



## Centralia School District

### August Regular Board Meeting

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#### Date and Time

Thursday August 27, 2026 at 5:00 PM PDT

#### Location

Centralia High School Performing Arts Center  
813 Eshom Rd  
Centralia, WA 98531

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Thursday, August 27, 2026

Centralia High School Performing Arts Center

5:00 p.m. Board Meeting

Zoom: <https://centralia-wednet-edu.zoom.us/j/98464693800>

Facebook: <https://www.facebook.com/centraliaschooldistrict>

**Our Mission:** Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

**Our Vision:** All Students Achieve Academic and Personal Excellence

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#### Agenda

Presenter

#### I. Opening Items

A. Call the Meeting to Order

B. Flag Salute

Student Board  
Representatives

Presenter

**C. Record Attendance**

Tim Browning, President  
 Deb Parnham, Vice President  
 Sarah Holmes, Director  
 Lisa Leon, Director  
 Kayla Mounts, Director

**D. Approval of the Agenda**

**II. Recognition**

**III. Video Reports (Informational Only)**

The following video reports have been provided to the Board of Directors in advance of this meeting for their individual review. These reports will not be presented or discussed during the meeting, but are included here for transparency and public access. Community members are encouraged to view the reports at their convenience using the links below. No formal action will be taken on these items during this meeting unless otherwise noted.

**A. Highly Capable Video Report**

Highly Capable Video Report [Link](#)

**B. Summer School Video Report**

CHS Summer School Video Report [link](#)  
 Elementary Summer School Video Report [link](#)

**IV. Reports to the Board**

**A. Special Services Department Report**

Tammie Jensen-  
 Tabor, Executive  
 Director of Special  
 Services

**B. Superintendent Report**

Lisa Grant

**C. Strategic Plan Update**

Lisa Grant

**V. Approval of Consent Agenda**

Presenter

**A.** Previous Meeting Minutes

Lisa Grant

**B.** Personnel

Samantha Mitchell,  
Exec. Director of  
Human Resources

**C.** Voucher Warrants

Joe Vetter, Exec.  
Director of Fiscal  
Services

**VI. New Business**

**A.** Consideration of Approval of 2026-27 Highly Capable Program Approval

Tammie Jensen-  
Tabor, Executive  
Director of Special  
Services

**B.** Consideration of Approval of 2026-27 School Year School Improvement Plans (SIP)

Lisa Grant

**C.** Consideration of Approval of 2026-27 Centralia-Chehalis Pupil Transportation Cooperative Maintenance Shop Rates

Mike Lewis,  
Assistant Director of  
Transportation

**D.** Consideration of Approval of Music Department Surplus

Jeff Broome,  
Executive Director  
of Teaching &  
Learning

**VII. Public Comment**

**VIII. Board Member Reports**

**IX. Follow Up Items**

**X. Executive Session**

To discuss the performance of a school district employee. RCW 42.30.110.

**XI. Closing Items**

Presenter

**A. Future Meeting Schedule and Board Recommended Agenda Items for Future Meetings**

**Study Session**

Thursday, September 10, 2026

5:00 p.m. at Centralia High School Performing Arts Center

**Board Meeting**

Thursday, September 24, 2026

5:00 p.m. at Centralia High School Performing Arts Center

**B. Adjourn Meeting**

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People with disabilities should contact the superintendent's office at least 24 hours in advance so that arrangements can be made for them to participate in board meetings.



# Coversheet

## Special Services Department Report

**Section:** IV. Reports to the Board  
**Item:** A. Special Services Department Report  
**Purpose:**  
**Submitted by:**  
**Related Material:** Special Education - Centralia- August.pdf



# **Special Education School Board Meeting August 2026**

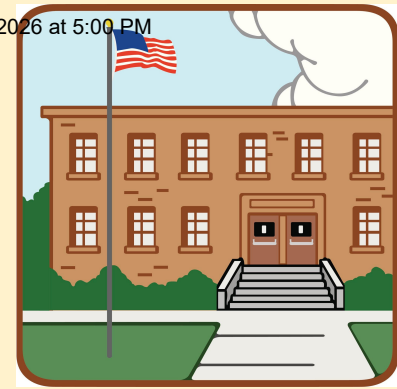
*Tammie Jensen-Tabor,  
Executive Director of  
Special Services*

# Targets

- District Programs
- District Staffing in Special Education
- Staff Highlights
- Donor/Grant Highlights
- Legal changes and parent access
- Safety Net

# Continuum of Programs -

- Ages 3- 22
- General education- fully self contained



# Meet the Staff

- How many funded out of Special Education?
- How many contracted?
- How many contracted out to other districts?



# **Teacher of the Visually Impaired ~ Orientation and Mobility Specialist**

**Martin Langworthy**



# Audiologist

**Dr. Kalani Cox**



# Teacher of the Deaf (TOD)

**Lori Ann Duggan**





# Board Certified Behavior Analyst

**Adam Moline**



# Behavior Specialists

FP Elle Johnson



JL Charity Layton



## Behavior Specialists

OV Hollie Myhr



WA Danielle Ford



# Sertoma

- Amount of money donated over time
- How previously used
- Plans for the future

# Reducing Restraint Eliminating Isolation Grant

- Demonstration Site
- How used
- Benefits





# Behavioral Training for Transportation



# Changes in Laws -



## Evaluation timeline -

In response to statewide parent request for parent participation timelines have changes with a requirement to a draft evaluation report 5 days in advance of an evaluation meeting. We have a new version of our our IEP/evaluation system coming on line with a new parent portal which will remove some speed bumps to parent access. \*

**Pillar 4 Strategic Plan Family & Community Partnership**

## 2028 -

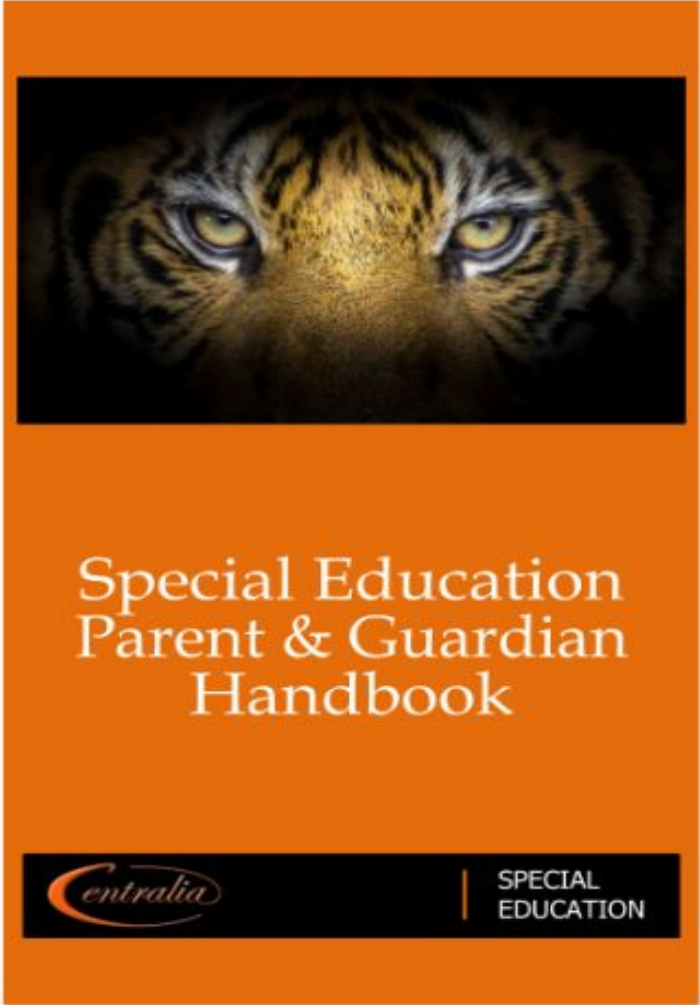
Washington State is implementing a major change to special education eligibility for learning disabilities, set to take full effect by the 2028–29 school year. School districts will replace the "severe discrepancy" model with a data-based "Response to Intervention" (RTI) approach to identify specific learning disabilities (SLD). A fully functioning general education MTSS model is critical to this work.

# Safety Net

| Year         | Funding Threshold | Amount Requested | Number of Students Submitted | Award Received | November Count | Age K-21 Special Ed Enrollment Percent |
|--------------|-------------------|------------------|------------------------------|----------------|----------------|----------------------------------------|
| 2018-2019 SY | \$31,761          | \$352,991        | 15                           | \$322,311      | 564            | 15.71%                                 |
| 2019-2020 SY | \$29,707          | \$592,584        | 16                           | \$283,453      | 544            | 14.74%                                 |
| 2020-2021 SY | \$34,457          | \$307,073        | 12                           | \$300,258      | 481            | 14.07%                                 |
| 2021-2022 SY | \$35,067          | \$283,585        | 10                           | \$275,159      | 477            | 13.75%                                 |
| 2022-2023 SY | \$37,599          | \$547,902        | 21                           | \$529,953      | 482            | 14.71%                                 |
| 2023-2024 SY | \$39,158          | \$719,546        | 26                           | \$711,661      | 562            | 16.09%                                 |
| 2024-2025 SY | \$41,763          | \$902,538        | 30                           | \$889,736      | 562            | 15.63%                                 |
| 2025-2026 SY | \$34,426          | \$1,275,382      | 31                           | \$1,255,498    | 555            | 17.56%                                 |



# Important Information



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Thank  
you

# Coversheet

## Strategic Plan Update

|                          |                          |
|--------------------------|--------------------------|
| <b>Section:</b>          | IV. Reports to the Board |
| <b>Item:</b>             | C. Strategic Plan Update |
| <b>Purpose:</b>          | Discuss                  |
| <b>Submitted by:</b>     |                          |
| <b>Related Material:</b> | August 2026 SBA.pdf      |

Centralia School District

# 2025-26 SBA Data Review

# BRIGHT SPOTS

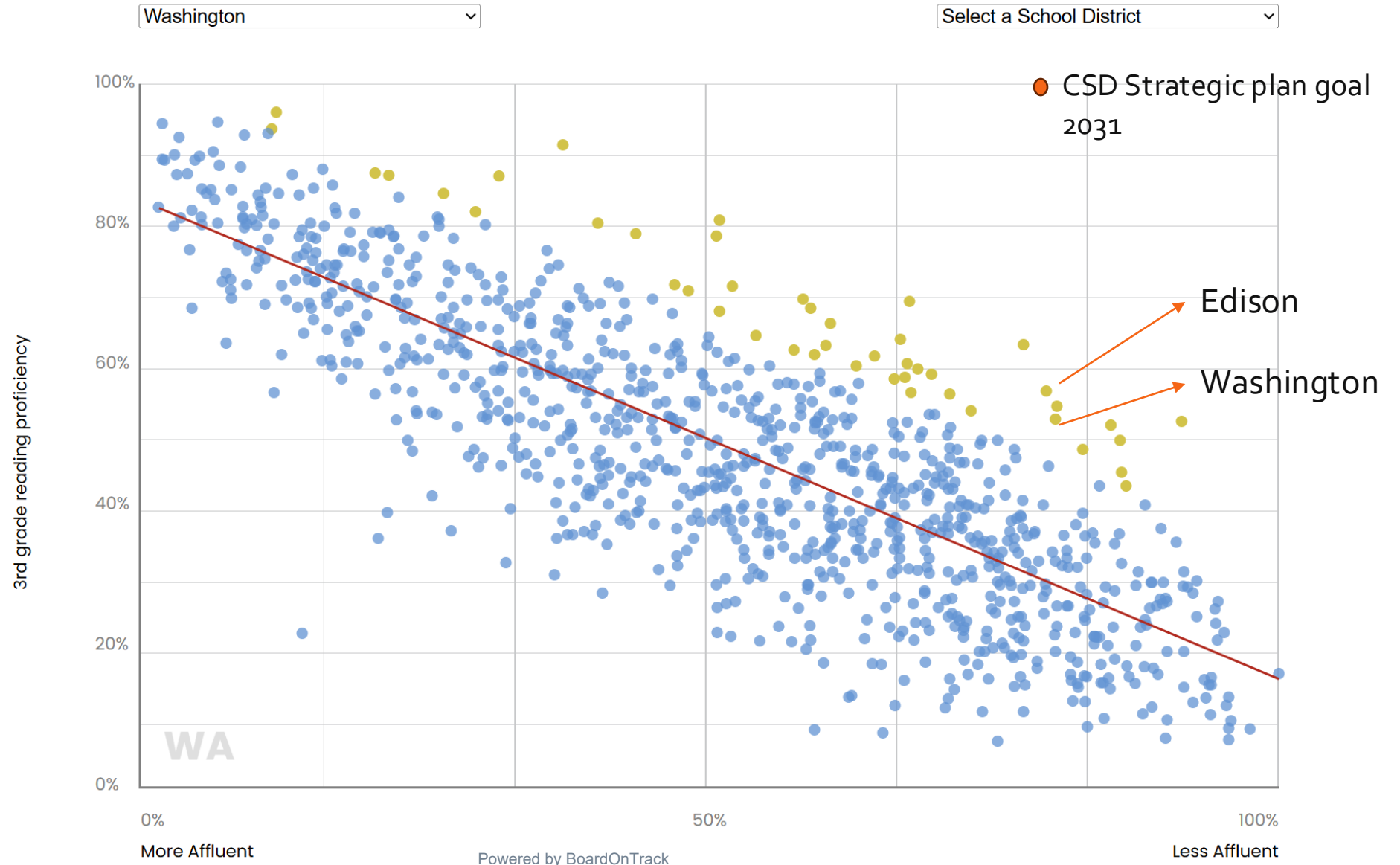
# NOT ENOUGH

# FUTURE FOCUS

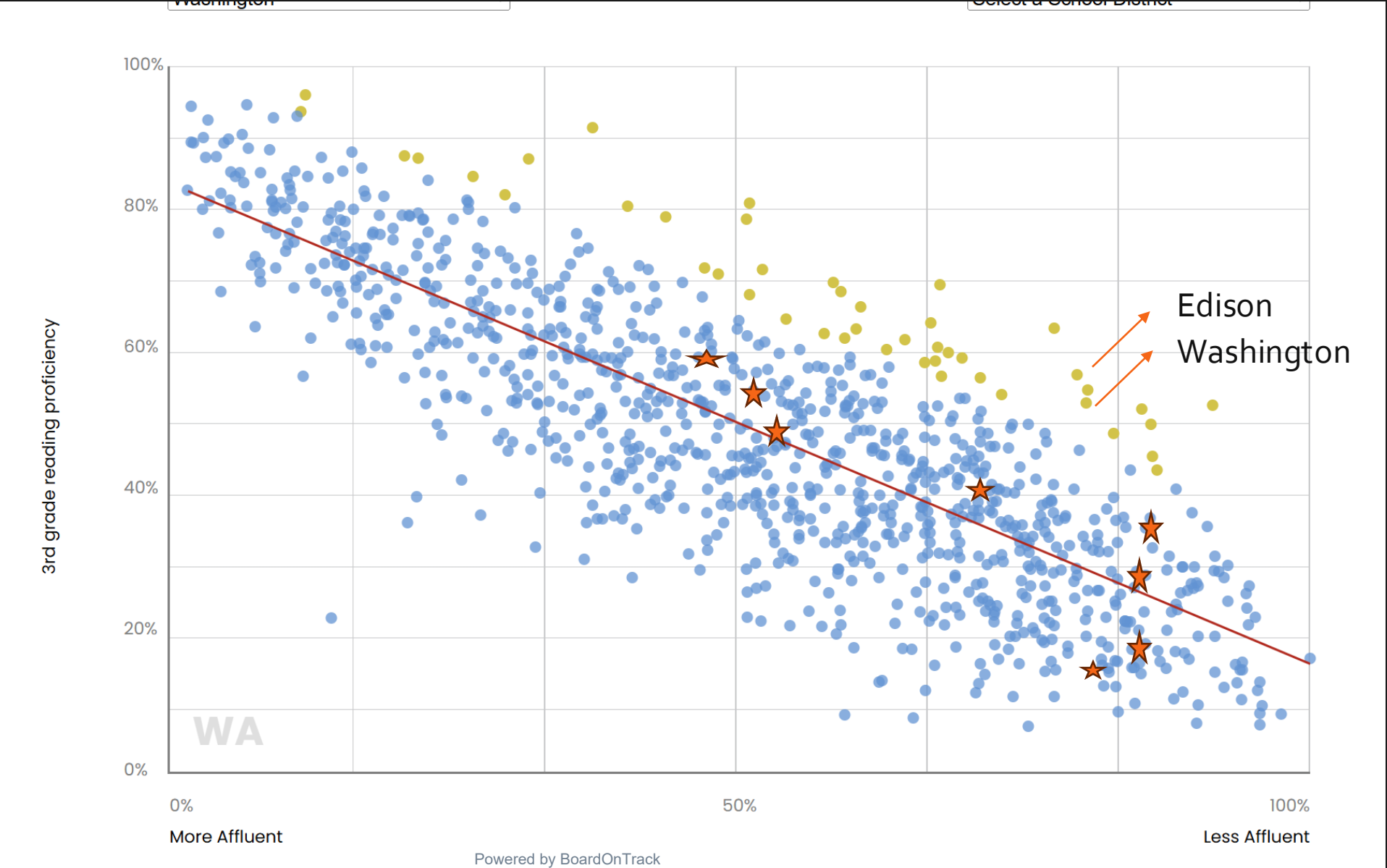
Congratulations to Edison  
and Washington  
Elementaries



# BRIGHT SPOTS



# OTHER LOCAL SCHOOLS

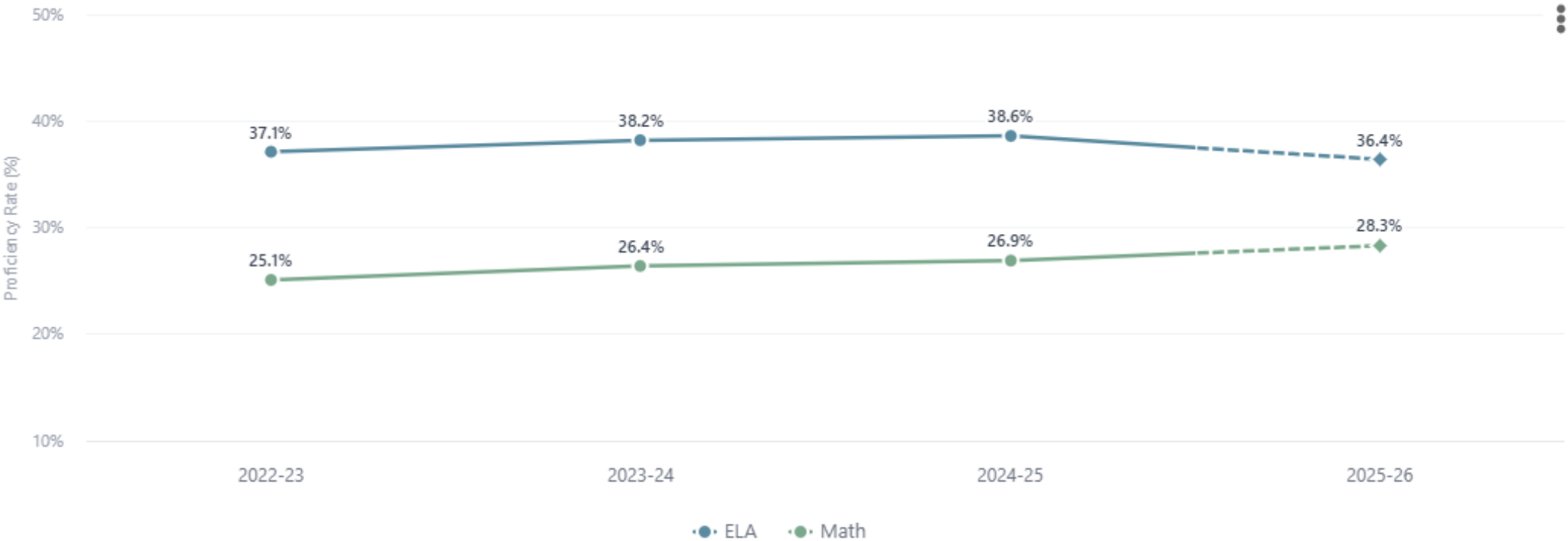




# ELA/MATH 4-YEAR LOOK- GRADES 3-12

## District Performance Trends

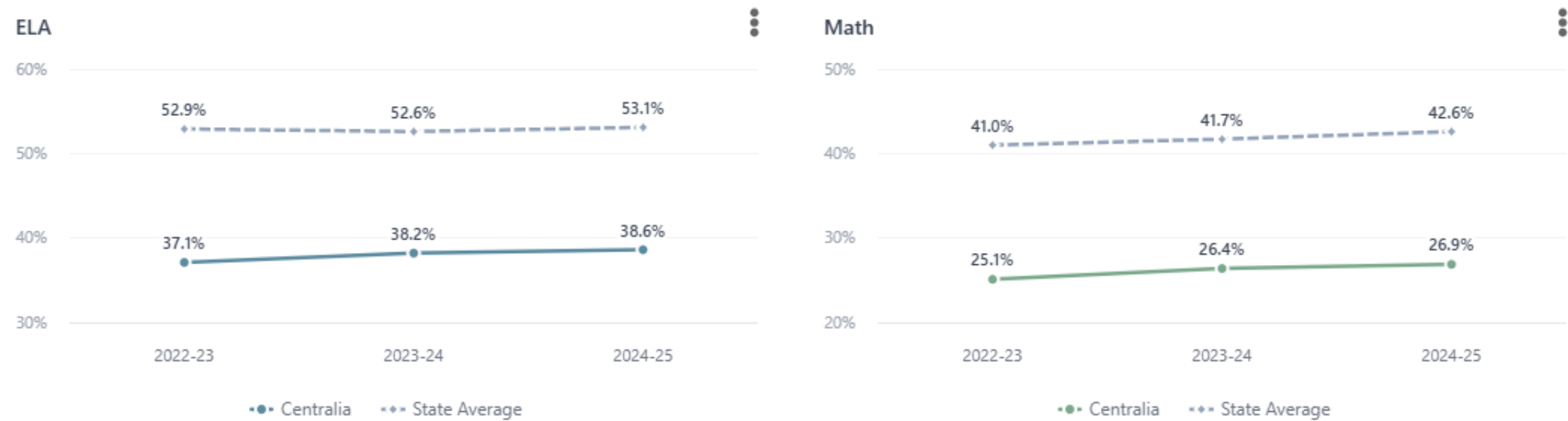
Four-year SBAC proficiency rates for All Students, All Grades. The dashed segment and diamond marker indicate 2025-26 data from the district student file, which uses a different proficiency denominator.



# CSD VS STATE 3-YEAR LOOK

## Statewide Comparison

Centralia's tested-only proficiency compared to the published OSPI statewide "State Total" for 2022-23 through 2024-25. State data is not available for 2025-26.



**ELA Gap Trend (%)**

2022-23: -15.7 → 2023-24: -14.5 → 2024-25: -14.5

**Math Gap Trend (%)**

2022-23: -16.0 → 2023-24: -15.3 → 2024-25: -15.8

State figures represent the OSPI "State Total" — the weighted average across all WA districts, not a simple mean of district rates.  
Powered by BoardOnTrack

# SIMILAR DISTRICTS

## Peer District Analysis

Ten demographically similar districts were identified using three SBAC-based proxies averaged across 2022-23 to 2024-25: district size (expected-to-test count), Low-Income / FRL proxy percentage, and English Language Learner percentage. Districts were ranked by standardized Euclidean distance from Centralia.

CENTRALIA SCHOOL DISTRICT (REFERENCE)

Size Proxy: ~1,737 students    Low-Income / FRL Proxy: 79.9%    ELL%: 16.2%

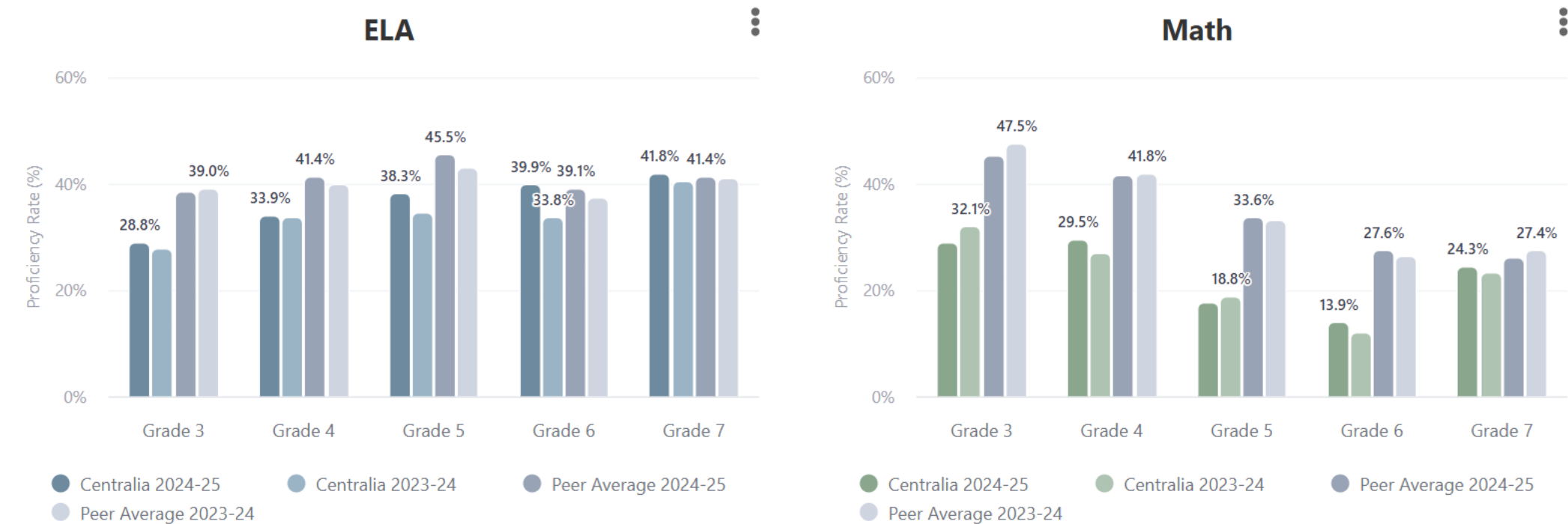
| DISTRICT                        | SIZE PROXY | LOW-INCOME / FRL % | ELL % |
|---------------------------------|------------|--------------------|-------|
| Aberdeen School District        | 1,629      | 72.6%              | 14.6% |
| East Valley SD (Yakima)         | 1,823      | 68.5%              | 14%   |
| Walla Walla Public Schools      | 2,732      | 69.6%              | 16.5% |
| Bremerton School District       | 2,169      | 65.8%              | 13.2% |
| Ephrata School District         | 1,463      | 64%                | 15.1% |
| Franklin Pierce School District | 3,709      | 70.4%              | 15.4% |
| Shelton School District         | 2,119      | 70%                | 25.3% |
| Rochester School District       | 1,149      | 65.4%              | 11.1% |
| Eastmont School District        | 3,108      | 66%                | 19.8% |
| Hoquiam School District         | 848        | 75.2%              | 9.1%  |

Size, FRL%, and ELL% are SBAC expected-to-test proxies (not enrollment figures). "ELL" is OSPI's English Language Learners subgroup, which may differ from each district's local definition of multilingual learners.

