
11																	342	297.51	40	39.83	6	6.00	388	343.34	11
12																	322	275.83	77	75.79	13	13.00	412	364.62	12
TTL	599	594.12	316	315.02	321	319.21	420	418.24	341	337.81	269	269.00	674	672.39	545	542.57	1401	1303.74	135	133.45	20	20.00	5041	4925.55	TK-12 TTL
																							5079	4925.55	+ RS

*TOTAL W/ RUNNING START :

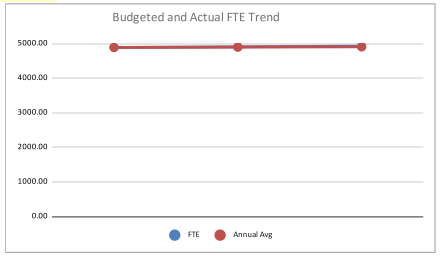
TBIP TK	0	0	0	0	0	0								
TBIP K-6	31	25	11	20	7	4	11	2						
TBIP 7-12							28	16	46	9	1			
Transitioned	2	2	1	3	0	1	7	6	8	1	0			

Bilingual TBIP	
TBIP TK	0
TBIP K-6	111
TBIP7-12	100
Transitioned/Monitoring	31

RUNNING START / VOCATIONAL / PRE-K	YES	YHS	RMS	YMS	TTL
RUNNING START HC		122			122
College Only RS HC		38			38
Non Voc RS FTE					0.00
Voc RS FTE					0.00
VOC 9TH-12TH FTE					0.00
VOC 7TH-8TH FTE					0.00

*NOTE: NO RUNNING START REPORTED IN SEPTEMBER

Budgeted vs. Annual Average FTE (TK-12)	
Budgeted FTE	4872.00
Annual Average	4905.93
DIFFERENCE	33.93

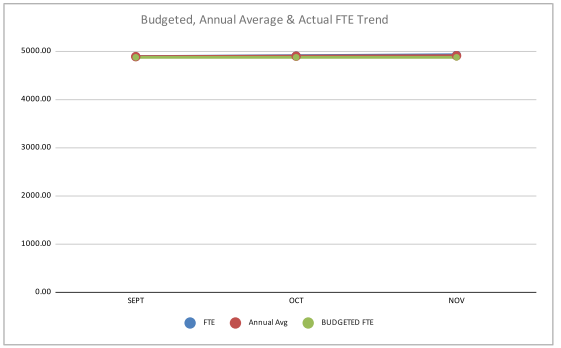


MONTHLY ACTUAL & ANNUAL AVERAGE

	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	AVG
HC	4995	5021	5041								5019
FTE	4886.37	4905.88	4925.55								4905.93
Annual Avg	4886.37	4896.13	4905.93								
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		
	Oct-26	Nov-26	Difference	Oct-26	Nov-26	Difference
Southworth	601	599	(2.00)	597.05	594.12	(2.93)
McKenna	318	316	(2.00)	317.02	315.02	(2.00)
Prairie	318	321	3.00	315.68	319.21	3.53
Fort Stevens	422	420	(2.00)	420.58	418.24	(2.34)
Mill Pond	333	341	8.00	330.72	337.81	7.09
Lackamas	265	269	4.00	265.00	269.00	4.00
YMS	671	674	3.00	669.39	672.39	3.00
RMS	545	545	0.00	541.74	542.57	0.83
YHS	1409	1401	(8.00)	1311.08	1303.74	(7.34)
YES	125	135	10.00	123.62	133.45	9.83
SUB TOTAL	**5007**	**5021**	**14.00**	**4891.88**	**4905.55**	**13.67**
Gravity/Open Doors	14	20	6.00	14.00	20.00	6.00
Running Start	40	38	(2.00)	95.20	0.00	(95.20)
TOTAL	**5061**	**5079**	**18.00**	**5001.08**	**4925.55**	**(75.53)**



ENROLLMENT COMPARED TO LAST YEAR

	HEAD COUNT			FTE COUNT		
	November-25	November-26	Difference	November-25	November-26	Difference
	5438	5079	(359.00)	5268.07	4925.55	(342.52)