# ELA/MATH 2-YEAR LOOK VS SIMILAR DISTRICTS

## Grade-Level Snapshot: Centralia vs. Peers (2023-24 & 2024-25)

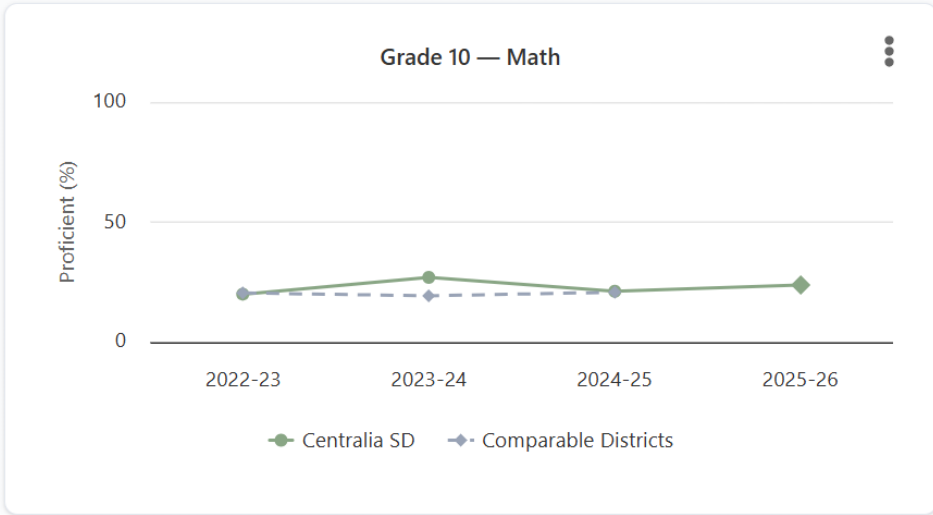
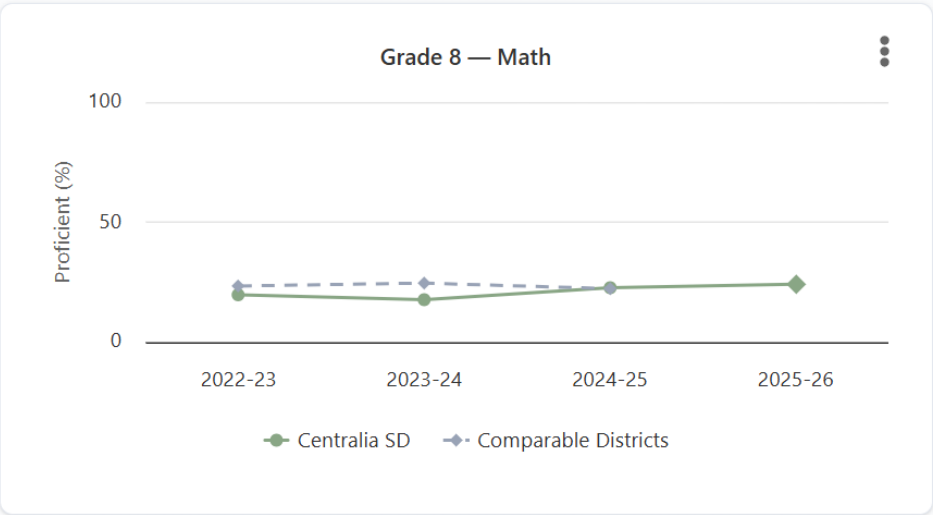
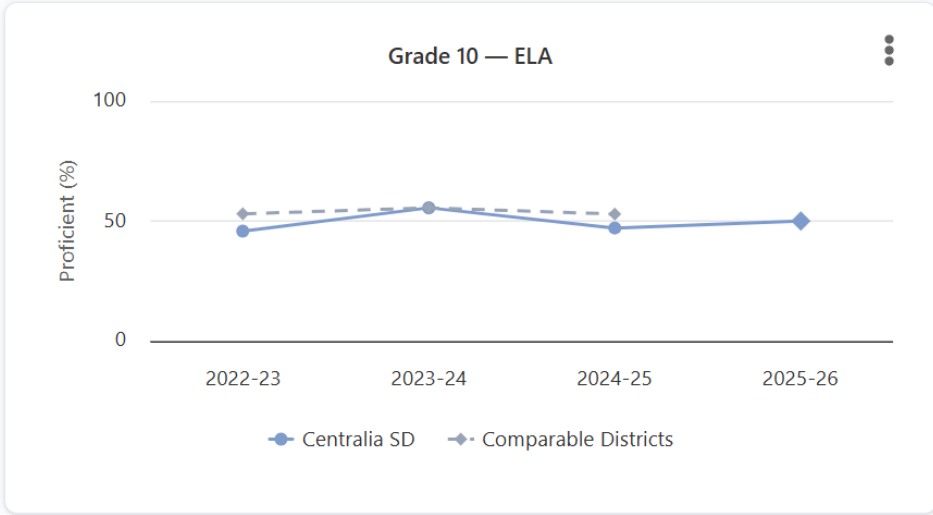
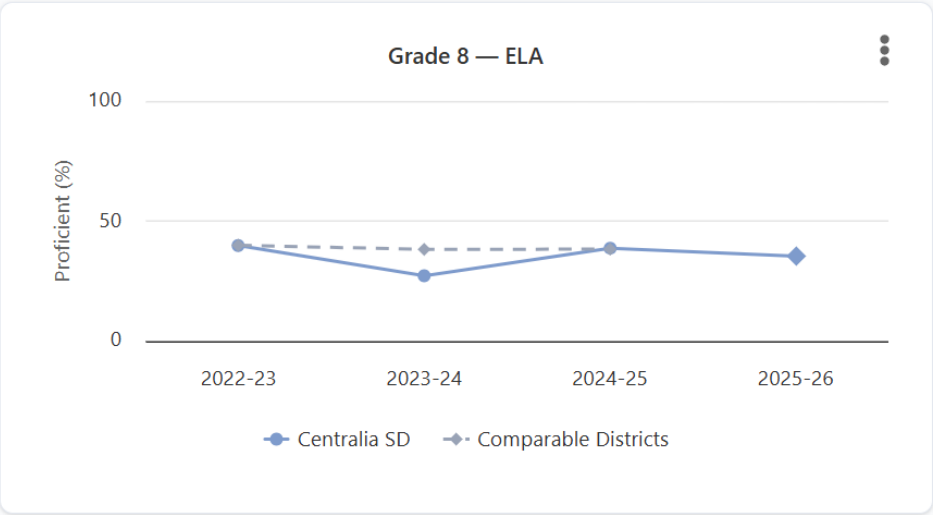
2023-24 and 2024-25 tested-only proficiency for grades 3–7, comparing Centralia to the weighted average of 10 peer districts. Peer averages are weighted by estimated tested counts at each grade. Math and grades 8/10 are not visualized in this section.



Key pattern: Centralia trails peer districts in ELA grades 3–5 by 7–10 percentage points, and was at or slightly above the peer weighted average in grades 6–7 in 2024-25.

## Four-Year Trends: Centralia vs Comparable Districts

These charts show proficiency rates (students scoring Level 3 or 4) over time. The solid line represents Centralia SD across all four years. The dashed line shows the weighted average of 10 comparable districts through 2024–25.



**Note:** The diamond marker (◆) on 2025–26 Centralia points indicates data from the district's student-level file, which uses a slightly different calculation method (Level 3/4 among students with valid numeric scale scores) compared to the OSPI tested-only metric used for 2022–25. Peer districts do not have 2025–26 data in this dataset.

# STRATEGIC ACTIONS

**Our current approach to intervention is not showing significant results, we must do this differently**

- **MTSS full implementation**
  - **Consistent core instruction**
  - **Targeted intervention**

**Material adoptions**

**K-6 Aligned ELA and Math curriculum with intervention and support materials**

**Intentional analysis of bright spots**

- **Aligning practices and support**
- **Investing in professional collaboration - Increasing staff effectiveness across the district**

# ALIGNMENT TO STRATEGIC ACTIONS

## Academic Excellence

At least **55%** of students score proficient on K-3 iReady Reading

At least **40%** of students score proficient on K-6 iReady Math

At least **35%** of 8<sup>th</sup> & 10<sup>th</sup> grade students score level 3 or 4 on Math SBA

- LETRS instruction (K-2)
- CKLA Amplify Fidelity implementation (K-2)
- Dragonfly & Study Sync implementation (3-6)
- Math fluency (Elementary)
- Mathematical understanding (Secondary)
- MTSS (K-12)

# Coversheet

## Previous Meeting Minutes

|                          |                                                                                        |
|--------------------------|----------------------------------------------------------------------------------------|
| <b>Section:</b>          | V. Approval of Consent Agenda                                                          |
| <b>Item:</b>             | A. Previous Meeting Minutes                                                            |
| <b>Purpose:</b>          | Vote                                                                                   |
| <b>Submitted by:</b>     |                                                                                        |
| <b>Related Material:</b> | 7.23.26 Regular Board Meeting Minutes.pdf<br>8.13.26 Study Session Meeting Minutes.pdf |





## **Regular Board Meeting Minutes**

Thursday, July 23, 2026

Centralia High School PAC

5:00 p.m. Board Meeting

### **A. CALL TO ORDER**

#### **ATTENDANCE**

Tim Browning, President; Sarah Holmes, Director; Lisa Leon, Director; Kayla Mounts, Director; Maddie Ahern, Student Board Representative; Lisa Grant, Secretary; and Brittany Kindell, Recording Secretary. Deb Parnham, Vice President, has been excused for the evening.

#### **PLACE AND TIME OF MEETING**

The Centralia School District Board of Directors met at the Centralia High School Tim Browning, President, called the Regular Board Meeting to order at 5:06 p.m.

### **B. FLAG SALUTE**

Kayla Mounts, Director, led the pledge of allegiance.

### **C. APPROVAL OF THE AGENDA**

Sarah Holmes moved, and Kayla Mounts seconded the motion.  
The motion carried with a unanimous vote.

### **D. PUBLIC COMMENT**

- a. There were no public comment for the evening.

### **E. VIDEO REPORTS (INFORMATIONAL ONLY)**

- a. The following video reports have been provided to the Board of Directors in advance of this meeting for their individual review. These reports will not be presented or discussed during the meeting, but are included here for transparency and public access. Community members are encouraged to view the reports at their convenience. No formal action has been taken on these items during this meeting.
  - i. AVID Video Report
  - ii. Safety, Security, and Evacuation Video Report

### **F. REPORTS TO THE BOARD**

#### **a. Superintendent Report**

Lisa Grant, Superintendent, shared the monthly report with an update on upcoming events, enrollment, and district activities.

#### **b. Strategic Plan Update**

Jeff Broome, Executive Director of Teaching and Learning, shared the end of year academic data and trends for the district.

### **G. APPROVAL OF CONSENT AGENDA**

- a. Previous Minutes
- b. Personnel Report



- c. Voucher Warrants
- d. Budget Status Report

Lisa Leon moved, and Sarah Holmes seconded the motion.

The motion carried with a unanimous vote.

## H. NEW BUSINESS

- a. **Consideration of Approval of Resolution 2026-04, School Bond Guarantee (SBG)**  
Sarah Holmes moved, and Lisa Leon seconded the motion.  
The motion carried with a unanimous vote.
- b. **Consideration of Approval of Resolution 2026-05 Refunding Delegation Resolution**  
Sarah Holmes moved, and Lisa Leon seconded the motion.  
The motion carried with a unanimous vote.
- c. **Consideration of Approval of Resolution 2026-06, 2026-27 School Year Budget**  
Sarah Holmes moved, and Kayla Mounts seconded the motion.  
The motion carried with a unanimous vote.
- d. **Consideration of Approval of the following proposals to provide independent contractor services for the Special Education Program during the 2026-27 school year**
  - i. Aya Contract
  - ii. CompHealth Contract
  - iii. Elevation Healthcare Contract
  - iv. Soliant Contract
  - v. Sounds of Success ContractSarah Holmes moved and Kayla Mounts seconded the motion.  
The motion carried with a unanimous vote.
- e. **Consideration of Approval of ESD 113 RBT Services Contract**  
Lisa Leon moved and Kayla Mounts seconded the motion.  
The motion carried with a unanimous vote.
- f. **Consideration of Approval of Olympic Academy Summit Contract**  
Lisa Leon moved, and Sarah Holmes seconded the motion.  
The motion carried with a unanimous vote.
- g. **Consideration of Approval of CTE Surplus Request**  
Kayla Mounts moved, and Lisa Leon seconded the motion.  
The motion carried with a unanimous vote.
- h. **Consideration of Approval of Security Camera Replacements**  
Sarah Holmes moved, and Lisa Leon seconded the motion.  
The motion carried with a unanimous vote.
- i. **Consideration of Approval of 2026-2031 Strategic Plan**  
Sarah Holmes moved, and Lisa Leon seconded the motion.  
The motion carried with a unanimous vote.
- j. **Consideration of Approval of 2026-27 School Board Goals**  
Lisa Leon moved, and Kayla Mounts seconded the motion.  
The motion carried with a unanimous vote.



**k. Consideration of Approval of 2026-27 Superintendent Goals**

Sarah Holmes moved, and Lisa Leon seconded the motion.

The motion carried with a unanimous vote.

**I. BOARD MEMBER REPORTS**

Each board member shared information on their activities and work they were involved with throughout the District over the past month.

**J. EXECUTIVE SESSION**

Tim Browning adjourned the meeting at 6:48 p.m. to go into executive session (closed to the public) to discuss the performance of a public employee. The session was expected to end at 7:30 p.m. with no action taken. The executive session began at 7:00 p.m. The executive session was extended to 7:50 p.m. The executive session was extended to 8:00 p.m.

**K. Follow Up**

**L. FUTURE MEETING SCHEDULE AND BOARD RECOMMENDED AGENDA ITEMS FOR FUTURE MEETINGS**

**Study Session**

Thursday, August 13, 2026

5:30 p.m., Centralia High School PAC

**Board Meeting**

Thursday, August 27, 2026

5:00 p.m., Centralia High School PAC

**M. EXECUTIVE SESSION**

Tim Browning adjourned the meeting at 6:09 p.m. to go into executive session (closed to the public) to discuss the performance of a public employee. The session was expected to end at 6:35 p.m. with no action taken. The executive session began at 6:20 p.m.

**N. ADJOURNMENT**

The Executive Session and Regular Board meeting concluded for the evening, in consensus, at 6:35 p.m.

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Tim Browning, President

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Lisa Grant, Superintendent



## **Study Session Meeting Minutes**

Thursday, August 13, 20206

Centralia High School PAC

5:00p.m. Board Meeting

### **1. CALL TO ORDER**

#### ATTENDANCE

Tim Browning, President; Deb Parnham, Vice President; Lisa Leon, Director; Kayla Mounts, Director; Lisa Grant, Secretary; and Brittany Kindell, Recording Secretary. Sarah Holmes, Director, was excused for the evening.

#### PLACE AND TIME OF MEETING

The Centralia School District Board of Directors met at the Centralia High School PAC. Tim Browning, President, called the Study Session to order at 5:00 p.m.

### **2. FLAG SALUTE**

Tim Browning, led the pledge of allegiance.

### **3. APPROVAL OF THE AGENDA**

Lisa Leon moved, and Deb Parnham seconded the motion.

### **4. Year End: Hiring and Staffing Report**

Erin Montgomery, Human Resources Specialist, shared the overall staffing numbers for September of 2025 and June of 2026 and projected numbers to start the 2026-27 school year. Montgomery also shared how many open positions throughout the school year, and total employment separations throughout the school year. This is now an annual report that will be shared in August of each year.

### **5. Year End: Professional Development Report**

Jeff Broome, Executive Director of Teaching and Learning, shared professional development (PD) opportunities and courses throughout the 25-26 school year. He shared that 1134 hours were offered outside of the school day, and that over 120 staff participated in these PD opportunities. Broome shared the different types of PD offered for groups of staff, including: Principals/Directors, Teachers, Specialists and Classified staff. Broome also shared the funding streams that supports PD for the district.

### **6. BOARD DISCUSSION**

Each board member shared information on their activities and work they were involved with throughout the District over the past month. Kayla Mounts, Director, announced her resignation, stating family needs. Her last meeting will be August 27, 2026. Applicants can submit their resume and cover letter until August 28th at 4:30 pm. Information can be found on the District website and social media.



**7. FUTURE MEETING SCHEDULE AND BOARD RECOMMENDED AGENDA ITEMS FOR FUTURE MEETINGS**

**Regular Board Meeting**

Thursday, August 27, 2026

5:00 p.m. at Centralia High School Performing Arts Center

**Study Session**

Thursday, September 10, 2026

5:00 p.m. at Centralia High School Performing Arts Center

**8. ADJOURNMENT**

The board meeting concluded for the evening, in consensus, at 6:02 p.m.

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Tim Browning, President

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Lisa Grant, Superintendent

# Coversheet

## Personnel

|                          |                                |
|--------------------------|--------------------------------|
| <b>Section:</b>          | V. Approval of Consent Agenda  |
| <b>Item:</b>             | B. Personnel                   |
| <b>Purpose:</b>          | Vote                           |
| <b>Submitted by:</b>     |                                |
| <b>Related Material:</b> | August 2026 Personnel Memo.pdf |



TO: Lisa Grant

FROM: Samantha Mitchell

DATE: August 21, 2026

SUBJECT: New hires, transfers, and other personnel changes for August 27, 2026  
Approval by the Board

### **Certificated Hires**

#### **Continuing**

|                    |         |                            |
|--------------------|---------|----------------------------|
| Lori Ann Duggan    | Sp. Ed. | .2 FTE Teacher of the Deaf |
| Danielle Garcia    | ED      | Behavior Specialist        |
| Joshua Mattison    | CHS/CMS | Vocal Music Teacher        |
| Narayani Shivanada | CMS     | .5 FTE CTE Teacher         |

### **Classified Hires**

#### **Continuing**

|                  |     |                          |
|------------------|-----|--------------------------|
| Heather Buck     | FHS | Lead Secretary           |
| Madison Scharber | FP  | Special Ed. Paraeducator |
| Alexis Smith     | CHS | Attendance Secretary     |
| Cathryn Waschgau | OAK | Behavior Paraeducator    |

#### **Temporary**

|                   |     |                                    |
|-------------------|-----|------------------------------------|
| Kelli Cheney      | FP  | Special Ed. Paraeducator           |
| Gracelynn Huffman | FP  | Special Ed. Paraeducator           |
| Grant Massengale  | JL  | Special Ed. Paraeducator           |
| Wendy Pinion      | CMS | Multilingual Advocate/Paraeducator |

### **Coaches/Advisors**

|                  |     |                       |
|------------------|-----|-----------------------|
| Amanda Caple     | CMS | ASB Advisor           |
| Jillian Cryder   | CMS | Annual Advisor        |
| Natalie Chambers | FP  | Super FTE - .0944 FTE |

### **High School Sports**

|                   |     |                              |
|-------------------|-----|------------------------------|
| Tyler Gedney      | CHS | Head Football Coach          |
| Tanner DeMonbrun  | CHS | Assistant Football Coach     |
| Michael Gibbons   | CHS | Assistant Football Coach     |
| Ryker Gronseth    | CHS | Assistant Football Coach     |
| Taylor Lively     | CHS | Assistant Football Coach     |
| Jason Patterson   | CHS | Assistant Football Coach     |
| JT Rentschler     | CHS | Assistant Football Coach     |
| Eric Snelson      | CHS | Assistant Football Coach     |
| Noel Vazquez      | CHS | Assistant Football Coach     |
| Luis Magana Reyna | CHS | Head Girls Soccer Coach      |
| Manuel Leal       | CHS | Assistant Girls Soccer Coach |
| Marti Smith       | CHS | Head Volleyball Coach        |



|                  |     |                               |
|------------------|-----|-------------------------------|
| Danika DeMonbrun | CHS | Assistant Volleyball Coach    |
| Payton Zandofsky | CHS | Assistant Volleyball Coach    |
| Ryan Stockdale   | CHS | Head Cross Country Coach      |
| Zach Hemond      | CHS | Assistant Cross Country Coach |
| Keith Hopkins    | CHS | Head Boys Tennis Coach        |
| Chi Bringman     | CHS | Head Girls Swim Coach         |
| Trent Henning    | CHS | Head Boys Golf Coach          |
| Chris Thomas     | CHS | Assistant Boys Golf Coach     |

**Middle School Sports**

|                  |     |                |
|------------------|-----|----------------|
| Cameron Erickson | CMS | Football Coach |
| Nathan Snyder    | CMS | Football Coach |





## Resignations/Retirements/Leaves of Absence

| <b>Employee Name</b>                                                                              | <b>Position</b>                     | <b>Personnel Action</b> | <b>Effective Date</b> |
|---------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------|-----------------------|
| Natasha Babka                                                                                     | McKinney Vento Liaison/Paraeducator | Resignation             | August 18, 2026       |
| Todd Cheney                                                                                       | Bus Driver                          | Resignation             | August 5, 2026        |
| Donald Gallon                                                                                     | Head Football Coach at CMS          | Resignation             | July 27, 2026         |
| Donald Gallon                                                                                     | Wrestling Coach at CMS              | Resignation             | July 27, 2026         |
| Josie Mays                                                                                        | 4th Grade Teacher at FP             | Leave of Absence        | November 17, 2026     |
| <i>Josie Mays is requesting a leave of absence from November 17, 2026 through March 19, 2027.</i> |                                     |                         |                       |
| Shaina Piper                                                                                      | Bus Driver at Transportation        | Resignation             | August 31, 2026       |
| Kyle Sprague                                                                                      | Assistant Golf Coach at CHS         | Resignation             | August 12, 2026       |
| Julie Van Lierop                                                                                  | Supervision Paraeducator            | Resignation             | August 14, 2026       |

# Coversheet

## Voucher Warrants

**Section:** V. Approval of Consent Agenda  
**Item:** C. Voucher Warrants  
**Purpose:**  
**Submitted by:**  
**Related Material:** Voucher Warrants.pdf

# Centralia School District #401

**Affidavit covering payment of payroll, invoices, and voids for General Fund, Capital Projects Fund,  
Associated Student Body Fund, and Transportation Vehicle Fund**

**DATE: August 19, 2026**

THIS IS TO CERTIFY, under penalty of perjury, that the undersigned has examined the attached vouchers and payroll, and that each of the invoices and vouchers were duly certified to have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law; that the extensions and additions of said invoices and vouchers have been checked by Financial Services Office staff and were found to be correct.

**Joe Vetter, Executive Director of Financial Services**

THIS IS TO CERTIFY that the warrants and electronic transfers of the Centralia School District No. 401, Lewis County, Washington, as listed below, have been allowed by the School Board of this district.

| FUND NAME                                  | WARRANTS (INCLUSIVE) |    |           |    | AMOUNT                 |
|--------------------------------------------|----------------------|----|-----------|----|------------------------|
| <b><u>GENERAL:</u></b>                     |                      |    |           |    |                        |
| Payroll Checks                             | 50142438             | to | 50142440  | \$ | 23.18                  |
| Payroll Direct Deposit                     | 900101698            | to | 900101698 | \$ | 1,227.95               |
| Payroll AP ACH                             | 252600409            | to | 252600410 | \$ | 7,618.00               |
| Payroll CT Wire Transfer                   | 202500116            | to | 202500117 | \$ | 310.83                 |
| Payroll CT Wire Transfer                   | 202500108            | to | 202500115 | \$ | 1,342,453.62           |
| Payroll Direct Deposits                    | 50814321             | to | 50814326  | \$ | 4,562,664.15           |
| Accounts Payable                           | 50142418             | to | 50142437  | \$ | 814,356.04             |
| Accounts Payable                           | 50142370             | to | 50142417  | \$ | 131,769.85             |
| Accounts Payable                           | 50142369             | to | 50142369  | \$ | 16.83                  |
| Accounts Payable                           | 50142368             | to | 50142368  | \$ | 2,192.97               |
| Accounts Payable                           | 50142441             | to | 50142516  | \$ | 975,493.14             |
| Accounts Payable                           | 50142517             | to | 50142526  | \$ | 45,696.87              |
| Accounts Payable                           | 50142527             | to | 50142544  | \$ | 59,933.49              |
| Accounts Payable                           |                      | to |           |    |                        |
| Accounts Payable                           |                      | to |           |    |                        |
| Accounts Payable                           |                      | to |           |    |                        |
| Accounts Payable ACH                       | 252600412            | to | 252600427 | \$ | 3,712.99               |
| Accounts Payable ACH                       | 252600428            | to | 252600443 | \$ | 16,000.00              |
| Accounts Payable ACH                       | 252600411            | to | 252600411 | \$ | 67,758.95              |
| Accounts Payable ACH                       | 252600408            | to | 252600408 | \$ | 200.00                 |
| Accounts Payable ACH                       | 202500107            | to | 202500107 | \$ | 578.17                 |
| Accounts Payable ACH                       |                      | to |           |    |                        |
| Accounts Payable ACH                       |                      | to |           |    |                        |
| Accounts Payable ACH                       |                      | to |           |    |                        |
| <b>TOTAL GENERAL FUND:</b>                 |                      |    |           |    | <b>\$ 8,032,007.03</b> |
| <b><u>CAPITAL PROJECTS:</u></b>            |                      |    |           |    |                        |
| Accounts Payable                           | 50201414             | to | 50201415  | \$ | 1,130.84               |
| Accounts Payable                           | 50201416             | to | 5021418   | \$ | 151,047.60             |
| Accounts Payable                           | 50201419             | to | 50201419  | \$ | 575.00                 |
| Accounts Payable                           |                      | to |           |    |                        |
| <b>TOTAL CAPITAL PROJECTS FUND:</b>        |                      |    |           |    | <b>\$ 152,753.44</b>   |
| <b><u>ASSOCIATED STUDENT BODY</u></b>      |                      |    |           |    |                        |
| Accounts Payable ACH                       |                      | to |           |    |                        |
| Accounts Payable ACH                       |                      | to |           |    |                        |
| Accounts Payable ACH                       |                      | to |           |    |                        |
| Accounts Payable                           | 50405099             | to | 50405099  | \$ | 1,390.20               |
| Accounts Payable                           | 50405098             | to | 50405098  | \$ | 161.19                 |
| Accounts Payable                           |                      | to |           |    |                        |
| <b>TOTAL ASSOCIATED STUDENT BODY FUND:</b> |                      |    |           |    | <b>\$ 1,551.39</b>     |
| <b><u>TRANSPORTATION VEHICLE:</u></b>      |                      |    |           |    |                        |
| Accounts Payable                           |                      | to |           |    |                        |
| Accounts Payable                           |                      | to |           |    |                        |
| Accounts Payable ACH                       |                      | to |           |    |                        |
| <b>TOTAL TRANSPORTATION VEHICLE FUND:</b>  |                      |    |           |    | <b>\$ -</b>            |

Board of Directors of Centralia School District No. 401

I, Dr. Lisa Grant, being duly sworn, depose and say that: I am the Secretary to the Board of Centralia School District No. 401, Lewis County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,390.20. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:  
Warrant Numbers 50405099 through 50405099, totaling \$1,390.20

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name        | Check Date              | Check Amount |
|-----------|--------------------|-------------------------|--------------|
| 50405099  | THE FARM STORE INC | 08/11/2026              | 1,390.20     |
| 1         | Computer           | Check(s) For a Total of | 1,390.20     |

|           |   |                                   |                       |          |
|-----------|---|-----------------------------------|-----------------------|----------|
|           | 0 | Manual                            | Checks For a Total of | 0.00     |
|           | 0 | Wire Transfer                     | Checks For a Total of | 0.00     |
|           | 0 | ACH                               | Checks For a Total of | 0.00     |
|           | 1 | Computer                          | Checks For a Total of | 1,390.20 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks                | 1,390.20 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00     |
|           |   |                                   | Net Amount            | 1,390.20 |

F U N D   S U M M A R Y

| Fund | Description      | Balance Sheet | Revenue | Expense  | Total    |
|------|------------------|---------------|---------|----------|----------|
| 40   | Associated Stude | 0.00          | 0.00    | 1,390.20 | 1,390.20 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$3,712.99. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
ACH Numbers 252600412 through 252600427, totaling \$3,712.99

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                 | Check Date | Check Amount |
|-----------|-----------------------------|------------|--------------|
| 252600412 | BROOME, JEFFREY J           | 08/07/2026 | 559.54       |
| 252600413 | INGLES, KATIE MAE           | 08/07/2026 | 502.74       |
| 252600414 | JENSEN-TABOR, TAMMIE M      | 08/07/2026 | 54.37        |
| 252600415 | JONES, DANETTE MORENA       | 08/07/2026 | 453.00       |
| 252600416 | LEWIS, MONICA SUZANNE       | 08/07/2026 | 200.00       |
| 252600417 | LOPEZ DIAZ, ROSA LINDA      | 08/07/2026 | 7.90         |
| 252600418 | LOWE, BROOKLYNN GREGORICH   | 08/07/2026 | 192.71       |
| 252600419 | MITCHELL, SAMANTHA NOEL     | 08/07/2026 | 650.04       |
| 252600420 | SEATON, TAMMY LEE           | 08/07/2026 | 30.16        |
| 252600421 | SHARP, ALISON GIFFORD       | 08/07/2026 | 105.42       |
| 252600422 | TAYLOR, BRIAN M             | 08/07/2026 | 305.00       |
| 252600423 | THURSTON, JOSIAH LEE        | 08/07/2026 | 186.55       |
| 252600424 | VAN LEEUWEN, TRAVIS RANDY J | 08/07/2026 | 10.29        |
| 252600425 | WALTON, LISA                | 08/07/2026 | 399.00       |
| 252600426 | WHITWORTH, CHARLES          | 08/07/2026 | 40.00        |
| 252600427 | WITT, MARLA N               | 08/07/2026 | 16.27        |

|    |     |                         |          |
|----|-----|-------------------------|----------|
| 16 | ACH | Check(s) For a Total of | 3,712.99 |
|----|-----|-------------------------|----------|

|           |    |                                   |                       |          |
|-----------|----|-----------------------------------|-----------------------|----------|
|           | 0  | Manual                            | Checks For a Total of | 0.00     |
|           | 0  | Wire Transfer                     | Checks For a Total of | 0.00     |
|           | 16 | ACH                               | Checks For a Total of | 3,712.99 |
|           | 0  | Computer                          | Checks For a Total of | 0.00     |
| Total For | 16 | Manual, Wire Tran, ACH & Computer | Checks                | 3,712.99 |
| Less      | 0  | Voided                            | Checks For a Total of | 0.00     |
|           |    |                                   | Net Amount            | 3,712.99 |

FUND SUMMARY

| Fund | Description  | Balance Sheet | Revenue | Expense  | Total    |
|------|--------------|---------------|---------|----------|----------|
| 10   | General Fund | 0.00          | 0.00    | 3,712.99 | 3,712.99 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$16,000.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
ACH Numbers 252600428 through 252600443, totaling \$16,000.00

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                | Check Date | Check Amount |
|-----------|----------------------------|------------|--------------|
| 252600428 | ALLEN, CRYSTAL JO          | 08/07/2026 | 1,000.00     |
| 252600429 | BROOME, JEFFREY J          | 08/07/2026 | 1,000.00     |
| 252600430 | EMBREY, SCOT CHRISTOPHER   | 08/07/2026 | 1,000.00     |
| 252600431 | GAGNON, SCOTT EARLE        | 08/07/2026 | 1,000.00     |
| 252600432 | GRUND, MONICA SUE          | 08/07/2026 | 1,000.00     |
| 252600433 | HILLSTROM, ALLISON CAROL   | 08/07/2026 | 1,000.00     |
| 252600434 | JENSEN-TABOR, TAMMIE M     | 08/07/2026 | 1,000.00     |
| 252600435 | KINDELL, BRITTANY ROCHELLE | 08/07/2026 | 1,000.00     |
| 252600436 | KINGSLEY JR, GILBERT LAIRD | 08/07/2026 | 1,000.00     |
| 252600437 | LEWIS, MICHAEL LEE         | 08/07/2026 | 1,000.00     |
| 252600438 | LOWE, JOSUE DAVID          | 08/07/2026 | 1,000.00     |
| 252600439 | MITCHELL, SAMANTHA NOEL    | 08/07/2026 | 1,000.00     |
| 252600440 | PETERS, CHRISTIAN LEE      | 08/07/2026 | 1,000.00     |
| 252600441 | ROBERTS, DAVID L           | 08/07/2026 | 1,000.00     |
| 252600442 | VEDDER, DAVID J            | 08/07/2026 | 1,000.00     |
| 252600443 | VEKICH, DANIELLE LYNN      | 08/07/2026 | 1,000.00     |

|    |     |                         |           |
|----|-----|-------------------------|-----------|
| 16 | ACH | Check(s) For a Total of | 16,000.00 |
|----|-----|-------------------------|-----------|



|           |    |                                   |                       |           |
|-----------|----|-----------------------------------|-----------------------|-----------|
|           | 0  | Manual                            | Checks For a Total of | 0.00      |
|           | 0  | Wire Transfer                     | Checks For a Total of | 0.00      |
|           | 16 | ACH                               | Checks For a Total of | 16,000.00 |
|           | 0  | Computer                          | Checks For a Total of | 0.00      |
| Total For | 16 | Manual, Wire Tran, ACH & Computer | Checks                | 16,000.00 |
| Less      | 0  | Voided                            | Checks For a Total of | 0.00      |
|           |    |                                   | Net Amount            | 16,000.00 |

F U N D S U M M A R Y

|      |              |               |         |           |           |
|------|--------------|---------------|---------|-----------|-----------|
| Fund | Description  | Balance Sheet | Revenue | Expense   | Total     |
| 10   | General Fund | 0.00          | 0.00    | 16,000.00 | 16,000.00 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$67,758.95. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
ACH Numbers 252600411 through 252600411, totaling \$67,758.95

Secretary \_\_\_\_\_

Board Member \_\_\_\_\_

Board Member \_\_\_\_\_

Board Member \_\_\_\_\_

Board Member \_\_\_\_\_

Board Member \_\_\_\_\_

| Check Nbr | Vendor Name             | Check Date              | Check Amount |
|-----------|-------------------------|-------------------------|--------------|
| 252600411 | SODEXO INC & AFFILIATES | 08/05/2026              | 67,758.95    |
| 1         | ACH                     | Check(s) For a Total of | 67,758.95    |

|           |   |                                   |                       |           |
|-----------|---|-----------------------------------|-----------------------|-----------|
|           | 0 | Manual                            | Checks For a Total of | 0.00      |
|           | 0 | Wire Transfer                     | Checks For a Total of | 0.00      |
|           | 1 | ACH                               | Checks For a Total of | 67,758.95 |
|           | 0 | Computer                          | Checks For a Total of | 0.00      |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks                | 67,758.95 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00      |
|           |   |                                   | Net Amount            | 67,758.95 |

F U N D   S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense   | Total     |
|------|--------------|---------------|---------|-----------|-----------|
| 10   | General Fund | 0.00          | 0.00    | 67,758.95 | 67,758.95 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$23.18. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50142438 through 50142440, totaling \$23.18

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                    | Check Date              | Check Amount |
|-----------|--------------------------------|-------------------------|--------------|
| 50142438  | EMPLOY SECURITY WALTC          | 07/31/2026              | 6.17         |
| 50142439  | ESD - PFML CARE CENTER         | 07/31/2026              | 12.01        |
| 50142440  | ESD 113 UNEMPLOYMENT COOPERATI | 07/31/2026              | 5.00         |
| 3         | Computer                       | Check(s) For a Total of | 23.18        |

|           |   |                                          |                       |       |
|-----------|---|------------------------------------------|-----------------------|-------|
|           | 0 | Manual                                   | Checks For a Total of | 0.00  |
|           | 0 | Wire Transfer                            | Checks For a Total of | 0.00  |
|           | 0 | ACH                                      | Checks For a Total of | 0.00  |
|           | 3 | Computer                                 | Checks For a Total of | 23.18 |
| Total For | 3 | Manual, Wire Tran, ACH & Computer Checks |                       | 23.18 |
| Less      | 0 | Voided                                   | Checks For a Total of | 0.00  |
|           |   | Net Amount                               |                       | 23.18 |

F U N D S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense | Total |
|------|--------------|---------------|---------|---------|-------|
| 10   | General Fund | 23.18         | 0.00    | 0.00    | 23.18 |

Centralia School District - August Regular Board Meeting Agenda, Thursday August 27, 2026 at 5:00 PM  
Payments have been audited and certified by the Auditing Officer as required by  
RCW 42.24.080, and those expense reimbursement claims certified as required by  
RCW 42.24.090. Those payments have been recorded on a listing which has been  
made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, does  
approve for payment those Direct Deposits included in the following list  
and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING  
Direct Deposit Number 900101698 through 900101698  
in the total amount of \$1,227.95.

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

4pacpv04.p CENTRALIA SCHOOL DISTRICT #401 3:33 PM 07/28/26  
05.26.02.00.00-12.8-010051 PAY SUMMARY FOR EOM / End Of Month Ru = AFTER CALCS PAGE: 1  
CHECK DATE: 07/31/2026 PERIOD ENDING DATE: 07/31/2026

Board Report

| PAY  | DESCRIPTION   | COUNT | FACTOR  | HOURS  | GROSS    | RETIRE |
|------|---------------|-------|---------|--------|----------|--------|
|      |               |       |         |        |          | HOURS  |
| TSS4 | SUMMER SCHOOL | 1     | 44.0000 |        | 1,063.04 | 44.00  |
|      | REPORT TOTAL  | 1     | 44.0000 | 0.0000 | 1,063.04 | 44.00  |

CHECK DATE: 07/31/2026 PERIOD ENDING DATE: 07/31/2026

## Board Report

| <u>CODE</u> | <u>DESCRIPTION</u> | <u>CATEGORY</u> | <u>COUNT</u> | <u>AMOUNT</u> |
|-------------|--------------------|-----------------|--------------|---------------|
| 1FIC        | FICA               | FICA            | 1            | 65.91         |
| 1FIT        | Fed Inc Tax        | FEDERAL TAX     | 1            |               |
| 1Med        | Medicare           | MEDICARE        | 1            | 15.41         |
| 1PFML       | WA PAID FML        | PFML            | 1            | 8.58          |
| 1ReE2       | SERS Plan 2        | RETIREMENT      | 1            | 73.03         |
| 1WC         | WORKERS COMP       | WORKERS' COMP   | 1            |               |
| 1WLTC       | WA LTC             | LONG-TERM CARE  | 1            | 6.17          |
|             |                    |                 | 7            | 169.10        |

CHECK DATE: 07/31/2026 PERIOD ENDING DATE: 07/31/2026

## Board Report

| <u>CODE</u> | <u>DESCRIPTION</u> | <u>CATEGORY</u> | <u>COUNT</u> | <u>AMOUNT</u> |
|-------------|--------------------|-----------------|--------------|---------------|
| 1FIC        | FICA               | FICA            | 1            | 65.91         |
| 1Med        | Medicare           | MEDICARE        | 1            | 15.41         |
| 1PFML       | WA PAID FML        | PFML            | 1            | 3.43          |
| 1ReE2       | SERS Plan 2        | RETIREMENT      | 1            | 75.16         |
| 1UC         | UNEMPLOYMENT       | UNEMPLOY COMP   | 1            | 5.00          |
| 1WC         | WORKERS COMP       | WORKERS' COMP   | 1            |               |
|             |                    |                 | 6            | 164.91        |

\*\*\*\*\* End of report \*\*\*\*\*



The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$310.83. The payments are further identified in this document.

Total by Payment Type for Cash Account, CT WIRE TRANSFERS:  
Wire Transfer Payments 202500116 through 202500117, totaling \$310.83

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name               | Check Date | Check Amount |
|-----------|---------------------------|------------|--------------|
| 202500116 | DRS SERS PLAN 2&3 DEF BEN | 07/31/2026 | 148.19       |
| 202500117 | COLUMBIA BANK PR DEP      | 07/31/2026 | 162.64       |

|   |                                       |        |
|---|---------------------------------------|--------|
| 2 | Wire Transfer Check(s) For a Total of | 310.83 |
|---|---------------------------------------|--------|

|           |   |                                   |                       |        |
|-----------|---|-----------------------------------|-----------------------|--------|
|           | 0 | Manual                            | Checks For a Total of | 0.00   |
|           | 2 | Wire Transfer                     | Checks For a Total of | 310.83 |
|           | 0 | ACH                               | Checks For a Total of | 0.00   |
|           | 0 | Computer                          | Checks For a Total of | 0.00   |
| Total For | 2 | Manual, Wire Tran, ACH & Computer | Checks                | 310.83 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00   |
|           |   | Net Amount                        |                       | 310.83 |

F U N D   S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense | Total  |
|------|--------------|---------------|---------|---------|--------|
| 10   | General Fund | 310.83        | 0.00    | 0.00    | 310.83 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$814,356.04. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50142418 through 50142437, totaling \$814,356.04

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                    | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 50142418  | DOLLARS FOR SCHOLARS           | 07/31/2026 | 610.00       |
| 50142419  | EMPLOY SECURITY WALTC          | 07/31/2026 | 19,139.47    |
| 50142420  | ESD - PFML CARE CENTER         | 07/31/2026 | 38,825.65    |
| 50142421  | ESD 113 WORKERS COMPENSATION   | 07/31/2026 | 24,317.32    |
| 50142422  | ESD 113 UNEMPLOYMENT COOPERATI | 07/31/2026 | 12,749.79    |
| 50142423  | HCA-SEBB BENEFITS              | 07/31/2026 | 661,206.00   |
| 50142424  | HCA-SEBB FLEX SPEND            | 07/31/2026 | 3,970.82     |
| 50142425  | HEALTH EQUITY INC.             | 07/31/2026 | 1,112.50     |
| 50142426  | INFOARMOR INC                  | 07/31/2026 | 42.85        |
| 50142427  | THE LEGALEASE GROUP            | 07/31/2026 | 55.84        |
| 50142428  | NATIONWIDE VETERINARY PET INSU | 07/31/2026 | 67.04        |
| 50142429  | PUB SCHOOL EMPLOYEES OF WA     | 07/31/2026 | 2,576.83     |
| 50142430  | SNOHOMISH COUNTY SUPERIOR COUR | 07/31/2026 | 72.42        |
| 50142431  | The Standard Insurance Company | 07/31/2026 | 5,719.21     |
| 50142432  | TEAMSTERS LOCAL UNION 252      | 07/31/2026 | 6,616.00     |
| 50142433  | THORBECKES                     | 07/31/2026 | 6,266.87     |
| 50142434  | UNITED WAY OF LEWIS COUNTY     | 07/31/2026 | 387.00       |
| 50142435  | WA STATE SCHOOL RETIREES ASSN  | 07/31/2026 | 168.00       |
| 50142436  | WEA PAYROLL DEDUCTIONS         | 07/31/2026 | 22,783.17    |
| 50142437  | WESTERN CONFERENCE OF TEAMSTER | 07/31/2026 | 7,669.26     |

|    |          |                         |            |
|----|----------|-------------------------|------------|
| 20 | Computer | Check(s) For a Total of | 814,356.04 |
|----|----------|-------------------------|------------|

|           |    |                                   |                       |            |
|-----------|----|-----------------------------------|-----------------------|------------|
|           | 0  | Manual                            | Checks For a Total of | 0.00       |
|           | 0  | Wire Transfer                     | Checks For a Total of | 0.00       |
|           | 0  | ACH                               | Checks For a Total of | 0.00       |
|           | 20 | Computer                          | Checks For a Total of | 814,356.04 |
| Total For | 20 | Manual, Wire Tran, ACH & Computer | Checks                | 814,356.04 |
| Less      | 0  | Voided                            | Checks For a Total of | 0.00       |
|           |    |                                   | Net Amount            | 814,356.04 |

F U N D   S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense | Total      |
|------|--------------|---------------|---------|---------|------------|
| 10   | General Fund | 814,356.04    | 0.00    | 0.00    | 814,356.04 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$7,618.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
ACH Numbers 252600409 through 252600410, totaling \$7,618.00

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name    | Check Date | Check Amount |
|-----------|----------------|------------|--------------|
| 252600409 | OMNI GROUP     | 07/31/2026 | 7,565.00     |
| 252600410 | PSE LOCAL DUES | 07/31/2026 | 53.00        |

|   |     |                         |          |
|---|-----|-------------------------|----------|
| 2 | ACH | Check(s) For a Total of | 7,618.00 |
|---|-----|-------------------------|----------|

|           |   |                                   |                       |          |
|-----------|---|-----------------------------------|-----------------------|----------|
|           | 0 | Manual                            | Checks For a Total of | 0.00     |
|           | 0 | Wire Transfer                     | Checks For a Total of | 0.00     |
|           | 2 | ACH                               | Checks For a Total of | 7,618.00 |
|           | 0 | Computer                          | Checks For a Total of | 0.00     |
| Total For | 2 | Manual, Wire Tran, ACH & Computer | Checks                | 7,618.00 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00     |
|           |   | Net Amount                        |                       | 7,618.00 |

F U N D   S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense | Total    |
|------|--------------|---------------|---------|---------|----------|
| 10   | General Fund | 7,618.00      | 0.00    | 0.00    | 7,618.00 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,342,453.62. The payments are further identified in this document.

Total by Payment Type for Cash Account, CT WIRE TRANSFERS:

Wire Transfer Payments 202500108 through 202500115, totaling \$1,342,453.62

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                 | Check Date | Check Amount |
|-----------|-----------------------------|------------|--------------|
| 202500108 | PUB EMP RET SYST            | 07/31/2026 | 0.00         |
| 202500109 | TEACHER RET SYST            | 07/31/2026 | 249,844.57   |
| 202500110 | DRS TRS-3 EMPLOYEE CONTRIB  | 07/31/2026 | 103,210.91   |
| 202500111 | DRS SERS PLAN 2&3 DEF BEN   | 07/31/2026 | 91,506.54    |
| 202500112 | DRS SERS PLAN 3 DEF CONTRIB | 07/31/2026 | 25,571.66    |
| 202500113 | DRS DEFERRED COMP PROGRAM   | 07/31/2026 | 20,211.21    |
| 202500114 | WA STATE SUPPORT REGISTRY   | 07/31/2026 | 2,260.00     |
| 202500115 | COLUMBIA BANK PR DEP        | 07/31/2026 | 849,848.73   |

|   |                                       |              |
|---|---------------------------------------|--------------|
| 8 | Wire Transfer Check(s) For a Total of | 1,342,453.62 |
|---|---------------------------------------|--------------|

|           |   |                                   |                       |              |
|-----------|---|-----------------------------------|-----------------------|--------------|
|           | 0 | Manual                            | Checks For a Total of | 0.00         |
|           | 8 | Wire Transfer                     | Checks For a Total of | 1,342,453.62 |
|           | 0 | ACH                               | Checks For a Total of | 0.00         |
|           | 0 | Computer                          | Checks For a Total of | 0.00         |
| Total For | 8 | Manual, Wire Tran, ACH & Computer | Checks                | 1,342,453.62 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00         |
|           |   |                                   | Net Amount            | 1,342,453.62 |

F U N D S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense | Total        |
|------|--------------|---------------|---------|---------|--------------|
| 10   | General Fund | 1,342,453.62  | 0.00    | 0.00    | 1,342,453.62 |



Payments have been audited by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090. Those payments have been recorded on a listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING Check Number 50814321 through 50814326 and for payment those Direct Deposits included in the following list and further described as follows: COUNTY TREASURER - GF WARRANTS OUTSTANDING Direct Deposit Number 900101165 through 900101697 in the total amount of \$4,562,664.15.

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

4pacpv04.p CENTRALIA SCHOOL DISTRICT #401 12:15 PM 07/28/26  
05.26.02.00.00-12.8-010051 PAY SUMMARY FOR EOM / End Of Month Ru - AFTER CALCS PAGE: 1  
CHECK DATE: 07/31/2026 PERIOD ENDING DATE: 07/31/2026  
Board Report

| PAY   | DESCRIPTION     | COUNT | FACTOR   | HOURS | GROSS       | RETIRE |
|-------|-----------------|-------|----------|-------|-------------|--------|
|       |                 |       |          |       |             | HOURS  |
| C013  | TEACHER         | 316   | 174.0000 |       | 1362,469.31 |        |
| C013A | TEACHER         | 6     | 3.0000   |       | 14,956.07   |        |
| C023  | TEMP TEACHER    | 5     | 3.0000   |       | 16,412.09   |        |
| C033  | EXTENDED YEAR   | 81    | 43.0000  |       | 20,508.84   | 615.20 |
| C033A | EXTENDED YEAR   | 2     | 1.0000   |       | 151.81      |        |
| C043  | FACILITATOR     | 10    | 5.0000   |       | 46,971.70   |        |
| C053  | DEPT HEAD       | 8     | 8.0000   |       | 1,036.00    |        |
| C073  | NURSE           | 6     | 3.0000   |       | 15,790.88   |        |
| C093  | STIPEND         | 4     | 4.0000   |       | 1,227.32    |        |
| C103  | SUPER FTE       | 2     | 2.0000   |       | 2,050.23    |        |
| C103A | SUPER FTE       | 1     | 1.0000   |       | 1,119.75    |        |
| C123  | LEADERSHIP STIP | 61    | 61.0000  |       | 9,226.92    |        |
| C123A | LEADERSHIP STIP | 1     | 1.0000   |       | 68.84       |        |
| C153  | ASB COORD       | 3     | 3.0000   |       | 966.61      |        |
| C173  | ASSESSMENT CORD | 7     | 7.0000   |       | 1,047.16    |        |
| C323  | ANNUAL ADVISOR  | 2     | 2.0000   |       | 649.75      |        |
| C333  | BAND            | 2     | 2.0000   |       | 939.24      |        |
| C403  | ELEM MUSIC      | 4     | 4.0000   |       | 438.02      |        |
| C403A | ELEM MUSIC      | 3     | 3.0000   |       | 438.01      |        |
| C403B | ELEM MUSIC      | 2     | 2.0000   |       | 1,121.67    |        |
| C453  | HONOR SOC AD    | 2     | 2.0000   |       | 143.60      |        |
| C463  | CLASS ADVISOR   | 4     | 4.0000   |       | 507.68      |        |
| C473  | NAT'L BOARD     | 21    | 21.0000  |       | 192,884.00  |        |
| C475  | NAT'L BOARD     | 4     | 4.0000   |       | 46,056.00   |        |
| C483  | STRINGS ADVISOR | 1     | 1.0000   |       | 355.18      |        |
| C523  | FFA ADVISOR     | 1     | 1.0000   |       | 290.25      |        |
| C673  | LIBRARIAN       | 1     | 1.0000   |       | 9,394.34    |        |
| C683  | COUNSELOR       | 38    | 11.0000  |       | 84,823.96   |        |
| C693  | K12 COACH       | 7     | 1.0000   |       | 9,394.34    |        |
| C713  | ACCTS PAYABLE   | 2     | 1.0000   |       | 5,680.14    | 184.00 |
| C723  | PAYROLL         | 1     | 1.0000   |       | 8,135.01    | 184.00 |
| C733  | HR COORDINATOR  | 2     | 1.0000   |       | 9,062.67    | 184.00 |
| C743  | TEMP CLASS      | 34    | 26.0000  |       | 38,132.54   | -3.20  |

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## Board Report

| PAY   | DESCRIPTION     | COUNT | FACTOR  | HOURS | GROSS      | RETIRE<br>HOURS |
|-------|-----------------|-------|---------|-------|------------|-----------------|
| C743A | TEMP CLASS      | 11    | 9.0000  |       | 4,647.75   |                 |
| C744  | TEMP CLASS      | 2     | 2.0000  |       | 3,078.52   |                 |
| C763  | BUS SERVICE WKR | 1     | 1.0000  |       | -127.94    |                 |
| C764  | BUS SERVICE WKR | 1     | 1.0000  |       | 4,863.30   | 184.00          |
| C774  | ASST MECHANIC   | 1     | 1.0000  |       | 5,262.23   | 184.00          |
| C784  | MECHANIC        | 3     | 3.0000  |       | 20,436.01  | 552.00          |
| C784A | MECHANIC        | 2     | 2.0000  |       | 13,927.84  | 368.00          |
| C814  | GRNDS/MAINTNCE  | 6     | 3.0000  |       | 17,302.15  | 552.00          |
| C834  | COMPTR TECH     | 8     | 4.0000  |       | 25,197.05  | 644.00          |
| C834A | COMPTR TECH     | 2     | 1.0000  |       | 3,174.16   | 92.00           |
| C844  | CUSTODIAN       | 28    | 14.0000 |       | 62,653.25  | 1880.00         |
| C844A | CUSTODIAN       | 4     | 2.0000  |       | 9,507.44   | 368.00          |
| C853  | LIBRARY TECH    | 7     | 5.0000  |       | 14,108.82  |                 |
| C873  | OFFICE ASST     | 6     | 3.0000  |       | 9,055.36   |                 |
| C873A | OFFICE ASST     | 1     | 1.0000  |       | 648.24     |                 |
| C883  | SECRETARY       | 3     | 3.0000  |       | 21,313.88  | 552.00          |
| C884  | SECRETARY       | 1     | 1.0000  |       | 3,611.92   | -0.10           |
| C894  | FOOD SVC DELVRY | 1     | 1.0000  |       | 3,761.90   |                 |
| C903  | PARAEDUCATOR    | 105   | 69.0000 |       | 163,632.90 | 184.00          |
| C903A | PARAEDUCATOR    | 13    | 10.0000 |       | 11,574.58  |                 |
| C903B | PARAEDUCATOR    | 2     | 2.0000  |       | 1,466.24   |                 |
| C913  | ASST DIR TRANSP | 1     | 1.0000  |       | 8,483.17   | 184.00          |
| C923  | TRANSP DIR      | 1     | 1.0000  |       | 10,603.92  | 184.00          |
| C933  | MAINT DIR       | 1     | 1.0000  |       | 10,603.92  | 184.00          |
| C943  | FISCAL SVC DIR  | 1     | 1.0000  |       | 14,668.25  | 184.00          |
| C953  | CTAE DIR        | 2     | 1.0000  |       | 11,610.17  | 56.00           |
| C963  | ASST PRINCIPAL  | 6     | 2.0000  |       | 25,865.43  | 368.00          |
| C973  | PRINCIPAL       | 16    | 7.0000  |       | 101,548.25 | 1288.00         |
| CAA3  | SUPERINTENDENT  | 1     | 1.0000  |       | 17,937.50  | 184.00          |
| CAC3  | SECRETARY I     | 1     | 1.0000  |       | 5,297.53   | 184.00          |
| CAD3  | SECRETARY II    | 12    | 9.0000  |       | 43,373.19  | 368.00          |
| CAE3  | SECRETARY III   | 12    | 7.0000  |       | 22,823.94  | 39.90           |
| CAK4  | ASE CERT        | 1     | 1.0000  |       | 390.00     |                 |
| CAK4A | ASE CERT        | 2     | 2.0000  |       | 515.36     |                 |
| CAO   | BUS DRIVERS     | 22    | 22.0000 |       | 43,963.77  | 0.10            |
| CAO2  | BUS DRIVER      | 1     | 1.0000  |       | 2,308.03   | -0.10           |
| CAO6  | RTE TIME CHANGE | 13    | 13.0000 |       | 14,523.74  | -0.80           |
| CAO6A | RTE CHANGE 2    | 1     | 1.0000  |       | 106.83     | -0.10           |
| CAO7  | ROUTE CHANGE    | 1     | 1.0000  |       | 263.56     |                 |
| CAP   | KITCHEN MANAGER | 1     | 1.0000  |       | 4,134.00   |                 |
| CAR   | SEC LEAD FSW    | 2     | 2.0000  |       | 7,223.03   |                 |
| CAS   | SEC FSW         | 6     | 6.0000  |       | 12,426.81  | -0.20           |
| CAS2  | SEC FSW         | 1     | 1.0000  |       | 1,397.83   |                 |
| CAT   | ELEM LEAD FSW   | 4     | 4.0000  |       | 8,148.40   | -0.40           |
| CAT2  | ELEM LEAD FSW   | 1     | 1.0000  |       | 1,640.00   |                 |
| CAU   | ELEM FSW        | 8     | 8.0000  |       | 9,955.69   | -0.30           |
| CAU2  | ELEM FSW        | 3     | 3.0000  |       | 2,854.77   | -0.20           |
| CBA   | INST COACH      | 1     | 1.0000  |       | 9,109.42   |                 |
| CBG   | ACCTING ASST    | 2     | 1.0000  |       | 5,851.74   | 184.00          |
| CBH   | DISPATCHER      | 2     | 2.0000  |       | 8,965.41   | 144.00          |
| CBK   | EX DIR OF HR    | 2     | 1.0000  |       | 13,961.50  | 184.00          |
| CBL   | EX DIR SP ED    | 1     | 1.0000  |       | 14,668.25  | 184.00          |

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## Board Report

| PAY   | DESCRIPTION     | COUNT | FACTOR    | HOURS    | GROSS      | RETIRE<br>HOURS |
|-------|-----------------|-------|-----------|----------|------------|-----------------|
| CBM   | OT              | 3     | 2.0000    |          | 16,933.66  |                 |
| CBN   | PT              | 1     | 1.0000    |          | 9,394.34   |                 |
| CBO   | PSYCH           | 1     | 1.0000    |          | 9,394.34   |                 |
| CBP   | SLP             | 2     | 2.0000    |          | 15,552.85  |                 |
| CBS   | BUS MONITOR     | 6     | 6.0000    |          | 5,732.15   | -0.10           |
| CBS1  | BM ROUTE CHANGE | 6     | 6.0000    |          | 3,825.95   | -0.20           |
| CBT   | DIR OF T & L    | 2     | 1.0000    |          | 14,668.25  | 184.00          |
| CBX   | IEP STIPEND     | 28    | 27.0000   |          | 10,183.49  |                 |
| CCB   | DIR OF TECH     | 2     | 1.0000    |          | 10,603.92  | 184.00          |
| CCD   | ADMIN ENRICHMEN | 19    | 13.0000   |          | 9,269.11   |                 |
| CCE   | TAXI DRIVER     | 1     | 1.0000    |          | 1,924.63   | -0.10           |
| CCL   | LEAD MECH STIP  | 1     | 1.0000    |          | 416.67     |                 |
| CCN   | ATHLETIC DIR    | 1     | 1.0000    |          | 12,815.42  | 56.00           |
| CCP   | MENTAL HEALTH   | 1     | 1.0000    |          | 5,149.20   |                 |
| CCS   | DIR EXTRA DAYS  | 1     | 1.0000    |          | 163.17     |                 |
| CCT   | SECRETARY IV    | 8     | 5.0000    |          | 19,099.48  |                 |
| CCTA  | SECRETARY IV    | 4     | 1.0000    |          | 2,408.47   |                 |
| CCZ   | SAFETY & SECURI | 1     | 1.0000    |          | 5,987.49   |                 |
| CDA   | DEAN OF STUDENT | 2     | 1.0000    |          | 11,327.00  | 56.00           |
| CDB   | E-SPORTS        | 1     | 1.0000    |          | 243.09     |                 |
| CDE   | DIR EXT DAYS    | 9     | 6.0000    |          | 1,067.97   | 96.00           |
| CDF   | K-8 ATH PROG    | 1     | 1.0000    |          | 5,919.59   |                 |
| CDI   | TR COORD SP     | 1     | 1.0000    |          | 7,083.34   | 184.00          |
| CDK   | CAREER & COLLEG | 1     | 1.0000    |          | 4,034.86   |                 |
| CDL   | CERT EXP STIPEN | 142   | 73.0000   |          | 31,169.05  |                 |
| CDO   | HR SPECIALIST   | 2     | 1.0000    |          | 6,396.00   | 184.00          |
| CDP   | SPLIT LEVEL     | 12    | 12.0000   |          | 818.23     |                 |
| CDQ   | STUDENT STORE   | 1     | 1.0000    |          | 500.00     |                 |
| CDS   | SUB COOR/REC    | 1     | 1.0000    |          | 5,491.23   | 184.00          |
| CDT   | PARTS-INVENTORY | 1     | 1.0000    |          | 5,217.34   | 184.00          |
| CDU   | ELEM MUSIC CLUB | 1     | 1.0000    |          | 172.34     |                 |
| CDV   | ELEM BAND CONCE | 1     | 1.0000    |          | 106.84     |                 |
| CDX   | CUSTODIAN/MTN   | 3     | 1.0000    |          | 5,241.60   | 184.00          |
| CEA#2 | ENRICHMENT STIP | 375   | 202.0000  |          | 20,262.67  |                 |
| CEA#3 | DISTRICT DAYS   | 566   | 198.0000  |          | 63,066.94  |                 |
| CEA#4 | LONGEVITY STIP  | 57    | 57.0000   |          | 3,207.78   |                 |
| CEA#8 | SPANISH STIPEND | 6     | 6.0000    |          | 958.34     |                 |
| CEA2A | ENRICHMENT      | 6     | 3.0000    |          | 186.97     |                 |
| CEA4A | LONGEVITY STIP  | 1     | 1.0000    |          | 36.81      |                 |
| LWOP3 | Leave w/o Pay   | 13    | -279.9100 |          | -12,226.35 | -279.90         |
| LWOP4 | Leave w/o Pay   | 1     | -1.1500   |          | -25.43     | -1.20           |
| TBS3  | BOARD STIPEND   | 5     |           | 5.0000   | 250.00     |                 |
| TC03  | CERT OVERLOAD P | 23    | 25.0000   |          | 3,906.00   |                 |
| TCEE3 | CURRICULUM RATE | 2     |           | 8.0000   | 350.88     | 8.00            |
| TCLE3 | CLASS EXTRA 613 | 4     |           | 11.7500  | 336.65     | 11.80           |
| TCLE4 | CLASS EXTRA 614 | 40    |           | 401.8900 | 10,573.92  | 402.40          |
| TCP3  | CERT PER DIEM   | 4     |           | 30.5000  | 2,397.38   | 26.51           |
| TDF3  | DIFFRTNL PY 613 | 6     |           | 82.0000  | 2,440.89   | 82.00           |
| TDF4  | DIFFRTNL PY 614 | 11    |           | 305.5000 | 9,482.67   | 305.50          |
| TDT4  | DRIVER TRNR 614 | 5     |           | 94.2500  | 2,823.58   | 94.30           |
| TEVT4 | EVT CERT TIME   | 1     |           | 18.5000  | 111.00     | 18.50           |
| TIP3  | INCNTV PY 613   | 5     |           | 40.0000  | 1,745.92   |                 |

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## Board Report

| PAY          | DESCRIPTION     | COUNT | FACTOR    | HOURS     | GROSS       | RETIRE<br>HOURS |
|--------------|-----------------|-------|-----------|-----------|-------------|-----------------|
| TIP4         | INCENTV PY 614  | 6     |           | 26.2500   | 774.97      |                 |
| TOV3         | OVT HOURS 613   | 3     |           | 4.1800    | 180.14      | 4.20            |
| TOV4         | OVT HOURS 614   | 18    |           | 25.3300   | 1,117.03    | 25.61           |
| TPP3         | Prep Period     | 19    | 14.0000   |           | 963.63      |                 |
| TRG3         | REGULAR PAY 613 | 5     |           | -40.7500  | -1,035.22   | -40.80          |
| TRG4         | REGULAR PAY 614 | 19    |           | -311.7500 | -9,182.14   | -311.91         |
| TSCL3        | SUB CLSSFD 613  | 39    |           | 478.4500  | 9,626.98    | 478.50          |
| TSCL4        | SUB CLSSFD 614  | 27    |           | 819.1500  | 19,710.43   | 819.40          |
| TSCR3        | SUB CERT FULL   | 132   |           | 1142.0000 | 46,140.16   | 1134.00         |
| TSCS3        | SUB CERT HALF   | 25    |           | 93.5900   | 3,958.93    | 94.10           |
| TSS3         | SUMMER SCHOOL   | 34    |           | 2245.0000 | 107,150.45  | 2244.99         |
| TSS4         | SUMMER SCHOOL   | 4     | 125.0000  |           | 2,943.01    | 96.00           |
| TTM3         | TAXABLE MEAL    | 22    |           | 24.0000   | 399.00      |                 |
| TTP4         | TRIP PAY        | 12    |           | 139.9600  | 3,357.68    | 140.20          |
| ZVPE         | PERS LV CASHOUT | 79    | 958.2202  |           | 27,664.66   |                 |
| ZVRE         | VAC CASHOUT     | 16    | 1426.0000 |           | 137,160.63  |                 |
| REPORT TOTAL |                 | 2839  | 3559.1602 | 5642.8000 | 3435,896.97 | 17489.60        |

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## Board Report

| CODE  | DESCRIPTION     | CATEGORY       | COUNT | AMOUNT     |
|-------|-----------------|----------------|-------|------------|
| 1FIC  | FICA            | FICA           | 2839  | 208,973.56 |
| 1FIT  | Fed Inc Tax     | FEDERAL TAX    | 2837  | 318,286.11 |
| 1FIT+ | FIT Add Amount  | FEDERAL TAX    | 445   | 15,870.00  |
| 1Med  | Medicare        | MEDICARE       | 2839  | 48,872.75  |
| 1PFML | WA PAID FML     | PFML           | 2839  | 27,734.59  |
| 1ReE0 | SERS Plan 0     | RETIREMENT     | 473   |            |
| 1ReE2 | SERS Plan 2     | RETIREMENT     | 411   | 32,009.34  |
| 1ReE3 | SERS Plan 3     | RETIREMENT     | 279   | 25,571.66  |
| 1ReP1 | PERS Plan 1     | RETIREMENT     | 6     |            |
| 1ReT0 | TRS Plan 0      | RETIREMENT     | 410   |            |
| 1ReT2 | TRS Plan 2      | RETIREMENT     | 962   | 72,091.49  |
| 1ReT3 | TRS Plan 3      | RETIREMENT     | 1084  | 103,210.91 |
| 1WC   | WORKERS COMP    | WORKERS' COMP  | 2722  | 4,159.58   |
| 1WLTC | WA LTC          | LONG-TERM CARE | 2765  | 19,139.47  |
| A1167 | OMNI - ANNUITY  | TSA-BEFORE TAX | 35    | 7,565.00   |
| A2114 | PSE DUE-PUB SCH |                | 77    | 2,483.83   |
| A2115 | PSE COPE DUES   |                | 14    | 93.00      |
| A5PA  | PSE ANNUAL DUE  |                | 77    | 53.00      |
| A6PC  | PSE ADD-PSE ADD |                | 6     |            |
| ACH2  | 2ND ACH         |                | 51    | 10,195.00  |
| ACH3  | 3RD ACH         |                | 3     | 700.00     |
| CAA   | Cent Adm Assoc  |                | 11    | 60.00      |
| D2158 | DRS - DEF COMP  | TSA-BEFORE TAX | 57    | 18,823.00  |
| D2159 | DCP 10%         | TSA-BEFORE TAX | 24    | 1,098.16   |
| D2160 | DCP ROTH        | TSA-AFTER TAX  | 5     | 150.00     |
| D2161 | DCP ROTH %      | TSA-AFTER TAX  | 1     | 140.05     |
| DINFO | INFOARMOR       |                | 4     | 42.85      |
| DLEGA | LEGALEASE       |                | 6     | 55.84      |
| DNVPI | PET INSURANCE   |                | 1     | 67.04      |
| G1154 | GARN - SNOHOMIS |                | 3     | 72.42      |
| G1231 | GARN-WA ST CS   |                | 9     | 2,260.00   |
| HCFSA | Medical FSA     | OTH BEF TAX    | 40    | 3,970.82   |
| HEHSA | Hlth Equity HSA | OTH BEF TAX    | 22    | 1,112.50   |
| J0132 | THORBECKES      |                | 210   | 6,266.87   |
| KADJU | K ADJUSTMENT    |                | 7     | 24.00      |
| KEYB  | Key Bank        |                | 1     | 50.00      |
| KP1ER | Kai WA Smt1 EMP | OTH BEF TAX    | 3     | 90.00      |
| KP2CR | Kai WA Smt2 E/C | OTH BEF TAX    | 1     | 235.00     |
| KP2ER | Kai WA Smt2 EMP | OTH BEF TAX    | 10    | 134.00     |
| KP2FR | Kai WA Smt2 FAM | OTH BEF TAX    | 1     | 402.00     |
| KP2SR | Kai WA Smt2 E/S | OTH BEF TAX    | 3     | 536.00     |
| KP3ER | Kai WA Smt3 EMP | OTH BEF TAX    | 8     | 574.00     |
| KW1CR | Kai WA Core1E/C | OTH BEF TAX    | 2     | 84.00      |
| KW1ER | Kai WA Core1EMP | OTH BEF TAX    | 23    | 264.00     |
| KW1FR | Kai WA Core1FAM | OTH BEF TAX    | 3     | 144.00     |
| KW2CR | Kai WA Core2E/C | OTH BEF TAX    | 5     | 232.00     |
| KW2ER | Kai WA Core2EMP | OTH BEF TAX    | 12    | 396.00     |
| KW2FR | Kai WA Core2FAM | OTH BEF TAX    | 6     | 396.00     |
| KW2SR | Kai WA Core2E/S | OTH BEF TAX    | 5     | 264.00     |
| KW3CR | Kai WA Core3E/C | OTH BEF TAX    | 3     | 431.00     |
| KW3ER | Kai WA Core3EMP | OTH BEF TAX    | 4     | 738.00     |
| KW3FR | Kai WA Core3FAM | OTH BEF TAX    | 1     | 738.00     |
| KW3SR | Kai WA Core3E/S | OTH BEF TAX    | 5     | 984.00     |

CHECK DATE: 07/31/2026 PERIOD ENDING DATE: 07/31/2026

## Board Report

| CODE  | DESCRIPTION     | CATEGORY    | COUNT | AMOUNT       |
|-------|-----------------|-------------|-------|--------------|
| KWSCR | Kai WA SndChE/C | OTH BEF TAX | 17    | 1,368.00     |
| KWSER | Kai WA SndChEMP | OTH BEF TAX | 16    | 1,040.00     |
| KWSFR | Kai WA SndChFAM | OTH BEF TAX | 6     | 805.00       |
| LTD50 | Emp Pd LTD 50%  |             | 84    | 553.76       |
| LTD60 | Emp Pd LTD 60%  |             | 503   | 5,154.26     |
| LTDAJ | LTD ADJUSTMENT  |             | 1     | 11.19        |
| PHCR  | Prem Hgh PPOE/C | OTH BEF TAX | 11    | 1,100.00     |
| PHER  | Prem Hgh PPOEMP | OTH BEF TAX | 15    | 810.00       |
| PHFR  | Prem Hgh PPOFAM | OTH BEF TAX | 7     | 1,413.00     |
| PHSR  | Prem Hgh PPOE/S | OTH BEF TAX | 5     | 967.00       |
| PMCR  | Prem HMCrEPOE/C | OTH BEF TAX | 6     | 111.00       |
| PMER  | Prem HMCrEPOEMP | OTH BEF TAX | 6     | 63.00        |
| PMSR  | Prem HMCrEPOE/S | OTH BEF TAX | 2     | 42.00        |
| PSCR  | Prem Std PPOE/C | OTH BEF TAX | 18    | 1,134.00     |
| PSER  | Prem Std PPOEMP | OTH BEF TAX | 29    | 1,105.00     |
| PSFR  | Prem Std PPOFAM | OTH BEF TAX | 15    | 2,642.00     |
| PSSR  | Prem Std PPOE/S | OTH BEF TAX | 6     | 673.00       |
| S1127 | DOLLAR-SCHOLAR  |             | 132   | 610.00       |
| SECU  | SCHOOL EMP CU   |             | 28    | 4,465.00     |
| SECU2 | SCHOOL EMP CU   |             | 3     | 70.00        |
| T0    | TEAMSTER - PT   |             | 110   | 3,835.00     |
| T1    | TEAMSTER - FT   |             | 72    | 2,696.00     |
| T5    | TEAMSTERS INIT  |             | 9     | 85.00        |
| TP    | FTT PENSION     |             | 51    | 7,476.00     |
| TPADJ | FTT PENSION ADJ |             | 21    | 193.26       |
| U0115 | UNITED WAY      |             | 45    | 387.00       |
| VACAJ | VAC ADJUST      | OTH BEF TAX | 4     | 348.00       |
| VACR  | UMP Achieve2E/C | OTH BEF TAX | 62    | 4,720.00     |
| VAER  | UMP Achieve2EMP | OTH BEF TAX | 91    | 5,695.00     |
| VAFR  | UMP Achieve2FAM | OTH BEF TAX | 62    | 11,465.00    |
| VASR  | UMP Achieve2E/S | OTH BEF TAX | 42    | 5,180.00     |
| VHSAC | UMP CDHP E/C    | OTH BEF TAX | 1     | 61.00        |
| VHSAE | UMP CDHP EMP    | OTH BEF TAX | 13    | 245.00       |
| VHSAF | UMP CDHP FAM    | OTH BEF TAX | 16    | 655.00       |
| VHSAS | UMP CDHP E/S    | OTH BEF TAX | 9     | 210.00       |
| VUCR  | UMP Achieve1E/C | OTH BEF TAX | 56    | 1,747.00     |
| VUER  | UMP Achieve1EMP | OTH BEF TAX | 119   | 3,524.00     |
| VUFR  | UMP Achieve1FAM | OTH BEF TAX | 92    | 5,408.00     |
| VUSR  | UMP Achieve1E/S | OTH BEF TAX | 38    | 1,930.00     |
| WOKA  | WEA DUES - 1/2  |             | 4     | 66.17        |
| WOKC  | WEA DUES-FULL   |             | 352   | 16,564.89    |
| WOKE  | WEA DUES-FL NFC |             | 137   | 5,952.86     |
| WOKP  | WEA-PAC         |             | 197   | 199.25       |
| W1KZ  | WSSRA DUES      |             | 59    | 168.00       |
| WSECU | WA ST EMP CU    |             | 5     | 4,850.00     |
|       |                 |             | 24247 | 1,045,643.48 |

CHECK DATE: 07/31/2026 PERIOD ENDING DATE: 07/31/2026

Board Report

| CODE  | DESCRIPTION    | CATEGORY      | COUNT | AMOUNT       |
|-------|----------------|---------------|-------|--------------|
| 1FIC  | FICA           | FICA          | 2839  | 208,973.56   |
| 1Med  | Medicare       | MEDICARE      | 2839  | 48,872.75    |
| 1PFML | WA PAID FML    | PFML          | 2839  | 11,091.06    |
| 1ReE0 | SERS Plan 0    | RETIREMENT    | 466   |              |
| 1ReE2 | SERS Plan 2    | RETIREMENT    | 391   | 32,941.29    |
| 1ReE3 | SERS Plan 3    | RETIREMENT    | 265   | 26,555.91    |
| 1ReT0 | TRS Plan 0     | RETIREMENT    | 380   |              |
| 1ReT2 | TRS Plan 2     | RETIREMENT    | 953   | 74,140.96    |
| 1ReT3 | TRS Plan 3     | RETIREMENT    | 1079  | 103,612.12   |
| 1UC   | UNEMPLOYMENT   | UNEMPLOY COMP | 2839  | 12,749.79    |
| 1WC   | WORKERS COMP   | WORKERS' COMP | 2722  | 20,157.74    |
| SEBB  | SEBB HCA       |               | 1021  | 586,843.00   |
| SRDP+ | SRDP Medical + |               | 1     | 829.00       |
|       |                |               | 18634 | 1,126,767.18 |

\*\*\*\*\* End of report \*\*\*\*\*

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$200.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, UMPQUA Bank AP ACH:  
ACH Numbers 252600408 through 252600408, totaling \$200.00

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name     | Check Date              | Check Amount |
|-----------|-----------------|-------------------------|--------------|
| 252600408 | TAYLOR, BRIAN M | 07/24/2026              | 200.00       |
| 1         | ACH             | Check(s) For a Total of | 200.00       |



|           |   |                                   |                       |        |
|-----------|---|-----------------------------------|-----------------------|--------|
|           | 0 | Manual                            | Checks For a Total of | 0.00   |
|           | 0 | Wire Transfer                     | Checks For a Total of | 0.00   |
|           | 1 | ACH                               | Checks For a Total of | 200.00 |
|           | 0 | Computer                          | Checks For a Total of | 0.00   |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks                | 200.00 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00   |
|           |   |                                   | Net Amount            | 200.00 |

F U N D   S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense | Total  |
|------|--------------|---------------|---------|---------|--------|
| 10   | General Fund | 0.00          | 0.00    | 200.00  | 200.00 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,130.84. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:  
Warrant Numbers 50201414 through 50201415, totaling \$1,130.84

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                   | Check Date | Check Amount |
|-----------|-------------------------------|------------|--------------|
| 50201414  | LEWIS COUNTY PUD # 1          | 07/24/2026 | 217.29       |
| 50201415  | PACIFIC MOBILE STRUCTURES INC | 07/24/2026 | 913.55       |

|   |          |                         |          |
|---|----------|-------------------------|----------|
| 2 | Computer | Check(s) For a Total of | 1,130.84 |
|---|----------|-------------------------|----------|

|           |   |                                   |                       |          |
|-----------|---|-----------------------------------|-----------------------|----------|
|           | 0 | Manual                            | Checks For a Total of | 0.00     |
|           | 0 | Wire Transfer                     | Checks For a Total of | 0.00     |
|           | 0 | ACH                               | Checks For a Total of | 0.00     |
|           | 2 | Computer                          | Checks For a Total of | 1,130.84 |
| Total For | 2 | Manual, Wire Tran, ACH & Computer | Checks                | 1,130.84 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00     |
|           |   |                                   | Net Amount            | 1,130.84 |

F U N D   S U M M A R Y

| Fund | Description      | Balance Sheet | Revenue | Expense  | Total    |
|------|------------------|---------------|---------|----------|----------|
| 20   | Capital Projects | 0.00          | 0.00    | 1,130.84 | 1,130.84 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 24, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$161.19. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS OUTSTANDING:  
Warrant Numbers 50405098 through 50405098, totaling \$161.19

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name        | Check Date              | Check Amount |
|-----------|--------------------|-------------------------|--------------|
| 50405098  | THE FARM STORE INC | 07/24/2026              | 161.19       |
| 1         | Computer           | Check(s) For a Total of | 161.19       |

|           |   |                                   |                       |        |
|-----------|---|-----------------------------------|-----------------------|--------|
|           | 0 | Manual                            | Checks For a Total of | 0.00   |
|           | 0 | Wire Transfer                     | Checks For a Total of | 0.00   |
|           | 0 | ACH                               | Checks For a Total of | 0.00   |
|           | 1 | Computer                          | Checks For a Total of | 161.19 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks                | 161.19 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00   |
|           |   | Net Amount                        |                       | 161.19 |

F U N D   S U M M A R Y

| Fund | Description      | Balance Sheet | Revenue | Expense | Total  |
|------|------------------|---------------|---------|---------|--------|
| 40   | Associated Stude | 0.00          | 0.00    | 161.19  | 161.19 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$131,769.85. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50142370 through 50142417, totaling \$131,769.85

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

| Check Nbr | Vendor Name                    | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 50142370  | ABBARNO, HOLLY CHRISTINE       | 07/24/2026 | 963.04       |
| 50142371  | ADVOCATE PRINTING              | 07/24/2026 | 542.00       |
| 50142372  | AQUAFINITY                     | 07/24/2026 | 1,040.64     |
| 50142373  | AWARDS WEST-PRINTWARES INC     | 07/24/2026 | 2,546.85     |
| 50142374  | CAPITAL BUSINESS MACHINES INC  | 07/24/2026 | 7,711.80     |
| 50142375  | CEN-CHE PUPIL TRANSPORTATION   | 07/24/2026 | 471.31       |
| 50142376  | CENTRAL WELDING SUPPLY CO INC  | 07/24/2026 | 46.61        |
| 50142377  | CHEHALIS SCHOOL DISTRICT #302  | 07/24/2026 | 15,673.64    |
| 50142378  | CIT                            | 07/24/2026 | 9,002.13     |
| 50142379  | CITY OF CENTRALIA              | 07/24/2026 | 10,132.44    |
| 50142380  | CLAY ART CENTER INC            | 07/24/2026 | 734.40       |
| 50142381  | CULLIGAN                       | 07/24/2026 | 323.90       |
| 50142382  | DRY BOX INC                    | 07/24/2026 | 189.01       |
| 50142383  | EDNETICS INC                   | 07/24/2026 | 1,084.00     |
| 50142384  | ESD #112                       | 07/24/2026 | 330.00       |
| 50142385  | ESD #113                       | 07/24/2026 | 1,353.76     |
| 50142386  | EXPLORE LEARNING LLC           | 07/24/2026 | 6,167.34     |
| 50142387  | FERGUSON ENTERPRISES LLC       | 07/24/2026 | 175.88       |
| 50142388  | GOEBEL SEPTIC TANK SERVICE INC | 07/24/2026 | 150.00       |
| 50142389  | HERMANSON COMPANY LLP          | 07/24/2026 | 5,105.64     |
| 50142390  | JOHNSON CONTROLS FIRE PROTECTI | 07/24/2026 | 9,310.20     |
| 50142391  | KCDA                           | 07/24/2026 | 5,627.47     |
| 50142392  | LANGUAGE LINE SERVICES         | 07/24/2026 | 339.80       |
| 50142393  | LEWIS COUNTY SOLID WASTE       | 07/24/2026 | 304.00       |
| 50142394  | LINCOLN CREEK LUMBER INC       | 07/24/2026 | 576.25       |
| 50142395  | MADSEN'S SHOP & SUPPLY INC     | 07/24/2026 | 69.37        |
| 50142396  | MARTIN, ANNA                   | 07/24/2026 | 162.75       |
| 50142397  | MUSIC & ARTS CENTER            | 07/24/2026 | 3,901.39     |
| 50142398  | NORTHWEST TEXTBOOK DEPOSITORY  | 07/24/2026 | 8,802.08     |
| 50142399  | OAKVIEW ELEMENTARY PTO         | 07/24/2026 | 8.00         |
| 50142400  | PAPE MACHINERY INC             | 07/24/2026 | 2,069.41     |
| 50142401  | PNW KITCHEN PROS LLC           | 07/24/2026 | 3,129.49     |
| 50142402  | PORTER FOSTER RORICK           | 07/24/2026 | 7,325.00     |

| Check Nbr | Vendor Name                    | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 50142403  | PUGET SOUND ESTUARIUM          | 07/24/2026 | 600.00       |
| 50142404  | QUADIENT FINANCE USA INC       | 07/24/2026 | 554.56       |
| 50142405  | RIVERSIDE INSIGHTS             | 07/24/2026 | 542.23       |
| 50142406  | SATARII INC                    | 07/24/2026 | 271.00       |
| 50142407  | SOUND ELECTRONICS              | 07/24/2026 | 771.10       |
| 50142408  | SOUND ENERGY SYSTEMS           | 07/24/2026 | 12,962.20    |
| 50142409  | THE FARM STORE INC             | 07/24/2026 | 353.54       |
| 50142410  | THE LINCOLN ELECTRIC COMPANY   | 07/24/2026 | 1,314.54     |
| 50142411  | THORBECKES                     | 07/24/2026 | 4,055.33     |
| 50142412  | TUMWATER SCHOOL DISTRICT       | 07/24/2026 | 3,617.00     |
| 50142413  | TWIN CITIES ROTARY CLUB        | 07/24/2026 | 250.00       |
| 50142414  | US CELLULAR                    | 07/24/2026 | 505.00       |
| 50142415  | WICKED NORTH COFFEE ROASTERS I | 07/24/2026 | 16.00        |
| 50142416  | WILSON PARTS CORPORATION       | 07/24/2026 | 214.00       |
| 50142417  | WSIPC                          | 07/24/2026 | 373.75       |

|    |          |                         |            |
|----|----------|-------------------------|------------|
| 48 | Computer | Check(s) For a Total of | 131,769.85 |
|----|----------|-------------------------|------------|

|           |    |                                   |                       |            |
|-----------|----|-----------------------------------|-----------------------|------------|
|           | 0  | Manual                            | Checks For a Total of | 0.00       |
|           | 0  | Wire Transfer                     | Checks For a Total of | 0.00       |
|           | 0  | ACH                               | Checks For a Total of | 0.00       |
|           | 48 | Computer                          | Checks For a Total of | 131,769.85 |
| Total For | 48 | Manual, Wire Tran, ACH & Computer | Checks                | 131,769.85 |
| Less      | 0  | Voided                            | Checks For a Total of | 0.00       |
|           |    |                                   | Net Amount            | 131,769.85 |

F U N D   S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue   | Expense    | Total      |
|------|--------------|---------------|-----------|------------|------------|
| 10   | General Fund | 0.00          | 15,673.64 | 116,096.21 | 131,769.85 |



The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$16.83. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50142369 through 50142369, totaling \$16.83

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

| Check Nbr | Vendor Name            | Check Date | Check Amount |
|-----------|------------------------|------------|--------------|
| 50142369  | ESD - PFML CARE CENTER | 07/23/2026 | 16.83        |

|   |          |                         |       |
|---|----------|-------------------------|-------|
| 1 | Computer | Check(s) For a Total of | 16.83 |
|---|----------|-------------------------|-------|

|           |   |                                          |                       |       |
|-----------|---|------------------------------------------|-----------------------|-------|
|           | 0 | Manual                                   | Checks For a Total of | 0.00  |
|           | 0 | Wire Transfer                            | Checks For a Total of | 0.00  |
|           | 0 | ACH                                      | Checks For a Total of | 0.00  |
|           | 1 | Computer                                 | Checks For a Total of | 16.83 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer Checks |                       | 16.83 |
| Less      | 0 | Voided                                   | Checks For a Total of | 0.00  |
|           |   | Net Amount                               |                       | 16.83 |

F U N D S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense | Total |
|------|--------------|---------------|---------|---------|-------|
| 10   | General Fund | 16.83         | 0.00    | 0.00    | 16.83 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 25, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,192.97. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50142368 through 50142368, totaling \$2,192.97

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name              | Check Date              | Check Amount |
|-----------|--------------------------|-------------------------|--------------|
| 50142368  | HUB INTERNATIONAL NW LLC | 07/22/2026              | 2,192.97     |
| 1         | Computer                 | Check(s) For a Total of | 2,192.97     |

|           |   |                                   |                       |          |
|-----------|---|-----------------------------------|-----------------------|----------|
|           | 0 | Manual                            | Checks For a Total of | 0.00     |
|           | 0 | Wire Transfer                     | Checks For a Total of | 0.00     |
|           | 0 | ACH                               | Checks For a Total of | 0.00     |
|           | 1 | Computer                          | Checks For a Total of | 2,192.97 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks                | 2,192.97 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00     |
|           |   | Net Amount                        |                       | 2,192.97 |

F U N D   S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense  | Total    |
|------|--------------|---------------|---------|----------|----------|
| 10   | General Fund | 0.00          | 0.00    | 2,192.97 | 2,192.97 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of July 25, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$578.17. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Wire Transfer Payments 202500107 through 202500107, totaling \$578.17

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                    | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 202500107 | DEPARTMENT OF REVENUE - LEASEH | 07/22/2026 | 578.17       |

|   |                                       |        |
|---|---------------------------------------|--------|
| 1 | Wire Transfer Check(s) For a Total of | 578.17 |
|---|---------------------------------------|--------|

|           |   |                                          |                       |        |
|-----------|---|------------------------------------------|-----------------------|--------|
|           | 0 | Manual                                   | Checks For a Total of | 0.00   |
|           | 1 | Wire Transfer                            | Checks For a Total of | 578.17 |
|           | 0 | ACH                                      | Checks For a Total of | 0.00   |
|           | 0 | Computer                                 | Checks For a Total of | 0.00   |
| Total For | 1 | Manual, Wire Tran, ACH & Computer Checks |                       | 578.17 |
| Less      | 0 | Voided                                   | Checks For a Total of | 0.00   |
|           |   | Net Amount                               |                       | 578.17 |

## FUND SUMMARY

| Fund | Description  | Balance Sheet | Revenue | Expense | Total  |
|------|--------------|---------------|---------|---------|--------|
| 10   | General Fund | 0.00          | 0.00    | 578.17  | 578.17 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$975,493.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50142441 through 50142516, totaling \$975,493.14

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

| Check Nbr | Vendor Name                    | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 50142441  | AEQUOR HEALTHCARE SERVICES LLC | 08/07/2026 | 3,015.00     |
| 50142442  | AIRGAS USA LLC                 | 08/07/2026 | 137.13       |
| 50142443  | ALS TRIBOLOGY                  | 08/07/2026 | 3,280.01     |
| 50142444  | AMERGIS                        | 08/07/2026 | 13,630.07    |
| 50142445  | AWARDS WEST-PRINTWARES INC     | 08/07/2026 | 6,305.47     |
| 50142446  | BE GLAD LLC                    | 08/07/2026 | 12,600.00    |
| 50142447  | BLANK, TREVOR JAMES            | 08/07/2026 | 492.00       |
| 50142448  | BRYSON SALES & SERVICE OF WASH | 08/07/2026 | 2,171.03     |
| 50142449  | CAPITAL BUSINESS MACHINES INC  | 08/07/2026 | 5,438.93     |
| 50142450  | CENTRALIA COLLEGE              | 08/07/2026 | 196,659.42   |
| 50142451  | CENTRALIA OK TIRE CO INC       | 08/07/2026 | 901.06       |
| 50142452  | CHEHALIS SCHOOL DISTRICT #302  | 08/07/2026 | 208,033.81   |
| 50142453  | COMMERCIAL BRAKE & CLUTCH      | 08/07/2026 | 1,540.23     |
| 50142454  | CULLIGAN                       | 08/07/2026 | 50.49        |
| 50142455  | CUMMINS INC                    | 08/07/2026 | 2,943.71     |
| 50142456  | CURFMAN CUSTOM FABRICATION LLC | 08/07/2026 | 2,108.94     |
| 50142457  | DEERE & COMPANY                | 08/07/2026 | 17,454.94    |
| 50142458  | DRY BOX INC                    | 08/07/2026 | 189.01       |
| 50142459  | EDNETICS INC                   | 08/07/2026 | 1,562.38     |
| 50142460  | EMERSON HARDWOOD               | 08/07/2026 | 1,347.41     |
| 50142461  | ENOME INC                      | 08/07/2026 | 19,653.00    |
| 50142462  | ENTERPRISE HOLDINGS INC        | 08/07/2026 | 1,559.18     |
| 50142463  | ESD #113                       | 08/07/2026 | 319,264.90   |
| 50142464  | EVOLUTION HEALTH LLC           | 08/07/2026 | 875.00       |
| 50142465  | FERGUSON ENTERPRISES LLC       | 08/07/2026 | 14.59        |
| 50142466  | FREIGHTLINER NORTHWEST         | 08/07/2026 | 3,786.65     |
| 50142467  | GEAR BOX INC                   | 08/07/2026 | 912.68       |
| 50142468  | GLAZER CAMERA INC              | 08/07/2026 | 1,690.31     |
| 50142469  | GOEBEL SEPTIC TANK SERVICE INC | 08/07/2026 | 150.00       |
| 50142470  | GRANT'S TOWING & AUTOMOTIVE    | 08/07/2026 | 1,647.68     |
| 50142471  | INDUSTRIAL SPECIALTIES INC     | 08/07/2026 | 146.37       |
| 50142472  | INLAND TECHNOLOGY INC          | 08/07/2026 | 629.81       |
| 50142473  | INTEGRATED FILLTRATION SYSTEMS | 08/07/2026 | 4,628.48     |

| Check Nbr | Vendor Name                    | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 50142474  | JACKSON GROUP PETERBILT        | 08/07/2026 | 156.65       |
| 50142475  | JOHNSON CONTROLS FIRE PROTECTI | 08/07/2026 | 15,872.96    |
| 50142476  | KCDA                           | 08/07/2026 | 3,945.44     |
| 50142477  | LECO SUPPLY INC                | 08/07/2026 | 129.21       |
| 50142478  | LEWIS COUNTY TREASURER         | 08/07/2026 | 24.90        |
| 50142479  | LINCOLN CREEK LUMBER INC       | 08/07/2026 | 1,047.87     |
| 50142480  | LOWER COLUMBIA OCCUPATIONAL HE | 08/07/2026 | 92.00        |
| 50142481  | MIDWEST BUS PARTS INC          | 08/07/2026 | 347.98       |
| 50142482  | MOHORIC REFRIGERATION          | 08/07/2026 | 1,084.00     |
| 50142483  | MOTELEETHERAPY                 | 08/07/2026 | 6,764.00     |
| 50142484  | NORTHWEST TRUCK & INDUSTRIAL   | 08/07/2026 | 105.65       |
| 50142485  | NOVUS AUTO GLASS OF CHEHALIS   | 08/07/2026 | 498.64       |
| 50142486  | O'REILLY AUTO PARTS            | 08/07/2026 | 194.90       |
| 50142487  | PAYCHEX OF NEW YORK LLC        | 08/07/2026 | 1,334.03     |
| 50142488  | POMPS TIRE SERVICE INC         | 08/07/2026 | 11,061.60    |
| 50142489  | PORTER FOSTER RORICK           | 08/07/2026 | 4,895.00     |
| 50142490  | PRIMO BRANDS                   | 08/07/2026 | 35.61        |
| 50142491  | PUBLIC CONSULTING GROUP INC    | 08/07/2026 | 2,984.56     |
| 50142492  | PUGET SOUND ENERGY             | 08/07/2026 | 2,881.90     |
| 50142493  | QUADIENT FINANCE USA INC       | 08/07/2026 | 645.24       |
| 50142494  | ROGERS MACHINERY COMPANY, INC. | 08/07/2026 | 1,864.50     |
| 50142495  | SCHETKY NORTHWEST SALES INC    | 08/07/2026 | 4,636.91     |
| 50142496  | SCHOOL ART MATERIALS           | 08/07/2026 | 15,727.53    |
| 50142497  | SECURITAS TECHNOLOGY CORPORATI | 08/07/2026 | 3,328.73     |
| 50142498  | SHERWIN WILLIAMS STORE #8653   | 08/07/2026 | 1,065.17     |
| 50142499  | SOUNDS OF SUCCESS LLC          | 08/07/2026 | 16,275.00    |
| 50142500  | SOUTH PUGET SOUND COMMUNITY CO | 08/07/2026 | 1,244.20     |
| 50142501  | SPRINGHOUSE PROFESSIONALS LLC  | 08/07/2026 | 3,960.00     |
| 50142502  | STAPLES ADVANTAGE              | 08/07/2026 | 780.57       |
| 50142503  | SUNBELT RENTALS INC            | 08/07/2026 | 466.78       |
| 50142504  | TACOMA SCREW PRODUCTS INC      | 08/07/2026 | 145.77       |
| 50142505  | TEACHER'S CURRICULUM INSTITUTE | 08/07/2026 | 1,920.00     |
| 50142506  | TEC EQUIPMENT INC              | 08/07/2026 | 2,282.76     |
| 50142507  | TED BROWN MUSIC CO INC         | 08/07/2026 | 1,235.76     |
| 50142508  | THE CHRONICLE                  | 08/07/2026 | 1,102.20     |
| 50142509  | THE FARM STORE INC             | 08/07/2026 | 119.54       |
| 50142510  | THE LINCOLN ELECTRIC COMPANY   | 08/07/2026 | 119.45       |
| 50142511  | VENYOOZ INC                    | 08/07/2026 | 5,602.00     |
| 50142512  | VESTIS                         | 08/07/2026 | 725.84       |
| 50142513  | WELDERMADE LLC                 | 08/07/2026 | 2,441.91     |
| 50142514  | WILSON PARTS CORPORATION       | 08/07/2026 | 11,728.29    |
| 50142515  | WSIPC                          | 08/07/2026 | 3,348.60     |
| 50142516  | YOU SCIENCE LLC PRECISION EXAM | 08/07/2026 | 6,449.80     |

76 Computer Check(s) For a Total of 975,493.14



|           |    |                                          |                       |            |
|-----------|----|------------------------------------------|-----------------------|------------|
|           | 0  | Manual                                   | Checks For a Total of | 0.00       |
|           | 0  | Wire Transfer                            | Checks For a Total of | 0.00       |
|           | 0  | ACH                                      | Checks For a Total of | 0.00       |
|           | 76 | Computer                                 | Checks For a Total of | 975,493.14 |
| Total For | 76 | Manual, Wire Tran, ACH & Computer Checks |                       | 975,493.14 |
| Less      | 0  | Voided                                   | Checks For a Total of | 0.00       |
|           |    | Net Amount                               |                       | 975,493.14 |

F U N D   S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense    | Total      |
|------|--------------|---------------|---------|------------|------------|
| 10   | General Fund | -200.24       | 0.00    | 975,693.38 | 975,493.14 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$151,047.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:  
Warrant Numbers 50201416 through 50201418, totaling \$151,047.60

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                   | Check Date              | Check Amount |
|-----------|-------------------------------|-------------------------|--------------|
| 50201416  | ATS AUTOMATION INC            | 08/07/2026              | 149,044.95   |
| 50201417  | CENTRAL WELDING SUPPLY CO INC | 08/07/2026              | 394.51       |
| 50201418  | CTS                           | 08/07/2026              | 1,608.14     |
| 3         | Computer                      | Check(s) For a Total of | 151,047.60   |

|           |   |                                   |                       |            |
|-----------|---|-----------------------------------|-----------------------|------------|
|           | 0 | Manual                            | Checks For a Total of | 0.00       |
|           | 0 | Wire Transfer                     | Checks For a Total of | 0.00       |
|           | 0 | ACH                               | Checks For a Total of | 0.00       |
|           | 3 | Computer                          | Checks For a Total of | 151,047.60 |
| Total For | 3 | Manual, Wire Tran, ACH & Computer | Checks                | 151,047.60 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00       |
|           |   |                                   | Net Amount            | 151,047.60 |

F U N D   S U M M A R Y

| Fund | Description      | Balance Sheet | Revenue | Expense    | Total      |
|------|------------------|---------------|---------|------------|------------|
| 20   | Capital Projects | 0.00          | 0.00    | 151,047.60 | 151,047.60 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$45,696.87. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50142517 through 50142526, totaling \$45,696.87

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                    | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 50142517  | BRINGMAN, JIM                  | 08/07/2026 | 1,000.00     |
| 50142518  | CHUCK SULLIVAN EXTERMINATORS I | 08/07/2026 | 1,049.31     |
| 50142519  | ERNN, INC.                     | 08/07/2026 | 660.00       |
| 50142520  | FLASHALERT NEWSWIRE            | 08/07/2026 | 655.60       |
| 50142521  | GRANT, LISA M                  | 08/07/2026 | 500.00       |
| 50142522  | INTEGRATED REGISTER SYSTEMS IN | 08/07/2026 | 5,474.90     |
| 50142523  | SIRS                           | 08/07/2026 | 868.00       |
| 50142524  | TYLER TECHNOLOGIES INC         | 08/07/2026 | 26,362.38    |
| 50142525  | WASA - WASHINGTON ASSN OF SCHO | 08/07/2026 | 4,871.68     |
| 50142526  | WRIGHT NATIONAL FLOOD INSURANC | 08/07/2026 | 4,255.00     |

|    |          |                         |           |
|----|----------|-------------------------|-----------|
| 10 | Computer | Check(s) For a Total of | 45,696.87 |
|----|----------|-------------------------|-----------|

|           |    |                                   |                       |           |
|-----------|----|-----------------------------------|-----------------------|-----------|
|           | 0  | Manual                            | Checks For a Total of | 0.00      |
|           | 0  | Wire Transfer                     | Checks For a Total of | 0.00      |
|           | 0  | ACH                               | Checks For a Total of | 0.00      |
|           | 10 | Computer                          | Checks For a Total of | 45,696.87 |
| Total For | 10 | Manual, Wire Tran, ACH & Computer | Checks                | 45,696.87 |
| Less      | 0  | Voided                            | Checks For a Total of | 0.00      |
|           |    |                                   | Net Amount            | 45,696.87 |

F U N D   S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense   | Total     |
|------|--------------|---------------|---------|-----------|-----------|
| 10   | General Fund | 0.00          | 0.00    | 45,696.87 | 45,696.87 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$59,933.49. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS OUTSTANDING:  
Warrant Numbers 50142527 through 50142544, totaling \$59,933.49

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

| Check Nbr | Vendor Name                    | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 50142527  | AWESOME FORD                   | 08/14/2026 | 178.86       |
| 50142528  | BRYSON SALES & SERVICE OF WASH | 08/14/2026 | 261.38       |
| 50142529  | CENTRALIA OK TIRE CO INC       | 08/14/2026 | 605.77       |
| 50142530  | CITY OF CENTRALIA-UTILITIES    | 08/14/2026 | 34,339.34    |
| 50142531  | CITY SANITARY CO               | 08/14/2026 | 6,815.62     |
| 50142532  | CLAY ART CENTER INC            | 08/14/2026 | 2,626.60     |
| 50142533  | COMMERCIAL BRAKE & CLUTCH      | 08/14/2026 | 188.92       |
| 50142534  | FOLLETT CONTENT SOLUTIONS LLC  | 08/14/2026 | 290.37       |
| 50142535  | FREIGHTLINER NORTHWEST         | 08/14/2026 | 1,030.44     |
| 50142536  | JOES REFUSE                    | 08/14/2026 | 477.20       |
| 50142537  | LEMAY MOBILE SHREDDING         | 08/14/2026 | 6,166.60     |
| 50142538  | MASCOTT EQUIPMENT              | 08/14/2026 | 970.19       |
| 50142539  | PAYCHEX OF NEW YORK LLC        | 08/14/2026 | 791.65       |
| 50142540  | PUGET SOUND ENERGY             | 08/14/2026 | 514.26       |
| 50142541  | RECYCLE SERVICES               | 08/14/2026 | 2,400.78     |
| 50142542  | SCHETKY NORTHWEST SALES INC    | 08/14/2026 | 1,133.19     |
| 50142543  | TACOMA SCREW PRODUCTS INC      | 08/14/2026 | 148.38       |
| 50142544  | WILSON PARTS CORPORATION       | 08/14/2026 | 993.94       |

18 Computer Check(s) For a Total of 59,933.49

|           |    |                                   |                       |           |
|-----------|----|-----------------------------------|-----------------------|-----------|
|           | 0  | Manual                            | Checks For a Total of | 0.00      |
|           | 0  | Wire Transfer                     | Checks For a Total of | 0.00      |
|           | 0  | ACH                               | Checks For a Total of | 0.00      |
|           | 18 | Computer                          | Checks For a Total of | 59,933.49 |
| Total For | 18 | Manual, Wire Tran, ACH & Computer | Checks                | 59,933.49 |
| Less      | 0  | Voided                            | Checks For a Total of | 0.00      |
|           |    |                                   | Net Amount            | 59,933.49 |

## F U N D S U M M A R Y

| Fund | Description  | Balance Sheet | Revenue | Expense   | Total     |
|------|--------------|---------------|---------|-----------|-----------|
| 10   | General Fund | 0.00          | 0.00    | 59,933.49 | 59,933.49 |

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2026, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$575.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, CPF WARRANTS OUTSTANDING:  
Warrant Numbers 50201419 through 50201419, totaling \$575.00

|                    |                    |
|--------------------|--------------------|
| Secretary _____    | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name                    | Check Date              | Check Amount |
|-----------|--------------------------------|-------------------------|--------------|
| 50201419  | ARBITRAGE COMPLIANCE SPECIALIS | 08/14/2026              | 575.00       |
| 1         | Computer                       | Check(s) For a Total of | 575.00       |



|           |   |                                   |                       |        |
|-----------|---|-----------------------------------|-----------------------|--------|
|           | 0 | Manual                            | Checks For a Total of | 0.00   |
|           | 0 | Wire Transfer                     | Checks For a Total of | 0.00   |
|           | 0 | ACH                               | Checks For a Total of | 0.00   |
|           | 1 | Computer                          | Checks For a Total of | 575.00 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks                | 575.00 |
| Less      | 0 | Voided                            | Checks For a Total of | 0.00   |
|           |   | Net Amount                        |                       | 575.00 |

## FUND SUMMARY

| Fund | Description      | Balance Sheet | Revenue | Expense | Total  |
|------|------------------|---------------|---------|---------|--------|
| 20   | Capital Projects | 0.00          | 0.00    | 575.00  | 575.00 |

# Coversheet

## Consideration of Approval of 2026-27 School Year School Improvement Plans (SIP)

|                          |                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Section:</b>          | VI. New Business                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Item:</b>             | B. Consideration of Approval of 2026-27 School Year School Improvement Plans (SIP)                                                                                                                                                                                                                                                                                                                        |
| <b>Purpose:</b>          |                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Submitted by:</b>     |                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Related Material:</b> | aug 2026_SIP Summary Sheet.pdf<br>ED 2026-2027-consolidated-school-improvement-plan.pdf<br>FP 2026-27 SIP.pdf<br>JL 2026-2027 Consolidated-school-improvement-plan.pdf<br>2026-27 SIP Oakview June 2026.pdf<br>WA 2026-27-consolidated-school-improvement-plan.pdf<br>2026-2027 FHS School Improvement Plan.pdf<br>CMS SIP 2026-2027-consolidated-school-improvement-plan.docx.pdf<br>CHS 2026-27 SIP.pdf |

## **Centralia School District 401**

### **Regular School Board Meeting**

#### **AGENDA ITEM DETAILS**

---

**SUBJECT:** 2026-2027 School Improvement Plans

**BACKGROUND:**

The School Improvement Plan (SIP) is part of the continuous improvement model and best practice. Each SIP describes the goals, priorities, and action plans for the school during the 2026-2027 school year. The SIPs are intended to be working documents. Leadership Teams and building staff will also be reviewing data, revising and updating the SIPs on an ongoing basis throughout the school year.

The School Improvement Plans were developed by the School Leadership Teams with involvement from staff and other stakeholders. They are aligned with the District Strategic Plan goals and priorities.

**RATIONALE:**

The school improvement process is a best practice, School Board policy, RCW, part of the achievement of our District Strategic Plan goals, and the realization of our District vision.

**FISCAL IMPACT:**

Varies by building and department according to the goals, action plans, and needs.

**BUDGET SOURCE:**

School budgets, department budgets, OSSI grant funds, other grants.

**DATA SOURCES:**

Josue Lowe, Principal, Edison Elementary  
David Roberts, Principal, Fords Prairie Elementary  
Monica Grund, Principal, Jefferson Lincoln Elementary  
Crystal Allen, Principal, Oakview Elementary  
Danielle Vekich, Principal, Washington Elementary  
Allison Hillstrom, Principal, Centralia Middle School  
Scott Gagnon, Assistant Principal, Centralia Middle School  
Scot Embrey, Principal, Centralia High School  
Kelly Sneed, Assistant Principal, Centralia High School  
Eva James, Dean, Futurus High School and Centralia High School

**SUBMITTED BY:**

Lisa Grant, Superintendent

**RECOMMENDED ACTION:**

Approval of the School Improvement Plans.

# Centralia School District

## *School Improvement Plan 2026-27*

### Title I Part A, Schoolwide, Title I 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](#)

|                                         |                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Section 1: Building Data</b>         |                                                                                                                                                                                                                                                                                                                   |
| <b>Building Name:</b> Edison Elementary | <b>Does your school share a building with another school?</b><br><br>Yes <input type="checkbox"/><br><br>No <input checked="" type="checkbox"/><br><br><b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text. |
| <b>School Code:</b> 2244                | <b>Grade Span:</b> K-6<br><br><b>School Type:</b> Comprehensive Elementary.                                                                                                                                                                                                                                       |
| <b>Principal:</b> Josue Lowe            | <b>Building Enrollment:</b> 332                                                                                                                                                                                                                                                                                   |

All students achieve academic and personal excellence

|                                   |                                          |
|-----------------------------------|------------------------------------------|
| <b>School District:</b> Centralia | <b>F/R Percentage:</b> 74.1              |
| <b>Board Approval Date:</b> TBD   | <b>Special Education Percentage:</b> 14% |
| <b>Plan Date:</b> August 2026     |                                          |

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

Tier 3: T1 Compound

### Vision and Mission Statement

***Our District Vision*** – All students achieve academic and personal excellence.

***Our District Mission*** – Prioritize Students – Uphold High Expectations – Champion Hope – Cultivate Collaboration

***We Are Edison!*** - Inspiring Students to DO their Best, BE their Best and ALWAYS Improve!

| School Leadership Team Members and Parent-Community Partners<br>Please list by (Name, Title/Role) |                                   |
|---------------------------------------------------------------------------------------------------|-----------------------------------|
| Josue Lowe, Principal                                                                             | Becky Langan, 2 <sup>nd</sup>     |
| Aimee Turner, Instructional Facilitator                                                           | Johnna Steekolk, 3 <sup>rd</sup>  |
| Michelle Riffe, Counselor                                                                         | Patricia McCowan, 4 <sup>th</sup> |
| TBD, Behavioral Specialist                                                                        | Melissa Styger, 5 <sup>th</sup>   |
| Taylor Bell, K                                                                                    | Colleen Baine, 6 <sup>th</sup>    |
| Ashley Leyde, 1 <sup>st</sup>                                                                     | Jess Ayala, Parent                |

## 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. .

### [Washington School Improvement Report Card Data](#)

| WSIF Data Measures                | 2023 WSIF Cycle Data | 2024 WSIF Annual Data | 2025 WSIF Annual Data |
|-----------------------------------|----------------------|-----------------------|-----------------------|
| Comprehensive (All Student Group) | 3.0                  | 2.95                  | 4.0                   |
| Comprehensive Graduation Rate     | NA                   | NA                    | NA                    |
| <b>Student Group</b>              |                      |                       |                       |
| 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                   | 2.15                 | 1.70                  | 2.88                  |
| Two or more races                 | NA                   | NA                    | 2.35                  |
| White                             | 3.75                 | 3.70                  | 5.0                   |
| English Learner                   | NA                   | 1.60                  | 1.55                  |
| Low Income                        | 2.83                 | 2.38                  | 2.83                  |
| Special Education                 | 1.45                 | 1.25                  | 1.30                  |

### 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 strengths have emerged from multiple data sources?

Several significant strengths have emerged from Edison Elementary's review of WSIF data, K–6 i-Ready Reading and Math data, attendance information, SEL student self-reports, progress-monitoring data, PLC documentation, and the 2025–26 School Improvement Plan.

One of the clearest strengths is the significant improvement reflected in Edison's Washington School Improvement Framework data. Edison's Comprehensive All Student Group score increased from 2.95 in 2024 to 4.0 in 2025, substantially exceeding both the 2023 score of 3.0 and the 2024 score. Several student groups also demonstrated meaningful improvement. The Hispanic/Latino WSIF score increased from 1.70 in 2024 to 2.88 in 2025, Low Income increased from 2.38 to 2.83, and the White student group increased from 3.70 to 5.0. Students identifying with two or more races received a 2025 score of 2.35. These results indicate meaningful progress in overall school performance and provide evidence that improvement efforts are positively influencing outcomes for multiple student populations.

Local academic data reinforces this finding. Across K–6 i-Ready Reading and Math data, students generally moved from lower performance bands toward early-on-grade-level and mid/above-grade-level performance between fall and spring. Particularly strong growth occurred in the primary grades. Kindergarten spring reading showed approximately 92% of students at mid or above grade level. First-grade mathematics ended with 65% of students at mid or above grade level and another 23% early on grade level. Second-grade mathematics showed 50% mid or above grade level and another 21% early on grade level. These patterns support the 2025–26 SIP finding that targeted interventions, PLC collaboration, progress monitoring, and the flipped-intervention model contributed to meaningful student growth.

Another significant strength is Edison's school climate and social-emotional learning system. Student self-report data showed belonging increasing from 78% to 90%, feeling safe increasing from 82% to 94%, and feeling good about school increasing from 68% to 80%. Each indicator improved by 12 percentage points. These results align with the 2025–26 SIP findings of stronger student self-regulation, improved peer relationships, fewer behavioral disruptions, and greater student connection to school.

Finally, Edison has developed strong systems for collaborative improvement. Weekly PLCs, regular progress monitoring, MTSS processes, universal SEL screening, intervention groups, daily attendance monitoring, instructional walkthroughs, and



ongoing professional learning provide a strong infrastructure for continued improvement. The challenge for 2026–27 is not building these systems from the beginning, but increasing their precision and ensuring that improvements are experienced consistently by all student groups.

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

The most significant academic need is ensuring that strong student growth translates into grade-level attainment, particularly for students receiving special education services and English learners.

The 2025 WSIF data illustrates this clearly. While the All Student Group increased substantially to 4.0, students receiving special education services earned a WSIF score of 1.30 and English learners earned a score of 1.55. The Special Education score represents only a slight increase from 1.25 in 2024, while the English Learner score decreased slightly from 1.60 to 1.55. These results contrast sharply with the overall school score of 4.0 and the White student group score of 5.0. Consequently, improving outcomes for these two groups should remain a central equity priority in the 2026–27 plan.

The K–6 i-Ready data supports the same conclusion. Students demonstrate considerable growth, but in several intermediate grades significant percentages of students remain one, two, or three or more grade levels below expectations at the end of the year. This pattern becomes especially pronounced among some students receiving special education services and multilingual learners in reading.

The data therefore suggests that Edison’s challenge is increasingly one of acceleration rather than simply growth. Students who begin significantly below grade level often need more than one year of typical growth during one school year if achievement gaps are going to close. Tier 2 and Tier 3 intervention systems must therefore be sufficiently intensive, targeted, monitored, and responsive to produce accelerated growth.

Attendance remains another significant need. Edison’s 2025–26 average attendance rate was 90.4%, below the SIP goal of 92%. Although the school’s attendance systems helped improve outcomes for individual students, lost instructional time remains a barrier to academic success. The previous SIP documented that individualized outreach, family communication, counseling referrals, and community supports improved attendance for many students while acknowledging that attendance continued to be difficult for a smaller group of students.

Finally, Edison should continue strengthening meaningful family participation in school improvement and intervention planning. The school has strong participation in family events, but the previous CNA appropriately identified a difference between participation in school activities and participation in actual decision-making.

### 3. What disproportionalities exist among student groups?

The most significant disproportionality reflected in the 2025 WSIF data is the difference between the overall performance of the school and the outcomes of students receiving special education services and English learners.

Edison's 2025 All Student Group WSIF score was 4.0. In comparison, the Special Education subgroup score was 1.30 and the English Learner subgroup score was 1.55. The White student subgroup score was 5.0, creating particularly notable gaps between that group and both Special Education and English Learner students.

At the same time, the WSIF data provides evidence that some historic disparities are narrowing. Hispanic/Latino students increased from 1.70 in 2024 to 2.88 in 2025, an improvement of 1.18 points. Low Income students increased from 2.38 to 2.83. These gains are important because they demonstrate that disproportionality is not fixed and that Edison's improvement strategies appear capable of producing measurable changes in subgroup outcomes.

The K–6 i-Ready data further demonstrates that the magnitude of academic gaps differs by grade and content area. Students receiving special education services frequently demonstrate substantial growth but remain disproportionately represented in lower performance bands in several intermediate grades. English learner results are similarly variable. Some cohorts demonstrate exceptionally strong outcomes, while others remain considerably below their non-EL peers. This suggests that English learner status itself should not be viewed as the cause of lower performance; instead, Edison should examine differences in instructional access, language development supports, intervention effectiveness, attendance, and grade-level implementation.

Race and ethnicity data should continue to be monitored, but caution is necessary because several racial/ethnic groups have very small student counts. The 2025 WSIF data identifies Hispanic/Latino students at 2.88 and students of two or more races at 2.35, while several other groups do not have reportable data. Small subgroup results should therefore be used as indicators for further investigation rather than as definitive evidence of schoolwide patterns.

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

Edison's root-cause analysis should focus primarily on conditions and practices the school can influence rather than identifying disability, language, poverty, race, or family circumstances themselves as root causes.

One potential root cause is variability in the intensity and effectiveness of Tier 2 and Tier 3 academic interventions. Edison's strong growth in several grades demonstrates that students who enter below benchmark can make significant progress. However, students with larger accumulated learning gaps, particularly in grades 3–6, may require greater instructional intensity, longer duration, smaller intervention groups, more frequent progress monitoring, or faster instructional adjustments than students with smaller skill gaps.

A second root cause is the degree of alignment among Tier 1 classroom instruction, intervention, multilingual services, and specially designed instruction. Students receiving specialized services need targeted instruction addressing unfinished learning while continuing to have meaningful access to grade-level standards and content. When intervention becomes disconnected from core instruction, students may demonstrate growth while remaining persistently behind their peers.

A third area involves the consistency of culturally and linguistically responsive instructional practices. The prior CNA identified variation across classrooms in culturally responsive instruction and identified language and access barriers affecting family engagement. The 2025 English Learner WSIF score of 1.55 suggests that Edison should continue examining the consistency of academic language development, explicit vocabulary instruction, structured student discourse, scaffolding, background knowledge development, and access to rigorous grade-level tasks.

Attendance is another compounding root cause. Edison's 90.4% attendance rate means that some students have reduced access to Tier 1 instruction and intervention. At the same time, Edison's SEL data shows 94% of students feeling safe and 90% reporting belonging. This suggests that attendance challenges cannot simply be attributed to poor school climate. The team should investigate student-level attendance patterns involving health, transportation, housing and mobility, family logistics, mental health, excused versus unexcused absences, and other barriers.

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

The most significant theme emerging from the data is the need to move from a system that produces student growth to one that intentionally produces accelerated growth toward grade-level standards.

The improvement of the All Student WSIF score from 2.95 to 4.0 demonstrates that Edison's overall improvement work is having an impact. The substantial increase for Hispanic/Latino students from 1.70 to 2.88 reinforces this conclusion. The priority should therefore not be replacing existing systems but improving their precision for students who are not yet benefiting at the same rate.

The strongest opportunity for impact is improving outcomes for students receiving special education services and English learners. Their 2025 WSIF scores of 1.30 and 1.55 remain considerably below the schoolwide score. Closing these gaps will require coordinated responsibility among general education teachers, intervention staff, special education teachers, multilingual staff, PLCs, and building leadership rather than treating subgroup achievement as the responsibility of individual programs.

Another high-leverage opportunity is strengthening the connection between Tier 1 instruction and intervention. Edison's flipped-intervention model provides a strong foundation by intentionally placing classroom teachers with students demonstrating the greatest academic need. The 2025–26 review identified improved i-Ready growth and classroom performance associated with this model.

Attendance must also be viewed as an instructional strategy. Raising attendance increases student access to core instruction, interventions, teacher feedback, SEL, peer relationships, and enrichment.

Finally, Edison should maintain its successful three-tiered SEL framework. The 12-point increases in belonging, safety, and positive feelings about school indicate that this structure is producing meaningful results. Maintaining those gains while concentrating additional improvement efforts on academics and attendance offers greater potential than introducing another separate initiative.

**6. How do identified needs impact each other?**

The needs identified through Edison's CNA are closely interconnected.

Academic gaps increase the need for intervention. Attendance problems reduce student access to both classroom instruction and intervention. Missing core instruction creates additional unfinished learning, which increases the intensity of intervention required. Students receiving special education or multilingual services may simultaneously receive academic intervention, specialized instruction, SEL supports, and attendance interventions, making coordination among adults critical.

The relationship between Tier 1 instruction and intervention is especially important. When Tier 1 instruction is rigorous, consistent, and responsive to student needs, intervention can concentrate on specific unfinished skills. When students miss Tier 1 instruction or interventions are disconnected from classroom learning, educators are simultaneously attempting to remediate past learning and maintain access to current grade-level content.

SEL provides an important foundation within this system. Edison students increasingly report feeling safe, connected, and positive about school. These conditions support academic risk-taking, engagement, relationships, and persistence. However, strong SEL outcomes alone cannot eliminate academic disparities or attendance barriers.

Family engagement also intersects with all three areas. Families can help identify attendance barriers, provide insight into student needs, reinforce learning goals, participate in intervention planning, and strengthen the connection between school and home.

For this reason, Edison's academic, attendance, SEL, family engagement, and equity strategies should operate as components of one MTSS framework rather than as separate improvement initiatives.

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

Short-term goals for the first three to six months should focus on improving implementation precision within systems that already exist.

These include establishing consistent K–6 intervention entrance and exit criteria; identifying students entering 2026–27 one, two, or three or more years below benchmark; establishing intervention dosage expectations; implementing short-cycle progress monitoring; reviewing subgroup data routinely in PLCs; identifying students demonstrating emerging attendance concerns before they become chronically absent; maintaining daily Tier 1 SEL instruction; and creating structured opportunities for family participation in improvement planning.

Fall-to-winter i-Ready data, progress-monitoring results, attendance data, intervention participation, SEL information, walkthroughs, and PLC documentation can provide early evidence of effectiveness.

Long-term goals should focus on reducing persistent outcome gaps over one to two years. These include narrowing the WSIF and local achievement gaps between the All Student Group and Special Education and English Learner groups; increasing the percentage of students reaching grade-level expectations in reading and mathematics; reducing the percentage of students performing two or more years below grade level; improving overall attendance and reducing chronic absenteeism; strengthening culturally and linguistically responsive Tier 1 instruction; and developing a fully integrated academic, SEL, attendance, special education, and multilingual MTSS system.

The 2025 WSIF data provides an important baseline for this long-term work:

All Students: 4.0  
 Hispanic/Latino: 2.88  
 Two or More Races: 2.35  
 White: 5.0  
 English Learner: 1.55  
 Low Income: 2.83  
 Special Education: 1.30

These measures can be used alongside local data to evaluate whether disparities narrow over the next improvement cycle.

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

One of Edison’s clearest opportunities for an early win is increasing intervention consistency and precision without introducing an additional program. Edison already has intervention blocks, PLCs, i-Ready diagnostics, progress monitoring, MTSS processes, an instructional facilitator, and the flipped-intervention model. Establishing consistent expectations regarding intervention eligibility, instructional dosage, group size, progress-monitoring frequency, and criteria for changing an intervention could produce measurable improvement during the first semester.

Attendance represents another opportunity. Edison already reviews attendance frequently and has established family outreach, nudge communications, meetings, counseling supports, and referrals to community resources. Beginning these interventions earlier, before chronic absence becomes established, could produce relatively rapid improvement from the 2025–26 attendance rate of 90.4%.

Maintaining Edison’s SEL gains represents another attainable early success. Beginning 2026–27 with consistent Tier 1 SEL practices and common language can protect the gains already achieved in belonging, safety, and positive feelings about school while allowing staff to devote improvement capacity to academics and attendance.

A final quick win involves meaningful family participation. Edison already has strong attendance at family-centered activities. Creating bilingual listening opportunities, family advisory participation, surveys tied directly to SIP decisions, and family participation in intervention planning can build upon an existing strength without requiring an entirely new family-engagement system.

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

Yes. Edison currently has a strong collection of WSIF, i-Ready, SEL, attendance, intervention, and qualitative data, but additional information would improve the precision of the 2026–27 improvement plan.

One important source will be the most recent state assessment data for grades 3–6. Comparing SBAC proficiency with i-Ready performance will help determine whether local growth translates to mastery of Washington grade-level standards.

Student-level chronic absenteeism data should also be analyzed rather than relying solely on the schoolwide 90.4% attendance rate. Edison should examine the percentage of students missing 10% or more of school, attendance by grade and subgroup, excused and unexcused absences, repeated absence patterns, and the overlap between absenteeism and academic intervention.

Academic intervention data should increasingly measure movement through performance bands and response to intervention. Edison should examine how many students move from three or more grade levels below to two below, from two below to one below, and from one below to grade level. Intervention dosage, duration, group size, attendance within intervention, instructional provider, and rate of progress should also be considered.

Additional disaggregated data should include discipline referrals, special education referral and identification patterns, multilingual progress, intervention participation, access to enrichment, and family participation by student group. The previous SIP identified resource inequities involving intervention funding, paraeducator deployment, multilingual and special education instructional materials, technology access, and collaboration time. These areas should be revisited as Edison evaluates whether staffing and resources are aligned with its highest-priority needs.

Finally, qualitative data should remain an important component of the CNA. Student listening sessions, family feedback, staff implementation surveys, PLC reflection, instructional walkthroughs, and input from multilingual families and families of students receiving special education services can provide information that achievement scores alone cannot.

Taken as a whole, the 2025 WSIF data provides reason for significant optimism while also sharpening Edison's priorities. The movement of the All Student Group from 2.95 to 4.0, Hispanic/Latino students from 1.70 to 2.88, and Low Income students from 2.38 to 2.83 demonstrates that Edison's improvement strategies are capable of changing student outcomes. The persistence of substantially lower WSIF scores for English learners at 1.55 and students receiving special education services at 1.30 identifies where the next level of improvement work must be concentrated. For 2026–27, Edison's strongest path forward is to preserve successful SEL, PLC, MTSS, and intervention structures while increasing the intensity, consistency, and coordination of academic supports for the students who have not yet experienced the same level of improvement.

#### 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 most significant resource inequity identified at Edison is the degree to which instructional resources and specialized supports are able to meet the intensity of need for students receiving special education services and multilingual learners. Edison's 2025 WSIF score increased to 4.0 overall, while the Special Education student group remained at 1.30 and the English Learner student group at 1.55. The K–6 i-Ready data reinforces this concern. Although students in both groups demonstrated meaningful growth, students receiving special education and multilingual services remain disproportionately represented in below-grade-level performance bands in several grades. This indicates a need to more intentionally align staffing, intervention time, specialized instruction, and instructional expertise with the students demonstrating the greatest need. Edison's previous resource analysis similarly identified uneven paraeducator support, limited capacity to expand targeted interventions, and inconsistent access to instructional resources for multilingual learners and students receiving special education services.

A second inequity involves access to sufficiently intensive and coordinated Tier 2 and Tier 3 intervention. Edison has established a strong intervention structure, including the flipped-intervention model, PLC data reviews, progress monitoring, and MTSS processes, and these systems contributed to meaningful student growth during 2025–26. However, the CNA indicates that students beginning significantly below grade level do not always receive sufficient instructional intensity, duration, or coordination to accelerate to grade-level expectations. The School Improvement Plan will address this by prioritizing staffing and intervention resources according to student need, establishing clearer expectations for intervention dosage and progress monitoring, strengthening coordination among classroom teachers, intervention staff, special education staff, and multilingual staff, and using PLC data cycles to adjust supports when students are not responding adequately.



Additional inequities include access to high-quality instructional materials and sufficient collaborative planning time. Edison will continue working to ensure that multilingual learners and students receiving special education services have access to rigorous grade-level materials with appropriate linguistic, instructional, and accessibility supports rather than receiving primarily remedial or disconnected instruction. Protected collaboration time will also be prioritized so that general education, intervention, multilingual, and special education staff can jointly analyze student data, plan instruction, and coordinate services. The previous CNA identified both access to appropriate materials and limited teacher collaboration time as barriers to equitable learning opportunities.

Attendance also has implications for equitable access to school resources. Edison's 2025–26 attendance rate of 90.4% means that some students are missing substantial portions of core instruction, intervention, specialized services, and enrichment. Because student perceptions of belonging increased to 90% and feeling safe increased to 94%, the CNA suggests that attendance barriers extend beyond school climate and require more individualized responses. The SIP will therefore continue allocating staff time and community resources toward early attendance identification, personalized family outreach, problem solving around barriers, and coordinated school and community supports. Edison's existing attendance system has already demonstrated positive effects for individual students and provides a foundation for this work.

For 2026–27, Edison will prioritize existing and available resources toward these identified inequities rather than adding disconnected initiatives. The primary resource priorities will be strengthening Tier 2 and Tier 3 intervention capacity; aligning certificated and classified staffing with students demonstrating the greatest academic need; improving coordination and access to specialized instruction for students receiving special education and multilingual services; providing appropriate high-quality instructional and culturally and linguistically responsive materials; protecting collaborative PLC and MTSS time; and sustaining targeted attendance and family-engagement supports. These priorities are intended to ensure that resources are allocated according to student need and to narrow the substantial outcome gaps that remain even as Edison's overall performance continues to improve.

## Section 5: Priorities

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

**Priority #1:** Closing academic achievement and opportunity gaps for students receiving special education and multilingual services

**Priority #2:** Strengthening a coordinated and equitable MTSS/intervention system



### Priority #3: Improving student attendance and reducing chronic absenteeism

## Section 6: 2026–27 School Improvement Plan SMARTIE GOALS

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: 2026–27 School Improvement Plan SMARTIE GOALS

### SY 2026–2027 SMARTIE Goal #1: Accelerate academic growth and close achievement gaps

By June 2027, at least 75% of Edison Elementary students in grades K–6 will meet or exceed their annual i-Ready Typical Growth target in both Reading and Math from the fall 2026 diagnostic to the spring 2027 diagnostic. In addition, at least 65% of students who begin the year one or more grade levels below benchmark will improve by at least one i-Ready placement level or reach grade-level expectations by spring.

Particular attention will be given to students receiving special education services and multilingual learners, whose 2025 WSIF scores of 1.30 and 1.55 remain substantially below Edison’s All Student Group score of 4.0. Progress for these groups will be explicitly monitored to ensure that their rates of growth meet or exceed the growth rate of the overall student population and that achievement gaps begin to narrow.

Progress will be monitored through fall, winter, and spring i-Ready diagnostics; classroom assessments; intervention progress-monitoring measures; and PLC data reviews. Students receiving Tier 2 or Tier 3 academic intervention will have progress reviewed at least every four to six weeks, with instructional adjustments made when adequate growth is not occurring. Data will be disaggregated by special education status, multilingual learner status, race/ethnicity, low-income status, and other identified student groups.

This goal builds directly upon Edison’s 2025–26 academic improvement work, in which targeted intervention, PLC collaboration, progress monitoring, and the flipped-intervention model contributed to meaningful academic growth.

Achieving this goal will increase overall achievement while specifically addressing the most significant disparities identified through the CNA. Students receiving special education and multilingual services will remain a priority for staffing, instructional support, intervention access, and progress monitoring. Families, classroom teachers, special education staff, multilingual staff, intervention staff, the instructional facilitator, and the Edison leadership team will be included in reviewing progress and identifying unintended barriers to equitable access.

*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: 2026–27 School Improvement Plan SMARTIE GOALS

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

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

At mid-year, Edison Elementary expects to see clear evidence that students are on track to meet the annual academic growth targets established in SMARTIE Goal #1. Winter i-Ready diagnostic data should show that at least 50% of students are on pace to meet or exceed their annual Typical Growth target in both Reading and Math, with students who began the year one or more grade levels below benchmark demonstrating measurable movement toward a higher placement level.

Particular attention will be given to students receiving special education services and multilingual learners. At mid-year, their rates of growth should be comparable to or greater than the growth rate of the overall student population, indicating that achievement gaps are beginning to narrow rather than remain static or widen. Data will be disaggregated by special education status, multilingual learner status, race/ethnicity, low-income status, and other identified student groups to determine whether growth is occurring equitably.

For students receiving Tier 2 or Tier 3 intervention, four- to six-week progress-monitoring cycles should demonstrate positive response to intervention, with documented instructional adjustments when students are not making adequate progress. PLC documentation, classroom assessments, intervention data, and winter i-Ready results should also show consistent implementation of targeted interventions, the flipped-intervention model, and data-informed instructional decision-making.

If mid-year data indicates that students or identified subgroups are not on track to meet the spring growth targets, PLC and MTSS teams will adjust intervention intensity, instructional strategies, groupings, staffing supports, or progress-monitoring plans to accelerate growth during the second half of the school year.

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

## Section 6: 2026–27 School Improvement Plan SMARTIE GOALS

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025–26 school year.                                                                                                           | End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year.                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Edison Elementary will implement targeted, data-driven Tier 2 and Tier 3 interventions in Reading and Math using explicit, systematic small-group instruction aligned to identified student needs. The school will continue the</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Edison Elementary will collect fall, winter, and spring i-Ready Reading and Math diagnostic data, including student progress toward Typical Growth and movement between placement levels. Students receiving Tier 2 and Tier 3 interventions will also be monitored through classroom assessments and targeted progress-monitoring</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Implementation, measurement, and adjustment of the EBI will be a shared responsibility among classroom teachers, grade-level PLCs, the instructional facilitator, special education staff, multilingual learner staff, intervention personnel, and the principal. Classroom teachers and intervention staff will deliver targeted instruction and collect</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |

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| <p>flipped-intervention model, prioritizing direct teacher support for students performing below benchmark while using intervention staff to reinforce and extend grade-level learning. Progress will be monitored every four to six weeks through i-Ready, classroom assessments, and intervention data, with PLC and MTSS teams adjusting instruction when students are not making adequate progress. Particular attention will be given to students receiving special education services and multilingual learners to ensure equitable access to high-quality intervention and accelerated growth.</p> <p>Level of Evidence: Level 1 – Strong Evidence.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Resources for implementation will include i-Ready Reading and Math diagnostics and instructional pathways; evidence-based</p> | <p>measures every four to six weeks.</p> <p>PLC and MTSS teams will review intervention participation, instructional dosage, student response to intervention, and documented instructional adjustments when students are not making adequate progress. Data will be disaggregated by special education status, multilingual learner status, race/ethnicity, low-income status, and other identified student groups to determine whether the intervention is producing equitable growth and narrowing achievement gaps.</p> <p>The primary indicators of impact will be progress toward the SMARTIE goal of at least 75% of students meeting or exceeding annual i-Ready Typical Growth in Reading and Math and at least 65% of students who begin below benchmark improving by at least one i-Ready placement level or reaching grade-level expectations by spring.</p> <p><i>How will the impact on equitable learning or</i></p> | <p>ongoing student progress data, while grade-level PLCs will review academic and intervention data every four to six weeks to evaluate student response and make instructional adjustments.</p> <p>The instructional facilitator and principal will support implementation fidelity through PLC participation, data reviews, walkthroughs, professional learning, and monitoring of intervention structures. Special education and multilingual learner staff will collaborate with classroom teachers to ensure that interventions are appropriately aligned to individual student needs and that students maintain equitable access to grade-level instruction. The Edison Leadership/MTSS team will periodically review schoolwide and disaggregated data to evaluate the overall effectiveness of the EBI, identify disparities in outcomes or access, and adjust staffing, resources, intervention intensity, or instructional supports as needed.</p> |  |  |
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| <p>reading and math intervention materials; classroom assessment and progress-monitoring tools; protected PLC and MTSS collaboration time; instructional facilitator support; classroom teachers, special education staff, multilingual staff, intervention personnel, and paraeducators; and ongoing professional development focused on explicit instruction, differentiation, progress monitoring, and data-based instructional decision-making. Staffing and intervention resources will be prioritized for students demonstrating the greatest academic need, particularly students receiving special education services and multilingual learners. This aligns with the resource priorities identified in Edison's CNA, including intervention staffing, appropriate instructional materials, and protected collaboration time.</p> <p><i>What student groups will benefit and why?</i></p> <p>All Edison students will benefit from stronger, more</p> | <p><i>behavior change be measured?</i></p> <p>The impact on equitable learning will be measured by comparing academic growth and movement toward grade-level expectations across student groups. Edison will disaggregate i-Ready Reading and Math data by special education status, multilingual learner status, race/ethnicity, low-income status, and other identified groups to determine whether students who have historically experienced achievement gaps are growing at rates equal to or greater than the overall student population.</p> <p>Particular attention will be given to students receiving special education services and multilingual learners. Evidence of equitable impact will include higher percentages of these students meeting Typical Growth, moving up at least one i-Ready placement level, reaching grade-level expectations, and successfully responding to Tier 2 or Tier 3 interventions.</p> | <p><i>When will this EBI occur?</i></p> <p>This EBI will occur throughout the 2026–27 school year. Tier 2 and Tier 3 Reading and Math interventions will begin after fall diagnostic and classroom assessment data are reviewed and students are identified for additional support.</p> <p>Targeted intervention will occur during protected intervention times within the school day, with classroom teachers, intervention staff, special education staff, and multilingual learner staff providing instruction based on identified student needs. Student progress will be reviewed every four to six weeks through PLC and MTSS cycles, with intervention groups, instructional strategies, dosage, and supports adjusted as needed.</p> <p>Schoolwide implementation will be reviewed following the fall, winter, and spring i-Ready diagnostic windows, with ongoing monitoring through classroom assessments, intervention</p> |  |  |
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| <p>consistent Tier 2 and Tier 3 academic supports, but the greatest benefit is expected for students who begin the year below grade level, particularly students receiving special education services and multilingual learners. These groups were identified through the CNA and 2025 WSIF data as experiencing the largest achievement gaps.</p> <p>Students from low-income backgrounds, historically underserved racial and ethnic groups, and students receiving additional intervention support will also benefit from more precise progress monitoring, increased access to targeted instruction, and timely adjustments when growth is insufficient. The intent is to ensure that students with the greatest academic needs receive the most intensive support while maintaining access to rigorous grade-level instruction.</p> | <p>PLC and MTSS teams will also review whether students have equitable access to intervention time, appropriately matched instructional supports, qualified staff, and grade-level learning opportunities. If subgroup data shows that gaps are remaining the same or widening, intervention intensity, instructional strategies, staffing, or resource allocation will be adjusted.</p> | <p>data, walkthroughs, and PLC documentation.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Progress will be monitored continuously throughout the 2026–27 school year using multiple data cycles. Students receiving Tier 2 or Tier 3 intervention will have progress-monitoring data reviewed every four to six weeks during grade-level PLC and MTSS meetings. These reviews will examine student response to intervention, movement toward grade-level expectations, intervention dosage, and the need for changes in grouping, instructional strategy, intensity, or support.</p> <p>Schoolwide academic progress will be formally reviewed three times during the year following the fall, winter, and spring i-Ready Reading and Math diagnostic windows. Classroom assessment data and student work will be reviewed regularly within PLCs between diagnostic windows</p> |  |  |
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|  |  | <p>to provide more immediate evidence of growth.</p> <p>Disaggregated data for students receiving special education services, multilingual learners, low-income students, and other identified groups will be reviewed at least monthly by the principal, instructional facilitator, and leadership/MTSS team to determine whether achievement gaps are narrowing and whether students have equitable access to intervention. If data shows that a student or subgroup is not making adequate progress, adjustments will be made during the next intervention cycle rather than waiting for the next benchmark assessment.</p> |  |  |
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## **SY 2026–2027 SMARTIE Goal #2: Strengthen the consistency and effectiveness of Edison’s MTSS and intervention system**

By June 2027, at least 70% of K–6 students receiving Tier 2 or Tier 3 academic intervention will demonstrate a positive response to intervention, as measured by meeting identified progress-monitoring growth targets, advancing at least one instructional or i-Ready placement level, or successfully transitioning to a less intensive level of support. At least 90% of students receiving Tier 2 or Tier 3 intervention will receive the planned intervention and have their progress formally reviewed every six weeks.

Progress and outcomes will be disaggregated by multilingual learner status, special education status, low-income status, race/ethnicity, and other identified student groups. Students receiving special education and multilingual services will be expected to demonstrate rates of positive response to intervention comparable to or greater than the overall intervention population so that existing achievement and opportunity gaps begin to narrow.

This goal moves Edison’s MTSS work beyond simply establishing intervention structures and focuses on whether those structures are producing measurable improvement for students. During 2026–27, Edison will strengthen consistency across K–6 by establishing common intervention entrance and exit criteria, defined frequency and duration expectations, common progress-monitoring practices, and six-week PLC/MTSS review cycles. When students do not demonstrate adequate progress, teams will adjust instructional strategies, grouping, intervention intensity, staffing, or other supports during the subsequent intervention cycle rather than allowing an ineffective intervention to continue unchanged.

The goal builds upon Edison’s existing PLC, MTSS, progress-monitoring, and flipped-intervention structures while directly responding to resource inequities identified through the CNA. Staffing, paraeducator support, instructional materials, collaboration time, and intervention resources will be allocated according to the intensity of student need, with particular attention to students receiving special education services, multilingual learners, students from low-income households, and students beginning significantly below grade level.

Effectiveness will be measured through intervention progress-monitoring data, i-Ready growth and placement movement, intervention entrance and exit data, dosage records, PLC/MTSS documentation, classroom assessments, and fall, winter, and spring diagnostic results. These measures will allow Edison to determine not only whether the MTSS system is being implemented consistently, but whether it is actually accelerating student learning and producing increasingly equitable outcomes.

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

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

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

At mid-year, Edison Elementary expects to see a consistent K–6 MTSS and intervention framework operating across all grade levels. By January 2027, each grade level should be using common entrance and exit criteria, defined intervention frequency and dosage, identified progress-monitoring tools, and established four- to six-week review cycles for students receiving Tier 2 and Tier 3 academic support.

Evidence that the school is on track will include current intervention rosters, protected intervention schedules, documented progress-monitoring data, and PLC/MTSS records showing that student response to intervention is being reviewed consistently. At least 90% of students assigned to Tier 2 or Tier 3 intervention should be receiving the planned intervention dosage, with documented adjustments made when students are not demonstrating adequate progress.

Mid-year data should also show that multilingual learners, students receiving special education services, students from low-income households, and students performing significantly below grade level have equitable access to high-quality intervention. Staffing, paraeducator support, instructional materials, and intervention time should reflect the intensity of student need rather than being distributed uniformly.

Winter i-Ready data, intervention progress-monitoring results, classroom assessments, PLC documentation, and walkthrough evidence should demonstrate that the MTSS system is not only being implemented consistently but is producing positive student response. If implementation or outcome data reveal gaps in access, dosage, fidelity, or student progress, the leadership and MTSS teams will adjust staffing, scheduling, intervention intensity, resources, or instructional practices during the second half of the school year.

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

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year.                                                                                                           | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.                                                                                                             |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Edison Elementary will implement a consistent K–6 MTSS framework that uses universal screening, clearly defined Tier 2 and Tier 3 interventions, frequent progress monitoring, data-based decision-making, and documented adjustments when students do not respond adequately. Grade-level PLC/MTSS teams will</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Edison Elementary will collect intervention rosters, intervention schedules, student participation and dosage data, progress-monitoring results, PLC/MTSS documentation, classroom assessment data, and fall, winter, and spring i-Ready Reading and Math results.</p> <p>The school will also track whether students receiving Tier 2 and Tier 3 supports are receiving the planned frequency and duration of</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Implementation, measurement, and adjustment of the EBI will be a shared responsibility among classroom teachers, grade-level PLCs, the instructional facilitator, special education staff, multilingual learner staff, intervention personnel, paraeducators, and the principal.</p> <p>Classroom and intervention staff will deliver supports and collect progress-monitoring data; PLC/MTSS teams will review student response</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <p>review student progress every four to six weeks and use the data to intensify, modify, or discontinue interventions based on student response. This approach aligns with Washington’s MTSS framework and evidence supporting systematic progress monitoring and data-based intervention decisions.</p> <p>Level of Evidence: Level 1 – Strong Evidence, based on evidence-supported intervention and progress-monitoring practices incorporated within the MTSS framework.</p> <p><b><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></b></p> <p>Resources will include protected PLC and MTSS collaboration time, i-Ready diagnostic and progress-monitoring tools, evidence-based Reading and Math intervention materials, classroom assessment data, and clearly defined</p> | <p>intervention, whether progress is reviewed every four to six weeks, and whether instructional adjustments are documented when students are not making adequate progress. Data will be disaggregated by special education status, multilingual learner status, low-income status, race/ethnicity, and other identified student groups to determine whether the MTSS system is being implemented consistently and equitably across Edison.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>The impact on equitable learning will be measured by comparing access, participation, and academic response to Tier 2 and Tier 3 interventions across student groups. Edison will disaggregate intervention and achievement data by special education status, multilingual learner status, low-income status, race/ethnicity, and other identified groups to determine whether students with the greatest needs are receiving appropriate</p> | <p>every four to six weeks and make needed instructional adjustments; and the instructional facilitator and principal will monitor implementation fidelity, intervention access, and schoolwide outcomes. The Edison Leadership/MTSS team will review disaggregated data and adjust staffing, scheduling, intervention intensity, or resources when inequities or implementation gaps are identified.</p> <p><b><i>When will this EBI occur?</i></b></p> <p>This EBI will occur throughout the 2026–27 school year. MTSS structures and intervention procedures will be established at the beginning of the year, with Tier 2 and Tier 3 supports beginning after fall screening and diagnostic data are reviewed.</p> <p>Interventions will occur during protected intervention blocks within the regular school day. Student progress will be reviewed every four to six weeks through PLC/MTSS cycles, with schoolwide implementation reviewed monthly and</p> |  |  |
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| <p>intervention schedules and documentation systems. Implementation will also rely on classroom teachers, the instructional facilitator, special education and multilingual staff, intervention personnel, paraeducators, and building leadership. Ongoing professional development will focus on MTSS processes, data-based decision-making, intervention fidelity, progress monitoring, and adjusting instruction based on student response.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Resources will include protected PLC and MTSS collaboration time; i-Ready diagnostic and progress-monitoring tools; evidence-based Reading and Math intervention materials; classroom assessment data; and dedicated intervention schedules. Staffing resources will include classroom teachers, the instructional</p> | <p>intervention dosage and making comparable or greater growth than the overall student population.</p> <p>Equitable impact will be demonstrated when subgroup gaps in intervention access, progress-monitoring completion, i-Ready growth, and movement toward grade-level expectations decrease over time. PLC and MTSS teams will also review whether students are receiving timely instructional adjustments when progress is insufficient. If disparities in access or outcomes persist, staffing, intervention intensity, scheduling, or instructional supports will be adjusted.</p> | <p>following the fall, winter, and spring i-Ready diagnostic windows.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>Progress will be monitored throughout the 2026–27 school year using multiple review cycles. Students receiving Tier 2 or Tier 3 interventions will have progress-monitoring data reviewed every four to six weeks during grade-level PLC/MTSS meetings, with documented instructional adjustments made when students are not demonstrating adequate progress.</p> <p>Schoolwide MTSS implementation will be reviewed monthly by the principal, instructional facilitator, and Edison Leadership/MTSS team using intervention rosters, schedules, dosage data, progress-monitoring records, and PLC documentation. Fall, winter, and spring i-Ready Reading and Math diagnostics will provide larger benchmark checks on</p> |  |  |
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| <p>facilitator, special education and multilingual staff, intervention personnel, paraeducators, and building leadership. Ongoing professional development will support consistent MTSS implementation, progress monitoring, data-based decision-making, and effective Tier 2 and Tier 3 instructional practices.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Resources will include dedicated intervention blocks within the master schedule; protected PLC and MTSS collaboration time; i-Ready diagnostic, instructional, and progress-monitoring tools; evidence-based Reading and Math intervention materials; and common MTSS documentation and data-tracking systems. Staffing resources will include classroom teachers, special education and multilingual staff, intervention personnel, paraeducators, the instructional facilitator, and</p> |  | <p>student growth and movement between performance bands.</p> <p>Disaggregated data for multilingual learners, students receiving special education services, low-income students, and other identified groups will be reviewed at least monthly to ensure equitable access to interventions and comparable or accelerated growth. If implementation gaps or inequities are identified, staffing, scheduling, intervention intensity, or instructional supports will be adjusted during the next intervention cycle.</p> |  |  |
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| <p>building leadership.<br/>Professional development will focus on consistent MTSS implementation, intervention fidelity, progress monitoring, and using student response data to adjust the intensity and type of support provided.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All Edison students will benefit from a more consistent and responsive MTSS system, with the greatest benefit expected for students receiving Tier 2 and Tier 3 academic supports. Particular attention will be given to multilingual learners, students receiving special education services, students from low-income households, historically underserved students, and students beginning significantly below grade level.</p> <p>These groups will benefit from clearer intervention entry and exit criteria, more consistent instructional dosage, timely progress monitoring, and faster adjustments when students</p> |  |  |  |  |
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| are not responding adequately. The goal is to ensure that students with the greatest needs receive the most intensive and coordinated support while maintaining equitable access to rigorous grade-level instruction. |  |  |  |  |
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### **SY 2026–2027 SMARTIE Goal #3: Improve student attendance and reduce chronic absenteeism**

By June 2027, Edison Elementary will increase its overall average attendance rate from the 2025–26 baseline of 90.4% to at least 92.5% and reduce the number of students identified as chronically absent by at least 20% from the 2025–26 baseline.

Beginning in September 2026, attendance will be monitored daily at the student, classroom, grade-level, and schoolwide levels. Students demonstrating emerging patterns of absenteeism will receive early intervention before reaching the chronic absenteeism threshold. Interventions will include personalized family communication, student and family problem solving, attendance plans, counseling and SEL supports when appropriate, and connections to school or community resources designed to address identified barriers.

Progress toward the goal will be formally reviewed monthly and at the end of each trimester. Attendance data will be disaggregated by grade level, race/ethnicity, multilingual learner status, special education status, low-income status, and other relevant student groups to determine whether particular groups experience disproportionate rates of absenteeism. If disproportionate patterns are identified, interventions and resources will be adjusted accordingly.

The goal will also be considered alongside Edison’s student-engagement data. The school will seek to maintain or improve the strong 2025–26 SEL results of 90% of students reporting belonging, 94% reporting feeling safe, and 80% reporting feeling good about school while investigating attendance barriers that may extend beyond school climate.

Edison’s existing attendance system provides a foundation for this work. During 2025–26, daily monitoring, family outreach, individualized attendance interventions, and collaboration with school and community supports resulted in improved attendance patterns for a number of students, although the overall rate remained below the school’s goal.

Families, students, classroom teachers, counseling staff, attendance personnel, community partners, and the Edison leadership team will participate in reviewing attendance patterns and determining whether school practices or resource allocations are unintentionally creating barriers to consistent attendance.

Together, these three goals create a coherent 2026–27 improvement strategy: Goal #1 defines the student academic outcome Edison wants to achieve; Goal #2 strengthens the instructional system necessary to produce that outcome equitably; and Goal #3 increases students’ access to the instruction and interventions necessary for both goals to succeed.

*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?*

At mid-year, Edison Elementary expects to see clear evidence that attendance is improving toward the year-end goal. By January 2027, the school's year-to-date average attendance rate should be at or near 92.5%, with at least a 10% reduction in the number of students identified as chronically absent compared with the same point in the 2025–26 school year.

Daily attendance monitoring should show that students with emerging attendance concerns are being identified early and receiving timely interventions, including family outreach, individualized attendance plans, student and family problem solving, counseling or SEL supports, and connections to school or community resources when needed.

Monthly and trimester attendance reviews will be disaggregated by grade level, race/ethnicity, multilingual learner status, special education status, and low-income status to determine whether attendance is improving equitably and whether subgroup disparities are narrowing. Edison will also monitor student engagement indicators to ensure that belonging, feelings of safety, and positive feelings about school remain strong.

If mid-year data shows that attendance is not improving at the expected rate or that particular student groups continue to experience disproportionate absenteeism, the school will adjust the intensity of interventions, family outreach, staffing supports, and community partnerships for the second half of the year.

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

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year.                                                                                                           | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.                                                                                                             |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Edison Elementary will implement a multi-tiered attendance intervention system that includes daily attendance monitoring, early identification of emerging absenteeism, personalized family communication, individualized attendance plans, student/family problem solving, and connections to counseling,</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Edison Elementary will collect overall average daily attendance, the number and percentage of students identified as chronically absent, individual student attendance rates, and the number of students whose attendance improves after receiving targeted support.</p> <p>Additional data will include documentation of family contacts, attendance plans, student/family meetings, counseling or SEL referrals, and connections to</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Implementation, measurement, and adjustment of the attendance EBI will be a shared responsibility among the principal, counselor, classroom teachers, office/attendance staff, behavioral support personnel, and the Edison Leadership/MTSS team.</p> <p>Office and classroom staff will support daily attendance monitoring and early identification of concerns; the principal and counselor will coordinate family</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <p>SEL, and community supports based on identified barriers. OSPI recommends a multi-tiered approach to improving attendance, and randomized research has shown that personalized parent attendance messaging can significantly reduce chronic absence.</p> <p>Level of Evidence: Level 1 – Strong Evidence for the personalized family attendance messaging component, supported by randomized experimental research. The broader tiered attendance framework incorporates this evidence-based practice alongside individualized problem solving and barrier-reduction supports.</p> <p><b><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></b></p> <p>Resources will include the district's attendance data system for daily monitoring, attendance reports and tracking tools, family communication and nudge-</p> | <p>community resources. Attendance data will be reviewed monthly and by trimester and disaggregated by grade level, race/ethnicity, multilingual learner status, special education status, and low-income status to determine whether the intervention is improving attendance equitably and reducing chronic absenteeism.</p> <p>The primary indicators of impact will be progress toward the 92.5% overall attendance goal and a 20% reduction in chronic absenteeism from the 2025–26 baseline.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>The impact on equitable learning will be measured by comparing attendance improvement across student groups and determining whether students who have historically experienced higher rates of absenteeism are gaining more consistent access to instruction and intervention. Attendance data</p> | <p>outreach, attendance plans, problem-solving meetings, and connections to school or community resources. The leadership/MTSS team will review attendance and chronic absenteeism data monthly and by trimester, including disaggregated subgroup data, and adjust intervention intensity, outreach strategies, staffing supports, or resource allocation when students or groups are not demonstrating adequate improvement.</p> <p><b><i>When will this EBI occur?</i></b></p> <p>This EBI will occur throughout the 2026–27 school year, beginning on the first day of school. Attendance will be monitored daily at the student, classroom, grade-level, and schoolwide levels, with early outreach initiated as soon as concerning patterns emerge.</p> <p>Targeted attendance interventions, including family communication, attendance plans, problem-solving meetings, counseling supports, and community referrals, will be implemented as needed throughout the year.</p> |  |  |
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| <p>message resources, individualized attendance plans, and student/family meeting time. Staffing resources will include the principal, counselor, classroom teachers, office/attendance staff, behavioral and intervention support personnel, and community partners. Additional resources may include SEL and counseling supports, translation and bilingual communication services, transportation or community-based assistance when available, and protected staff time for monthly attendance reviews and problem-solving around students experiencing chronic or emerging absenteeism.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Resources will include the district attendance tracking system, daily and monthly attendance reports, family communication and nudge-message tools, individualized attendance plans, and</p> | <p>will be disaggregated by grade level, race/ethnicity, multilingual learner status, special education status, and low-income status.</p> <p>Equitable impact will be demonstrated by reductions in chronic absenteeism across identified groups, improved individual attendance rates following intervention, and narrowing gaps between subgroup attendance rates and the overall school rate. Edison will also review SEL and engagement data, including belonging, feeling safe, and feeling good about school, to determine whether improved attendance is accompanied by stronger connection and access to learning.</p> <p>If disparities persist, the attendance team will adjust outreach, supports, resource allocation, and intervention strategies to better address the specific barriers affecting those students.</p> | <p>Attendance data will be formally reviewed monthly and at the end of each trimester to determine progress and adjust supports.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>Attendance progress will be monitored daily throughout the 2026–27 school year at the individual student, classroom, grade-level, and schoolwide levels. Students showing emerging patterns of absenteeism will be identified and supported as early as possible rather than waiting until they meet the chronic absenteeism threshold.</p> <p>The principal, counselor, office/attendance staff, and Edison Leadership/MTSS team will formally review attendance data monthly, with additional review at the end of each trimester. These reviews will examine overall attendance rate, chronic absenteeism, response to targeted interventions, and disaggregated data by grade level, race/ethnicity, multilingual learner status,</p> |  |  |
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| <p>structured student/family problem-solving meetings. Staffing resources will include the principal, counselor, classroom teachers, office/attendance staff, behavioral support personnel, and community partners. Additional supports will include SEL and counseling resources, bilingual/translation services, community-based assistance to address identified barriers, and protected staff time for regular attendance data review and intervention planning.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Resources will include the district attendance tracking system, daily and monthly attendance reports, personalized family communication and nudge-message tools, individualized attendance plans, and structured student/family problem-solving meetings. Staffing resources will include the principal,</p> |  | <p>special education status, and low-income status.</p> <p>If data shows that individual students or student groups are not improving, attendance plans, family outreach, counseling supports, community referrals, and other interventions will be adjusted immediately and reviewed again during the next monthly cycle.</p> |  |  |
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| <p>counselor, classroom teachers, office/attendance staff, behavioral support personnel, and community partners. Additional supports will include SEL and counseling resources, bilingual/translation services, community-based resources to address identified barriers, and protected staff time for regular attendance review, family outreach, and intervention planning.</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>All Edison students will benefit from stronger attendance systems, with the greatest benefit expected for students who are chronically absent or showing early patterns of absenteeism. Particular attention will be given to students from low-income households, multilingual learners, students receiving special education services, and historically underserved student groups.</p> <p>These students will benefit from earlier identification of attendance concerns, personalized family outreach,</p> |  |  |  |  |
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|                                                                                                                                                                                                                                                                                                                          |  |  |  |  |
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| individualized attendance plans, counseling and SEL supports, and connections to school and community resources that address specific barriers to regular attendance. The goal is to increase equitable access to instruction, intervention, and school supports for students most at risk of losing instructional time. |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

## 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.

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.

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 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.

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.



# Centralia School District

## *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](#)

|                                            |                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Section 1: Building Data</b>            |                                                                                                                                                                                                                                                                                                                     |
| <b>Building Name:</b> Fords Prairie School | <b>Does your school share a building with another school?</b><br><br>Yes <input type="checkbox"/><br><br>No X <input checked="" type="checkbox"/><br><br><b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text. |
| <b>School Code:</b> 2704                   | <b>Grade Span:</b> Kindergarten through 6th<br><br><b>School Type:</b> Elementary School                                                                                                                                                                                                                            |



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

|                                                                                                                                                  |                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Principal:</b> David Roberts                                                                                                                  | <b>Building Enrollment:</b> 444            |
| <b>School District:</b> Centralia School District                                                                                                | <b>F/R Percentage:</b> 75.6%               |
| <b>Board Approval Date:</b> August 28, 2025                                                                                                      | <b>Special Education Percentage:</b> 19.1% |
| <b>Plan Date:</b> August 13, 2026<br>Leadership team review 8.16.26<br>Staff review and consensus by 8.28.26<br>School Board Approval by 8.28.25 |                                            |

**Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:**  
 Tier 3

### Vision and Mission Statement

All Students achieve academic and personal excellence

Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

School - Unlocking a love of learning

### School Leadership Team Members and Parent-Community Partners

**Please list by (Name, Title/Role)**

|                                            |                                                        |
|--------------------------------------------|--------------------------------------------------------|
| David Roberts – Principal                  | District office Review:                                |
| Darla Wasson Kindergarten                  | Tammie Jensen Tabor, Ex. Director of Special Services  |
| Chelsea Haskins – First Grade              | Dr. Jeff Broome, Ex. Director of Teaching and Learning |
| Bethany Reich – Second grade               | Dr. Lisa Grant, Superintendent of Schools              |
| Ali Isaacson – Third grade                 |                                                        |
| Josie Talley – Fourth Grade                |                                                        |
| Nicole Terry – Fifth Grade                 |                                                        |
| Byran King – Sixth grade                   |                                                        |
| Melissa Weinke – Para Educator – Behavior. |                                                        |
| Parent Involvement / Review                |                                                        |
| Rosemarie Downy- McCarthy PTO              |                                                        |
| Laurie Burton – PTO                        |                                                        |

## 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:

### 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 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals. | <b>2024 WSIF Cycle 3 Identification</b>                                     | <b>2025 Wsif data</b>                    |
| <b>WSIF Data Measures</b>                                                                                                                       | <b>2024 WSIF Overall Framework Score (indicate Not Applicable with N/A)</b> | <b>2025 WSIF Overall Framework Score</b> |
| Comprehensive (All Student Group)                                                                                                               | <b>4.55</b>                                                                 | <b>4.10</b>                              |
| Comprehensive Graduation Rate                                                                                                                   |                                                                             |                                          |
| <b>Student Group</b>                                                                                                                            |                                                                             |                                          |
| American Indian/Alaska Native                                                                                                                   |                                                                             |                                          |
| Asian                                                                                                                                           |                                                                             |                                          |
| Black/African American                                                                                                                          |                                                                             |                                          |
| Hawaiian/Other Pacific Islander                                                                                                                 |                                                                             |                                          |
| Hispanic/Latino                                                                                                                                 | 2.85                                                                        | 2.83                                     |
| Two or more races                                                                                                                               |                                                                             |                                          |
| White                                                                                                                                           | 4.78                                                                        | 4.88                                     |
| English Learner                                                                                                                                 | 3.18                                                                        | 2.35                                     |
| Low Income                                                                                                                                      | 3.65                                                                        | 3.70                                     |
| Special Education                                                                                                                               | 1.88                                                                        | 1.48                                     |

### 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.**

- School Quality or Student Success Indicators SQSS
  - Regular Attendance Two or fewer absences per month OSPI – Report Card
    - 2021–22 55%
    - 2022–23 65%
    - 2023– 2024 69% SWD attendance rate: 70.2%
    - Using ION K12 our data management in 2025– our average daily attendance rate is 90% +
    - We will continue to reward and celebrate improved attendance
    - 2024–25 ADA rate was 71% an incremental improvement over the year before.

### 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).

Educators



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

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?

- a. We have identified the need for greater support in the area of Multi-Tiered systems of support. We are very good at identifying the students that need help, but have more work to do in helping / immediately intervening. The district is leading a support class/ pd offering for schools to strengthen their MTSS teams. Fords Prairie School's MTSS team meets every Thursday morning. Currently we have so many students 50% or more struggling to reach Tier 1 Proficiency and achievement. We see a Tier 1 instructional problem for all students. MTSS training occurs at staff meetings and serves to support Students with Disabilities prior to Special Education Referral.
- b. Additionally, in order to support successful behavioral foundations at school, we are continuing to review and offer additional training in Champs, the District Matrix and Character strong. These trainings assist with in class supports that allow more students, including Students with Disabilities to learn the specific behavioral and social skills necessary to participate in the general education program, where we can maximize their academic and pro-social skills.
- c. Examination of the district and school data determined that additional strengthening of the phonics program is required. The data led to a study of various early reading programs and resulted in the adoption and training in CKLA – a phonics program. Initial training has been offered and additional training will be conducted.
- d. Additionally, in ELA – Comprehension achievement is lagging the state averages and PD is continuing to support professional strategies for students.
- e. Teachers at Fords Prairie will participate in August and October training in the areas of: MTSS development and interventions, ELA and complex math strategy training to increase achievement for all students and leverage high ceiling strategies for Students with disabilities.
- f. October training specifically will focus on three areas directly related to our School improvement efforts: accessing complex math tasks, increasing comprehension and reading readiness, and building hope for our students.

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

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

Our August workshop with Damen Lopez from No Excuses University was a success... 100% of staff committed to building hope through implementing and improving our 6 systems, including collaboration,

### 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.

Systems of support are strong and becoming more robust, including PLC/ Grade level teams, leadership team, shared leadership in curriculum, parent involvement and behavior. The school uses the behavior matrix that has been adopted the district and works with Character strong and Champs, and is working to develop curriculum maps for staff to use and report academic progress and needs. The behavior teams works to follow the model of PBIS and assure students are making progress.

Fords Prairie and the Centralia School district both have behavior / discipline committees. The committees work to examine the any implicit bias that forms in the daily discipline process.

The School counselor at Fords Prairie is responsible for the social emotional wellness program at Fords Prairie school. This includes the 504 team and crisis response team for our students.

With the help of No Excuses University, Fords Prairie will review all our systems of support including the Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data management and interventions. Data suggests our most significant need is including students with disabilities and all students in a culture of Universal achievement.

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

Fords Prairie School Identified our strengths and areas of improvement through multiple survey's offered by the school and district. These included discipline, behavior, academic and plc staff surveys. Also, each year the district administers the CEE Survey to all parents, staff and 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade students. Fords Prairie School staff met in June for each staff meeting and reviewed pertinent data to determine both strengths and challenges facing our staff and school community. The data also included SBAC, i-ready and classroom assessments. In addition to the whole staff, plc's meet weekly and examine classroom data and leadership team meets and prioritizes data and interventions and programs for PD and staff development.

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

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

Community systems interact fairly well to support students. Four, brief examples:

First, Lincoln Creek Lumber has a 3<sup>rd</sup> grade project that reinforces planning, mathematics, and STEM principles. Students cross the street and visit the lumber yard, to plan their project dimensions and costs. Lincoln Creek also shares 7-10 reward / prize bicycles with students for great attendance and behavior.

Second, Sharon Care, a senior living facility across the street, welcomes our students as guest readers as well for Halloween mask making and a student parade to show our Art. Sharon Care also serves as a designated reunification site in the case of an emergency.

Third, Harrison Square Presbyterian Church has a volunteer program for our school; they have raised money and donated books and have hosted our students for formal concerts.

Fourth, our small but mighty PTO helps raise money and support activities, events, and gear for our students. They meet monthly and review Title 1, SIP, and other pertinent parent involvement issues and ideas for the betterment of the school.

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?

Our School uses the CEE survey the district provides to parents every spring to examine longitudinal data trends. Data is disaggregated and examined by the leadership team, the shared parent involvement committee, and PTO. Trends are examined and plans are made to improve the life of the school for students. Leadership team and staff meetings, in addition to Shared Leadership Committees, examine the survey results in the spring.

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)?

Area of strength – Parents love to have their students come to Fords Prairie. Many parents choose their students into Fords Prairie School.

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

Area of improvement – our data indicate that parents don't often have a plan for their child after K-12. We want to work with a goal area to strengthen our student outcomes, and build hope for each student's future. No Excuses University will be a foundational practice for improving parent participation in their child's future. Data show a plethora of information about the district that parents receive and what the parents know about the activities that occur inside their child's classroom.

### CNA DATA Summary

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

Last year's SIP focused on Student Safety and feelings of belonging. Students increased their sense of belonging and safety at School from 47% feeling safe at school to 61% feeling safe at school.

Our WISF Special Education Scores increased from 1.05 to 1.88. This is a result of more inclusion and attempts to support students more broadly in the general education classroom.

- School Quality or Student Success Indicators SQSS
  - Regular Attendance Two or fewer absences per month OSPI – Report Card
    - 2021-22 55%
    - 2022-23 65%
    - 2023- 2024 69% / SWD was 70.2 percent.
    - Using ION K12 our data management in 2025- our average daily attendance rate is 90% +
    - We will continue to reward and celebrate improved attendance at school.
- Proficiency goals for Reading and Math need to increase. In the past we have focused on growth and this hasn't produced the results that we are hoping to see. Proficiency goals are part of our strategic plan.

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

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

| % meeting<br>SBA<br>Standard | State | CSD | FP |
|------------------------------|-------|-----|----|
| 3 <sup>rd</sup> ELA          | 49    | 29  | 38 |
| 3 <sup>rd</sup> Math         | 52    | 33  | 42 |
| 4 <sup>th</sup> ELA          | 51    | 34  | 39 |
| 4 <sup>th</sup> Math         | 49    | 35  | 39 |
| 5 <sup>th</sup> ELA          | 54    | 38  | 40 |
| 5 <sup>th</sup> Math         | 43    | 26  | 26 |
| 6 <sup>th</sup> ELA          | 50    | 40  | 40 |
| 6 <sup>th</sup> Math         | 40    | 29  | 31 |

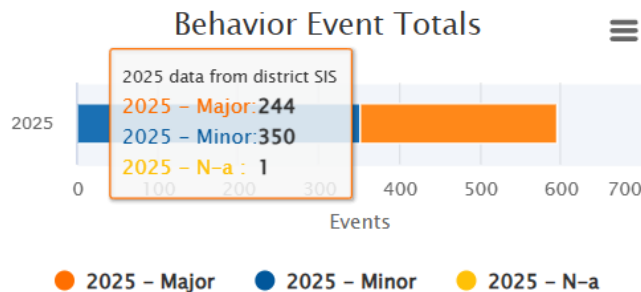
Fords Prairie School lags the state In ALL SBAC achievement. Across all grades and subgroups.

Comparisons to the state demographic averages:

|                                       |               |                       |
|---------------------------------------|---------------|-----------------------|
| SE student as a percent of population | (State 16.4%) | (Fords Prairie 19.1%) |
| Hispanic Students                     | (State 26.7%) | (Fords Prairie 40.1%) |
| Low income                            | (State 49.8%) | (Fords Prairie 75.9%) |
| Highly Capable                        | (State 8.0%)  | (Fords Prairie 5.9%)  |

FP discipline data is listed below. We will work to continue to improve our discipline / behavior and support systems to improve in class learning time.

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



### 3. What disproportionalities exist among student groups?

Based on I-ready and SBAC – consistent gaps exist between and among sub groups. Low income, Multi-Lingual students, Non-white and students receiving special education services all achieve at lower levels than white, affluent counter parts.

Based on WA-Kids early assessment 48% of students enter Fords Prairie School without the kindergarten readiness skills needed for school.

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

Disproportionality is a well- documented and complex issue. Issues often present as students come into school for the first day of Kindergarten, with many lacking pro-social skills, academic skills and foundational skills. Funding gaps, differences between teacher efficacy, home life and income in addition to race and ethnicity all factor into the reasons and occurrences of academic disproportionality.

Specifically, and on an actionable level, we have students that do not make one year's growth every year in Reading and Math. Consequently, the Academic Achievement Gap grows. This year we will focus on stopping the gap from growing by setting goals of at least 1 year's growth in ELA and Math for each student.

### 5. 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)

To start – committing to the Student Stretch growth as over all goals for each student, and ensuring that each student is guaranteed 1 year's growth in ELA and MATH.

6. How do identified needs impact each other?

The identified needs and findings that emerge are complicated. Language deficits and low vocabulary are factors, as are enrichment activities in relation to disproportionalities.

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

ELA and Math goals – PROFICIENCY over growth. We grow every year, and don't maintain our Proficiency 1- 2 years – build hope and College / post high school dreams.

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

80 % of students meeting standard on every lesson right now...in Real time.

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

Fords Prairie School needs to build hope and confidence for each student's future.

### 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.

Fords Prairie School, is a high poverty, diverse elementary school, located in Centralia, Wa. Several disparities exist for the school and the community, including, funding to enhance enrichment activities and funding to provide basic supports. Additionally, most para

educators spend a significant amount of time providing non-instructional supervision. What para time is used for interventions is spread across the over 400 students inconsistently.

Based on our CEE survey data and our achievement for our students with disabilities, we have an opportunity gap to close for students with disabilities. This is a belief -based problem. We need to believe all students including students with disabilities, and Multi lingual students can achieve at high levels. Our 2024 SIP took the first step to address this need with a leadership team book study: No Excuses University, and adopting the 6 systems for achievement. All staff including bus drivers and para educators were trained 8.27.25 with Damen Lopez the founder of No Excuses University in order to build a culture of universal achievement for all staff and students.

We will address the inequities by providing additional time to collaborate, enhancing student access to materials that are high quality using building general education funds and enhancing building level collaboration time to focus on Data and Instruction. The goal is to remove barriers and increase learning, promote equity and ensure Special Education students an Multi – lingual student have the support they need succeed at school.

## 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:** Improving Social Skills and reducing discipline referrals. Providing equal opportunity for all students, and students with disabilities to be included in tier 1 general education instruction. Improving Behavior on campus and increasing student time in class. WE will improve out 3 tier model of supports including Tier 1 – school wide instruction, targeted small group support for tier 2. Our goal will focus on increasing the number of students that are referred for positive behaviors.

**Priority #2:** Increasing academic achievement in Reading and Math. Specifically, for ML and SE students. Addressing these gaps is key to our success as a school and improving instruction and outcomes for all students. Stronger tier one instruction, coupled with an eye



on our subgroups with the use of disaggregated data will leverage student success. The integration of intervention groups and Response to intervention groups.

**Priority #3:** Building hope through No Excuses University, for Students with Disabilities and multi – lingual students. Students at Fords Prairie School consistently report feeling of hope, plans after high school and being well prepared for their future, in the low to mid 60% range. Looking at the long term, and Centralia High School, Fords Prairie needs to build a culture of hope and universal achievement.

## 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?

## 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).

Questions to ask and answer when addressing inclusion and equity:

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

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

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

**SY 2026–27 SMARTIE Goal #1:** Fords Prairie Staff will increase student belonging from 59 percent to 75 percent as measured by CEE Survey Results in the spring of 2027. Key areas for targeted growth, I have a trusted adult at school, and all staff believe that students can learn at high levels.

*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.

*PBIS Interventions, Recess rodeo, School wide teaching and learning expectations for all common areas including the café, hallway, staircases, recess toys and office areas.*

*Matrix teaching*

*Fully implementing Champs*

*Fully implementing and reinforcing Character Strong social skill development*

*Positive phone calls home.*

*Increase Positive Behavior Referrals.*

*Student support plan... students write the name of their trusted adult on a success plan*

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

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

| Evidence-based intervention (activity). | Data Measures | Lead and | Mid-Year Progress (MYPR) on each EBI and impact | End-of-Year Progress (EOYR) on each EBI and |
|-----------------------------------------|---------------|----------|-------------------------------------------------|---------------------------------------------|
|-----------------------------------------|---------------|----------|-------------------------------------------------|---------------------------------------------|

| <u>practice or strategy</u> ) to 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.                                                                                                                                                         |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>*CSD Matrix teaching</p> <p>* Parent contacts about student behavior positive calls home, and positive behavior referrals</p> <p><b>Champs implementation</b></p> <p><i>What resources will be used for implementation? (For PD in August – Champs planning, Matrix review with Grade level teams. Classroom management plans and PBIS incentives.</i></p> <p><i>What student groups will benefit and why?</i></p> <p>Special education and ML students will benefit from explicit teaching across all</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Discipline Referrals in ION</p> <p>Positive referrals in ION</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Demonstrated positive behavior changes and more time in class on learning.</p> <p><i>Students demonstrate pro social skills from Champs and Character strong.</i></p> <p><i>Leadership team will study behavior data to examine for ML and SE disproportionality.</i></p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Discipline PBIS Team</p> <p><i>When will this EBI occur?</i></p> <p>Kick off PBIS rodeo and Matrix teaching in class for expected behaviors. Start of school week 1. After breaks.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Daily, PLC and Monthly Via PBIS/ Discipline team at Shared leadership and at the FP leadership team meetings bi - monthly.</p> <p><i>Behaviors will be taught daily, and school wide after every 3 -day weekend and holiday break.</i></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>24-25 300 discipline referrals at mid- year. This year 179.</p> <p><i>What is evidence of impact?</i></p> <p>Class / and school observations and PBIS team notes describing problem and areas for celebration and reteaching.</p> <p>PLC's discuss behavior needs of individual students and in-class dynamics. Shared leadership teams and School Improvement team look at the discipline and attendance data regularly.</p> <p>SE and ML student have benefited from reduced out of class time and increased learning time.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |

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| areas of the school, including visual representation, role play and modeling.<br><br>Success plan and SEL screener | <i>Leadership, plc and staff engagement and reflection</i> | <i>Counselor Lead</i> | Behaviors have been retaught after breaks and ongoing in trouble areas.<br><br>Written Plan for support and success |  |
|                                                                                                                    |                                                            |                       |                                                                                                                     |  |

**SY 2025–2026 SMARTIE Goal #2: Academic Excellence – Special Education and ML students will improve their academic *proficiency* in reading (to 55 percent) and math (to 40 percent) as measured by I-ready Proficiency spring 2027 data.**

*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.

August MTSS training, ELA training – Dragonfly, CKLA

|                                                                                                                                                                                                                                                                                                                                                                          |
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| <i>RTI – Staff study and inventory</i>                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Mid-Year Progress Review:</b> (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>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.)</i></p>       |
| <p><b>End of Year Progress Review:</b> (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>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.)</i></p> |

|                                                                                                                                               |                      |                           |                                                                                             |                                                                                           |
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| <p><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</p> | <p>Data Measures</p> | <p>Lead and Timeframe</p> | <p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2025-26 school year.</p> | <p>End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.</p> |
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| <p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p><b>Staff will study Ultimate RTi</b></p> <p>Every student will track and monitor their own progress via data notebooks.</p> <p>Teachers will confer with students weekly about progress towards goals in R and M. using CKLA, Dragonfly and i-Ready</p> <p>PD focus on Complex math problems and CKLA, Dragon fly and Comprehension Strategies.</p> <p><b>What resources will be used for implementation? (For example, professional development, extended</b></p> | <p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Leadership Team and PLC/ Data teams will report to PLC and leadership team. On Progress with intervention groups</p> <p>Data teams will disaggregate data based to study and intervene and change course as needed.</p> <p>I-ready growth and monitoring reports will be used to monitor progress.</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Students will be asked to share data binders with visitors, Students will Confer with teachers weekly</p> <p><b>Students will track and set goals for excellence.</b></p> | <p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>PLC, Leadership, MTSS and Data teams – Principal/ Teacher IF and SE / ML Teacher.</p> <p><b>When will this EBI occur?</b></p> <p>Weekly at PLC, Bi Monthly at Leadership Team</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>Data will be examined weekly at PLC.</p> <p>Monthly at Leadership team.</p> <p>And Staff meetings</p> <p>PLC teams will examine:</p> <p>CKLA data</p> <p>LETRS data</p> <p>Dragonfly</p> <p>Study Sync</p> <p>Math Fluency</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Leadership, and PLC teams examine unit assessment data and school wide assessment data. Mtss / SST meets weekly and supports individual needs and problem solving.</p> <p><b>What is evidence of impact?</b></p> <p>Teachers are taking more responsibility for their data and their team and grade level accomplishments. Data is refined and in sub groups and progress examined based on agreed upon team norms.</p> <p>Every student has a conferring/ goal setting notebook. Every teacher is meeting every week with each student to discuss progress</p> <p>Staff meetings are used as Professional development sessions</p> <p>Students with disabilities are tracking their progress and meeting with their</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |
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| <p><i>time, curriculum, materials, etc.?)</i></p> <p>District and building PD days.</p> <p><i>What student groups will benefit from and why?</i></p> <p>Students with disabilities will benefit from goal setting, conferring and learning complex math strategies and comprehension skills, and being accountable to both homeroom and specialist teachers.</p> | <p><i>Students with Disabilities will confer with their case manager and general ed teacher weekly.</i></p> | <p><i>Data will drive whole group and small group interventions.</i></p> | <p>general education and special education teachers.</p> <p>Teachers share actionable intervention data with MTSS team for students</p> |  |
|                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                             |                                                                          |                                                                                                                                         |  |



**SY 2025–2026 SMARTIE Goal #3: Fords Prairie Staff will build student hope for at risk groups including Students with disabilities and Multilingual students, as measured by student responses to the following CEE spring 2027 survey questions**

- a. This school is doing a good job of preparing me to do well (from 67 percent to 90 percent)
- b. I have a plan for after high school (from 61 percent to 90 percent)
- c. I know I will graduate from high school (from 68 percent to 90 percent)
- d. At least 1 adult at school cares for Me.
- e. 70 percent of staff believe all students can achieve at high levels.

*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 talking about college and able to answer the question about what they will do after K/12 school – College readiness*

**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.)*

*District / school based results are increasing building hope for our students. Every class has adopted a University and students and staff are talking openly about the benefits of education. Staff and Parents started their parent – teacher conferences with the question – What are your hopes for your student? This set the stage for growth and hope building.*

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| <p><b>End of Year Progress Review:</b> (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>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.)</i></p> |

| 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 2025-26 school year.                                                                                                           | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.                                                                                                             |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><i>Each classroom teacher will conference with parents two times a year, with a focus on aspirational goals for the students.</i></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Observations, Survey results from SWD in Resource Room and SLP served students, in addition ML teacher will disaggregate survey results.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Parents of Students with Disabilities and Multi -</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Classroom teachers will meet, confer and plan – encouraging students to set goals for post high school</p> <p><i>When will this EBI occur?</i></p> <p>2x per Year with Parents and weekly conferences with students</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <p>Each class / teacher will brand their room with a college logo.</p> <p><b><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></b></p> <p>Fords Prairie Staff will teach and support students about their post K/12 choices.</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>Students w disabilities and ML students will benefit from knowing what options and hopes that they can be a part of and work for.</p> <p>Leadership team will survey 4-6<sup>th</sup> grade students 4 times per year.</p> | <p>lingual students will develop Plans for their futures in their goal books.</p> <p><b><i>Every Student with Every Choice.</i></b></p> <p><b><i>CEE questions will be asked and results broken down by class.</i></b></p> <p><b><i>Students will set aspirational, academic, and behavior goals.</i></b></p> <p><b><i>100% of staff will adopt a college and support student choices for their future.</i></b></p> <p><b><i>Staff will plan and implement a college and career fair for students to learn about post k/12 careers and colleges.</i></b></p> <p><b><i>Leadership team will share the data/ results with each class and all staff.</i></b></p> | <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>Progress will be monitored by the Homeroom Teacher, the Specialist teacher SE and MI weekly for student aspirational, behavioral, and academic progress.</p> <p><i>Collaboration with the parents will be ongoing.</i></p> <p><i>Leadership team will share results</i></p> <p><i>11/12/26</i></p> <p><i>1/9/27</i></p> <p><i>4/ 10/27 and with the final survey by June 10.</i></p> |  |  |
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| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |
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## Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

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

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

1. In SY 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?
2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.
3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?

Click or tap here to enter text.

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

**Funding:** List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

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

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

| Program                   | Intent and Purpose                                                                                                                                                                                                                                                                                                                                    | Activities Implemented to Meet Intent and Purpose                                                                                                                                                            |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic Education</b>    | To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.                                                                                                                                                                                                | <i>Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i><br><br>Click or tap here to enter text.                                   |
| <b>Title I, Part A</b>    | To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.                                                                                                                                                                               | <i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i><br><br>Click or tap here to enter text.                                                                 |
| <b>School Improvement</b> | 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. | <i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i><br><br>ZERO Dollars                                                                                                  |
| <b>Title II, Part A</b>   | Preparing, training, and recruiting effective teachers, principals, or other school leaders.                                                                                                                                                                                                                                                          | <i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i><br><br>Click or tap here to enter text. |
| <b>Title III</b>          | To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet                                                                                                                                                                                                                | <i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop</i>                          |

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

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

| Program                                                                  | Intent and Purpose                                                                                                                                                                           | Activities Implemented to Meet Intent and Purpose                                                                                                                                                                                                       |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | the same academic content and academic achievement standards that other children are expected to meet.                                                                                       | <i>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.</i><br><br>Click or tap here to enter text. |
| <b>Title IV, Part A</b>                                                  | School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.                                         | <i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i><br><br>Click or tap here to enter text.                                                                                                           |
| <b>Learning Assistance Program (LAP)</b>                                 | 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 | <i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i><br><br>Click or tap here to enter text.                         |
| Local Funds                                                              | Local levy revenue may be combined in schoolwide programs.                                                                                                                                   | Click or tap here to enter text.                                                                                                                                                                                                                        |
| <b>Other Funding Sources, including School Improvement Grant Funding</b> | Click or tap here to enter text.                                                                                                                                                             | Click or tap here to enter text.                                                                                                                                                                                                                        |



# Centralia School District

## *School Improvement Plan 2026-27*

### Title I Part A, Schoolwide, Title I 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](#)

|                                                      |  |                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Section 1: Building Data</b>                      |  |                                                                                                                                                                                                                                                                                                       |
| <b>Building Name:</b> Jefferson Lincoln Elementary   |  | <b>Does your school share a building with another school?</b><br>Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/><br><b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text. |
| <b>School Code:</b> Click or tap here to enter text. |  | <b>Grade Span:</b> K-6<br><b>School Type:</b> Elementary                                                                                                                                                                                                                                              |
| <b>Principal:</b> Monica Grund                       |  | <b>Building Enrollment:</b> 345                                                                                                                                                                                                                                                                       |

All students achieve academic and personal excellence

|                                                   |  |                                        |
|---------------------------------------------------|--|----------------------------------------|
| <b>School District:</b> Centralia School District |  | <b>F/R Percentage:</b> 74.1%           |
| <b>Board Approval Date:</b>                       |  | <b>Special Education Percentage:</b> % |
| <b>Plan Date:</b> 2026–2027                       |  |                                        |

Please select your school’s Washington School Improvement Framework (WSIF) Support Status by clicking “choose an item” below:  
Comprehensive

Vision and Mission Statement

**Mission: Prioritize Students - Uphold High Expectations - Champion Hope - Cultivate Collaboration**

**Vision: All Students Achieve Academic and Personal Excellence!**

School Leadership Team Members and Parent–Community Partners

Please list by (Name, Title/Role)

Kinder- Lori Green

1st Grade – Jill Pilloud

2nd Grade – Michelle Thomas

3rd Grade – Ashley Jeffries

4th Grade – Miranda Rosenberg

5th Grade – Kim Roberts

6th Grade – Shannon McDermitt

Principal/Parent – Monica Grund

Instructional Facilitator – Jenny Ashmore

Behavior Support Specialist – Charity Layton

Special Education – Lisa Mathes

## 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 <a href="#">Washington School Improvement Report Card Data</a> to identify and maintain focus on student groups and SMARTIE Goals. | <b>2023 WSIF Cycle 3 Identification</b><br>Choose an item.                     | <b>2024 WSIF Annual Data</b>             | <b>2025 WSIF Annual Data</b>             |
| <b>WSIF Data Measures</b>                                                                                                                       | <b>2023 WSIF Overall Framework Score</b><br>(indicate Not Applicable with N/A) | <b>2024 WSIF Overall Framework Score</b> | <b>2025 WSIF Overall Framework Score</b> |
| Comprehensive (All Student Group)                                                                                                               | 1.9                                                                            | 1.85                                     | 2.1                                      |
| Comprehensive Graduation Rate                                                                                                                   |                                                                                |                                          |                                          |
| <b>Student Group</b>                                                                                                                            |                                                                                |                                          |                                          |
| American Indian/Alaska Native                                                                                                                   |                                                                                |                                          |                                          |

|                                 |      |      |      |
|---------------------------------|------|------|------|
| Asian                           |      |      |      |
| Black/African American          |      |      |      |
| Hawaiian/Other Pacific Islander |      |      |      |
| Hispanic/Latino                 | 1.68 | 1.38 | 1.9  |
| Two or more races               |      |      |      |
| White                           | 2.4  | 2.38 | 2.52 |
| English Learner                 | 1.85 | 1.75 | 2.02 |
| Low Income                      | 1.68 | 1.65 | 1.95 |
| Special Education               | 1.2  | 1.38 | 1.43 |

## 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).

### 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?

- Multilingual Strategies
- Behavior Intervention Practices
- Academic Intervention – Teacher and Para

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?

Character Strong

CHAMPS

CKLA Skills (K-2)

Identified through: iReady, iReady Lessons and Behavior Referrals

## 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.

Strength – These were selected as strengths due to increased student involvement, observations, student feedback and academic growth

- iReady 2 Lessons a month in reading and math
- Positive Referrals
- Student Store
- Positive Interventions
  - Slime experience
- PTO Events
- Career Day
- No Excuses University
- Implementation of reading comprehension strategies
- Multilingual GLAD Introductions and beginning of strategies
  - Sentence frames
  - Sentence Patterning Chart
- SST Process
- Data Tracking
- Reader of the Week
- Behavior Approach, Response and Tracking

Areas to Be Strengthened – Feedback from students and families, continued implementation, tier 2/ 3 behavior intervention strategies, CEE

- Counselor: Character Strong Lessons (Grade level appropriate, differentiate)
- Building Led Night (i.e. math, science, reading, art)
- Recess: Cooperative Plan
- Tiger Store
  - Experiences
- Big Deal
- 3–6th Grade Interim Assessments (Calendar out what will be reviewed and when)
- Writing Practice
  - Sentence Frames
- Data Tracking
- PLC
- 6th Grade Leadership

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

- 6th Grade Mentorship
  - Peer Mediators
- Special Education Peer Buddy

iReady 2025-2026

Reading

6 out of 7 grade levels had an average of 100+% of growth, 1 grade level was at 97% growth

Math

3 out of 7 grade levels had an average of 100+% of growth, 1 at 91% growth, 1 at 75% growth, 1 at 61% growth and 1 at 55% growth

ML

Reading

135% average Typical Growth in reading

52 out of 77 students made 100+% of progress in their Typical Growth in reading

34 out of 77 students make 80-100% progress towards their Stretch Growth

Math

113% average Typical Growth in math

46 out of 77 students made 100+% of progress in their Typical Growth in math, 8 out of 77 made 80-99% growth

30 out of 77 students make 80-100% progress towards their Stretch Growth

SPED

Reading

111% average Typical Growth in reading

12 out of 20 students made 100+% of progress in their Typical Growth in reading

2 out of 20 students made 100+% of progress towards their Stretch Growth in reading

Math

107% average Typical Growth in math

7 out of 13 students made 100+% of progress in their Typical Growth in math

1 out of 13 students made 100+% of progress towards their Stretch Growth in math

Final Behavior Data

Decrease by 301. 899 referrals.

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

CEE, iReady Data, SBAC, WiDA score, Behavior Referrals, ionK12 Trend Data, WSIF, Leadership Team

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

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

The Kindergarten team, District Office and OSPI are working together to plan a smoother process for incoming Kindergarten students to learn school systems and build a positive transition up to Kindergarten. We have partnered with Steps of Hope to start a community pantry and provide food to over 30 families. No Excuses University and our building systems align with the Middle and High School initiative of implementation of AVID. The community library is coming into the school to get students excited for summer reading as well as coming into the library lessons for STEM lessons. PTO meets regularly the second Monday of the month to support students and teachers in their endeavors. Last year their goal was to fix the sign, however, that initiative changed to add more recess structures. First grade went to Safety City, Reading buddies have visited our students. 6th grade attended the District Choral festival. Third grade is attending swimming. 6th grade went to CISPUS. High school and middle school band and choir performances for our 4th through 6th grade students. Boys and Girls Club housed at JL Elementary sports through Centralia School District. We are sharing information for families to sign up with the Bezos Academy. We partnered with the Pacific Science Center to have a science day at JL. 1st grade is going to Ag Day at the high school. 2nd grade went to Junior Programs. We partnered with the middle school to set up our 6th graders for success. 2nd grade partnered with Panda Express for Lunar New Year. 2nd grade partnered with the Washington Bee Keepers Association.

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?

This is an area of improvement. We will be looking at family and student CEE and conference participation. Some grade levels get feedback during conferences that is utilized to improve academic and non-academic experience.

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)

### Strength

- Communication
  - Bilingual paper, and electronic communication
- Community Partners
- Communication
  - access to bilingual translation

### Areas to Strengthen

- Family Involvement
- Increase evenings events (i.e. benefit fair – community support systems (wise, core, autism coalition, etc.)
- Edlio



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

- Community and staff training and utilization
- Sharing PTO opportunities for involvement
  - Bilingual opportunities
  - Increase Visibility

### CNA DATA Summary

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

Decrease in behavior referrals

Average student growth in ELA was over 100% with 1 class being at 97%.

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

Supporting ML students across the school

Behavior Intervention Strategies

Special Education Resources

3. What disproportionalities exist among student groups?

Students with disabilities and ML students need more support to close their achievement gap.

Students with socio-economic disparity need more support to close their achievement gap.

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

The need for more ML strategies in the classroom and a greater understanding of the expectations for ML students to pass the WIDA. Additionally our staff need more tools on how to be more proactive, support and respond to behaviors. A building need to hold the same expectations across all areas through consistent CHAMPS expectations and Character Strong tools. Curriculum changes for K-2 CKLA in the 2025-2026 school year. Curriculum changes for 3-6 in the 2026-2027 school year.

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

Implementation of GLAD strategies in our school.

Consistent implementation of CHAMPS across all venues.

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

Implementation of new 3-6 curriculum and 2 year implementation of K-2 curriculum.

Implementation of a menu of items for transitions from high-preferred activities to low-preferred activities.

### 6. How do identified needs impact each other?

Student behaviors could be increasing because they are struggling to access academics or are behind and struggle to catch up. Behavior affects the classroom environment which could impact learning time. There is an impact in relationships with students and staff as high expectations are held or when students see other students acting out.

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

Short Term

Behavior

3-6 On Boarding new curriculum

K-2 preparation for second year

Long Term

Behavior

ML Strategy Implementation

Implementation of Tier 2 and Tier 3 Behavior and Academic strategies

NEU

Action Items toward building Community with Parents/Guardians

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

Communication via Edlio for our teachers and parents/guardians

August/First Two Weeks – Communication/partnership with community to set tone, expectations and focus on academics

### 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 have used CEE data to inform our decisions in addition to academic data and experiences by Jefferson Lincoln Leadership.

### 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.

Staffing and funding are an area of need and inconsistency. New materials for 3-6 ELA curriculum and continued work toward CKLA implementation K-2. At this time we are unsure if there will be OSSI funding for this upcoming year. Getting core curriculum for SPED classes. Inclusion of SPED teachers in continued curriculum conversations throughout the year. ML specific curriculum.

### 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:** Low Income

**Priority #2:** Hispanic/Latino of any race(s)

**Priority #3:** Students with Disabilities

## 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 on 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: By Spring 2027, 100% of continuously enrolled students—including multilingual learners, students with disabilities, students from low-income households, and Hispanic/Latino students—will meet their i-Ready typical growth goal in math, and overall math proficiency will increase from \_\_\_% to \_\_\_%, as measured by i-Ready or alternative assessments. Progress will be monitored at each benchmark, with targeted supports adjusted to ensure equitable outcomes.**

*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?*

*By mid year students should be at the 50% mark in their growth on iReady.*

**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.)*

## 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).

**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.)*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                |                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><i>Data Meetings</i></p> <p><b>ESSA Evidence Tier: Tier I – Strong Evidence</b></p> <p><b>Description:</b><br/>After each iReady diagnostic and every six weeks, teachers, the Instructional Facilitator, and Principal will analyze</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Standards-based pre- and post-assessment data</p> <p>i-Ready diagnostic assessment results</p> <p>Intervention progress-monitoring data</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Impact will be measured through demonstrated growth on i-Ready assessments and improved performance on</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Principal (Facilitates meetings)</p> <p>Teachers (gathers data)</p> <p>Instructional Facilitator (organizes and helps teachers and paras)</p> <p><b>When will this EBI occur?</b></p> <p>After each Diagnostic and then a check in every six weeks</p> <p><b>When or how often will progress be monitored or</b></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><b>What is evidence of impact?</b></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                      |                                                                                                                                                                                                                    |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p><i>data to adjust instruction and interventions.</i></p> <p><b>Alignment to the Goal:</b><br/>Regular data review ensures students not on track to meet <b>50% typical growth by midyear</b> receive timely instructional adjustments.</p> <p><b>What resources will be used for implementation?</b><br/>(For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Substitute coverage to allow teacher participation</p> <p>Data tracking worksheets and protocols</p> <p>Curriculum unit exams</p> <p>Skill Targeted Interventions</p> <p>Extended time for collaborative analysis and planning</p> <p><b>What student groups will benefit and why?</b></p> <p>Students who are on track will have a conversation around extension or supporting their current needs. Students who need more support will dive into</p> | <p><i>standards-based classroom assessments.</i></p> | <p><b>data reviewed? Be as specific as possible.</b></p> <p><i>The deep dive will occur after each diagnostic in a grade level meeting, and then every six weeks this information will be reviewed in PLC.</i></p> |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <p>the data to see why we are not getting the growth that we want to see. Structured data cycles reduce inequities by ensuring students with disabilities, multilingual learners, and historically underserved students receive early support before gaps widen. Disaggregated data analysis supports OSPI's equity expectations by identifying disproportional patterns and ensuring interventions are matched to instructional need rather than resulting in unnecessary referrals, segregation, or loss of access to core instruction.</p> <p>ML/SPED/Hispanic Student Review - specific action items necessary for growth will be identified and a plan for implementation created.</p> |  |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|



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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><b>Math Vocabulary</b></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Ready Math vocabulary strategy</p> <p>Vocabulary posters</p> <p><i>What student groups will benefit from and why?</i></p> <p>This will benefit students as they gain an understanding of the vocabulary and what it is communicating. Additionally how it can look when it appears in their learning.</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Observation of math vocabulary posted and Ready Math vocabulary strategy</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Vocabulary will be posted in the format of word, definition and picture. This will support our ML learners in understanding how to utilize this word.</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teacher – classroom implementation</p> <p>Instructional Facilitator – Data Collection</p> <p><i>When will this EBI occur?</i></p> <p>Daily/Weekly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Instructional facilitators will be collecting data weekly in walk-throughs. Data will be reviewed at IF and Principal meetings.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |
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| <p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p>Decoding word problems alignment</p> <p><b>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</b></p> <p>Professional Development on the chosen strategy</p> <p>Posters</p> <p>Math problem break down practice worksheets</p> <p><b>What student groups will benefit from and why?</b></p> <p>All student groups will benefit from this practice as it will apply a strategy across all math problems and provide a way to breakdown problems to help them feel accessible and solvable.</p> | <p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>3rd-6th will monitor implementation during Interim assessments and observation</p> <p>K-2 will be measured in observations (2 per semester)</p> <p>Posters will be posted in the classroom</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Increased data scores for all students.</p> | <p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>IF will support implementation</p> <p>Principal and IF will support observations</p> <p>Teachers will implement consistent usage in the classroom</p> <p>3rd-6th grade teachers will teach and practice usage during interim assessment</p> <p><b>When will this EBI occur?</b></p> <p>When any word problem goes before students this process should be referenced as a guiding tool.</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>At IF/Principal meetings from data collected to support implementation. Data meetings for effectiveness.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for</i></p> <p>Fluency Focus</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>FLUENCY PROGRAM</p> <p>Ready Math curriculum</p> <p>Fluency Strategies taught in District directed days.</p> <p><i>What student groups will benefit from and why?</i></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>FLUENCY GROWTH</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>iReady scores will increase. We will see a decrease in instructional groupings based on this need.</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers – Implementing in their classroom</p> <p>Instructional Facilitator – Collecting and reviewing growth</p> <p><i>When will this EBI occur?</i></p> <p>Weekly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Data Teams – 3 times a year, PLCS – weekly when necessary and intervention review – every 6–8 weeks</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| All students will benefit from this as our data shows this is a consistent area of need for a large majority of our students- over 50% per grade level.                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                        |                                                                                                                                                                                                |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>3rd-6th Interim Assessment Alignment with Ready Math</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Ready Math</p> <p>Interim Assessments</p> <p><i>What student groups will benefit from and why?</i></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Interim Assessments scores</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>We should see the impact on learning appear in an increase in SBAC scores.</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Teachers- Classroom implementation and alignment with Ready Math</p> <p>Instructional Facilitator - Collecting all classroom data</p> <p><i>When will this EBI occur?</i></p> <p>At the end of curriculum units.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>We will review interim assessments once they are completed as well as when</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| All 3rd-6th grade students will benefit from this as they practice using SBAC type questions and assess their knowledge after a unit that correlates with the interim assessment.                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>we are done with SBAC testing.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                        |                                                                                                                                                                                                |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>iReady Lessons in Math Goal</p> <p><b>ESSA Evidence Tier: Tier II – Moderate Evidence</b></p> <p><b>Description:</b><br/> <i>Students will participate in weekly, adaptive iReady Reading and Math lessons aligned to diagnostic data. Lesson frequency will be differentiated (red/yellow/green) to ensure students receive</i></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>iReady</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>In iReady their growth will be monitored monthly through our IF with incentives to meet their goals. Students will monitor their own goals. Staff have identified specific students to monitor for continued growth, specifically those identified in the goal. We will be on a six week cycle to ensure growth.</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Instructional Facilitator<br/>Teacher</p> <p><i>When will this EBI occur?</i></p> <p>Weekly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Weekly and 3x a year</p> <ol style="list-style-type: none"> <li>1. iReady (red: minimum of 2 lessons a week in reading and/or math depending on domain. yellow: 2 lessons a week.</li> </ol> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |

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| <p><i>instruction matched to their instructional needs.</i></p> <p><b>Alignment to the Goal:</b><br/> <i>This intervention provides individualized pathways to growth for all students, with targeted intensity for students with disabilities, low-income students, and Hispanic/Latino students. Progress toward 100% typical growth will be monitored through diagnostics and lesson completion data, with a midyear benchmark of 50% predicted growth.</i></p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>iReady</p> <p>Manipulatives (if needed)</p> <p><i>What student groups will benefit from and why?</i></p> <p>All because it will provide a path of growth at their ability level</p> |  | <p>green: 1 lesson a week)</p> <ol style="list-style-type: none"> <li>Goal created as a class with incentive that class is working toward.</li> <li>Individual Student Data Folder graphing their lessons completed weekly/monthly</li> <li>Individual Student Data Folder graphing their diagnostic growth</li> <li>Monthly Celebrations for each student who meets their individual goal as monitored by their data folders</li> </ol> |  |  |
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**SY 2026–2027 SMARTIE Goal #2: By Spring 2027, 100% of continuously enrolled students—including multilingual learners, students with disabilities, students from low-income households, and Hispanic/Latino students—will meet their i-Ready typical growth goal in reading, and overall reading proficiency will increase from \_\_% to \_\_%, as measured by i-Ready or alternative assessments. Progress will be monitored at each benchmark, with targeted supports adjusted to ensure equitable outcomes.**

*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?*

*Students will be near the 50% mark on their iReady screener.*

**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 2025–26 school year. | End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year. |
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| the resources used for implementation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                        |                                                                                                                                                                                                |
| <p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p>3rd-6th Grade new well-designed ELA curriculum on boarding</p> <p>Level 1 and Level 4</p> <p><b>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</b></p> <p>Imagine Learning Dragon Fly Curriculum</p> <p>Professional development: Curriculum utilization</p> <p><b>What student groups will benefit from and why?</b></p> <p>3rd-6th grade students. This curriculum provides a comprehensive approach to ELA.</p> | <p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Unit Assessments</p> <p>Observation</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>It will be measured by unit exams being more than 80% and an increase in iReady scores.</p> | <p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Instructional Facilitator – data collection and analysis</p> <p>Teacher -implementation, data analysis</p> <p><b>When will this EBI occur?</b></p> <p>At the beginning and end of every unit.</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>Data will be reviewed by teachers as well as the Instructional Facilitator. Additionally in PLC as intervention groups are created.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |



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| <p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p><i>CKLA Implementation with Fidelity</i></p> <p><i>DragonFly Implementation with Fidelity</i></p> <p><i>Scope and Sequence Implementation</i></p> <p><i>WIDA Can-Do Descriptors alignment</i></p> <p><b>ESSA Evidence Tier: Tier I – Strong Evidence</b></p> <p><b>Description:</b><br/> <i>CKLA will be implemented daily with fidelity to the scope and sequence, aligned to iReady domains and WIDA Can-Do Descriptors to ensure coherent, standards-aligned instruction across K-2. This also includes vertical alignment for student success entering and exiting a grade level.</i></p> | <p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Classroom observation data focused on fidelity of implementation</p> <p>Participation and outcomes from district K-6 Professional Learning Communities (PLCs)</p> <p>Curriculum-based assessments</p> <p>i-Ready growth data</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Impact will be measured through student growth on i-Ready assessments and performance on curriculum-based literacy assessments, ensuring equitable progress across student groups.</p> | <p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>K-6 Staff</p> <p><b>When will this EBI occur?</b></p> <p>Daily</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>Benchmarks</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |
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| <p><i>New 3-6 curriculum analysis of scope and sequence, alignment to iReady and Can-Do Descriptors to ensure coherent, standards-aligned instruction across 3-6. This also includes vertical alignment for student success entering and exiting a grade level.</i></p> <p><b>Alignment to the Goal:</b><br/> <i>High-quality, structured literacy instruction ensures consistent access to foundational reading skills necessary for all students to achieve typical growth.</i></p> <p><b>What resources will be used for implementation?</b><br/> <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Scope and sequence documents</p> <p>Instructional materials</p> <p>Professional development and collaborative planning time</p> <p>Curriculum alignment to Can-Do Descriptors</p> |  |  |  |  |
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| <p>Extended time for analysis, planning, and calibration</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>K-6 students as this is a new curriculum. Alignment will help ensure that we are meeting all student needs at their ability level to ensure growth. CKLA's explicit, systematic design supports OSPI's emphasis on prevention within MTSS by reducing the need for intensive intervention through strong Tier 1 instruction. Predictable routines, intentional vocabulary development, and cumulative skill building support students with disabilities and multilingual learners while maintaining access to grade-level standards. Alignment to Can-Do Descriptors ensures language development is appropriately scaffolded, reducing misidentification of ML students as struggling readers due to language acquisition rather than skill deficits.</p> |  |  |  |  |
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| <p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p><i>Data Meetings</i></p> <p><b>ESSA Evidence Tier: Tier I – Strong Evidence</b></p> <p><b>Description:</b><br/>After each iReady diagnostic and every six weeks, teachers, the Instructional Facilitator, and Principal will analyze data to adjust instruction and interventions.</p> <p><b>Alignment to the Goal:</b><br/>Regular data review ensures students not on track to meet <b>50% typical growth by midyear</b> receive timely instructional adjustments.</p> <p><b>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</b></p> | <p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Standards-based pre- and post-assessment data</p> <p>i-Ready diagnostic assessment results</p> <p>Intervention progress-monitoring data</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Impact will be measured through demonstrated growth on i-Ready assessments and improved performance on standards-based classroom assessments.</p> | <p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Principal (Facilitates meetings)</p> <p>Teachers (gathers data)</p> <p>Instructional Facilitator (organizes and helps teachers and paras)</p> <p><b>When will this EBI occur?</b></p> <p>After each Diagnostic and then a check in every six weeks</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>The deep dive will occur after each diagnostic in a grade level meeting, and then every six weeks this information will be reviewed in PLC.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |
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| <p>Substitute coverage to allow teacher participation</p> <p>Data tracking worksheets and protocols</p> <p>Curriculum unit exams</p> <p>Skill Targeted Interventions</p> <p>Extended time for collaborative analysis and planning</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p>Students who are on track will have a conversation around extension or supporting their current needs. Students who need more support will dive into the data to see why we are not getting the growth that we want to see. Structured data cycles reduce inequities by ensuring students with disabilities, multilingual learners, and historically underserved students receive early support before gaps widen. Disaggregated data analysis supports OSPI's equity expectations by identifying disproportional patterns and ensuring interventions are matched to instructional need rather than resulting in</p> |  |  |  |  |
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| <p>unnecessary referrals, segregation, or loss of access to core instruction.</p> <p>ML/SPED/Hispanic Student Review – specific action items necessary for growth will be identified and a plan for implementation created.</p>                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                        |                                                                                                                                                                                                |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>GLAD Training and Strategies</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>GLAD training and strategies</p> <p>Implementation Calendar</p> <p>Materials</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>iReady Benchmark Scores</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Impact will be measured by increased access to and participation in grade-level curriculum for multilingual learners, as evidenced by improved assessment outcomes and observed engagement in core instruction.</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Multilingual Teacher – support GLAD trained teachers and GLAD strategy training and implementation.</p> <p>Teacher – implementation in classroom</p> <p><i>When will this EBI occur?</i></p> <p>3 out of the 6 concepts will be calendared as must do.<br/>3 out of the 6 concepts will be can do.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <p>Extended Time for Implementation Planning</p> <p><b><i>What student groups will benefit from and why?</i></b></p> <p>GLAD reduces opportunity gaps by embedding language supports within grade-level instruction, ensuring multilingual learners are not denied access to rigorous content due to language acquisition. Visuals, structured discourse, and explicit vocabulary instruction also support students with disabilities by providing multiple means of representation and engagement, aligning with OSPI's emphasis on inclusive practices and reducing inappropriate referrals to special education based on language need rather than disability.</p> |  | <p><i>One month after each concept that must be implemented.</i></p> <p><i>Upon observation of implementation in the classroom.</i></p> <p><i>Data Team Meetings</i></p> |  |  |
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| <p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p>PLC</p> <p>ESSA Evidence Tier: Tier I – Strong Evidence</p> <p><b>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</b></p> <p>Professional Development completed in August</p> <p>PLC Time</p> <p>PLC Notes</p> <p><b>What student groups will benefit and why?</b></p> <p>PLC structures reduce inequities by preventing variation in instructional quality based on classroom placement. Explicit attention to multilingual learners and students with disabilities within PLC conversations ensures</p> | <p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>PLC Notes</p> <p>Data Meetings</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>It would be measured through the non-negotiables developed by leadership. This would be observed in their PLC notes and data plan. Impact will be measured through evidence of consistent implementation of instructional non-negotiables, as documented in PLC notes and data plans, and observed through aligned instructional practices.</p> | <p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Instructional Facilitator – organize and review notes, Coaching for improvement</p> <p><b>When will this EBI occur?</b></p> <p>Weekly</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>Weekly through PLC Notes</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |
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| <p>inclusive practices are implemented consistently and not isolated to specialists. This shared accountability model aligns with OSPI's expectation that general education teachers are responsible for the success of all learners.</p>                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                        |                                                                                                                                                                                                |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><b>iReady Lessons in Reading</b></p> <p><b>ESSA Evidence Tier: Tier II – Moderate Evidence</b></p> <p><b>Description:</b><br/> <b>Students will participate in weekly, adaptive iReady Reading and Math lessons aligned to diagnostic data. Lesson frequency will be differentiated (red/yellow/green) to ensure students receive</b></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>iReady</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>In iReady their growth will be monitored monthly through our IF with incentives to meet their goals. Students will monitor their own goals. Staff have identified specific students to monitor for continued growth, specifically those identified in the goal. We will be on a six week cycle to ensure growth.</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Instructional Facilitator<br/>Teacher</p> <p><i>When will this EBI occur?</i></p> <p>Weekly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Weekly and 3x a year</p> <p>6. iReady (red: minimum of 2 lessons a week in reading and/or math depending on domain. yellow: 2 lessons a week.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |

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| <p><i>instruction matched to their instructional needs.</i></p> <p><b><i>Alignment to the Goal:</i></b><br/> <i>This intervention provides individualized pathways to growth for all students, with targeted intensity for students with disabilities, low-income students, and Hispanic/Latino students. Progress toward 100% typical growth will be monitored through diagnostics and lesson completion data, with a midyear benchmark of 50% predicted growth.</i></p> <p><b><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></b></p> <p>iReady</p> <p>Manipulatives (if needed)</p> <p><b><i>What student groups will benefit from and why?</i></b></p> <p>All because it will provide a path of growth at their ability level</p> |  | <p>green: 1 lesson a week)</p> <ol style="list-style-type: none"> <li>7. Goal created as a class with incentive that class is working toward.</li> <li>8. Individual Student Data Folder graphing their lessons completed weekly/monthly</li> <li>9. Individual Student Data Folder graphing their diagnostic growth</li> <li>10. Monthly Celebrations for each student who meets their individual goal as monitored by their data folders</li> </ol> |  |  |
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### SY 2026–2027 SMARTIE Goal #3: By Spring 2027, Jefferson Lincoln Elementary will increase CEE family survey responses by at least 10 percentage points in the following areas:

- Guidance for helping students with homework: from 57% to 67%
- Emphasis on social-emotional learning alongside core academics: from 55% to 65%
- Respect for the cultures represented in our community: from 75% to 85%

Progress will be supported through regular family communication, practical learning resources, culturally responsive family engagement, and clear information about the school's social-emotional learning practices. Survey results will be reviewed at the end of the year.

*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 expect to see monthly activities in NEU and an increase in respect toward other students.*

**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.)*

*Our implementation of No Excuses started strong. We had a month and a half where we did not implement a NEU aspect but we are back to including our college and career readiness conversations as part of our student's learning. This will be a focus area moving forward in the school year.*

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year.                                                                   | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.                                                                                                             |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Communication by grade levels and office</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Extended Time</p> <p>Newsletters</p> <p>Community Communication Method</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Frequency of communication</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Increase in CEE data hearing about what their child does in school</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Principal</p> <p><i>When will this EBI occur?</i></p> <p>Monthly</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>At leadership monthly</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <p><b><i>What student groups will benefit from and why?</i></b></p> <p>All students will benefit from this as their families will be more aware of what is going on in the classroom, and how their student is doing.</p>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                      |                                                                                                                                                                                                              |
| <p><b><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></b></p> <p>Family Events</p> <p><b><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></b></p> <p>Character Strong Curriculum</p> <p>Handouts</p> <p>NEU Handouts</p> | <p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p> <p>Feedback form at the end of the event</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>Family participation in events will increase as comfortability increases and awareness of school activities increases.</p> | <p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p> <p>Principal</p> <p>Behavior Team</p> <p>Counselor</p> <p><b><i>When will this EBI occur?</i></b></p> <p>Each semester</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>After each event we will review the feedback from families.</p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> |

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| <p>Extended Time</p> <p>Science/math materials</p> <p><i>What student groups will benefit from and why?</i></p> <p>All students in attendance and their families as they will be building life skills, supporting social emotional skills and building family connection.</p>                                                                                                                                                                                                                            |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                      |                                                                                                                                                        |                                                                                                                                                                                                |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Homework Help (This plan will be created at Leadership and imputed after August 19th)</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Curriculum Resources</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><i>When will this EBI occur?</i></p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| What student groups will benefit from and why? |  |  |  |  |
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## Section 7: 2025–2026 Mid-Year Reflection Questions

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

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

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?

## Section 8: 2025–2026 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 2025–2026, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?  
Click or tap here to enter text.
2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2026–2027 SIP.  
Click or tap here to enter text.
3. How did at least one of the activities documented in Section I b above (from SY 2025–2026) positively impact student outcomes in pursuit of its associated SMARTIE Goal?  
Click or tap here to enter text.
4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE Goals? Describe at least one specific challenge and adjustment to that challenge.  
Click or tap here to enter text.
5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2026–27?  
Click or tap here to enter text.



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

Click or tap here to enter text.

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

Click or tap here to enter text.

**Funding:** List and describe funding amount(s) and source(s) associated with the activities described above. Be specific about which funds will come from OSSI School Improvement 1003 Grants and what expenses they will cover. These funds are expressly intended for school-level implementation of district and school improvement planning (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational equity gaps, specifically those driving identification through WSIF data.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

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

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

| Program                | Intent and Purpose                                                                                                                                                      | Activities Implemented to Meet Intent and Purpose                                                                                                                                          |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic Education</b> | To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.                  | <p><i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i></p> <p>Click or tap here to enter text.</p> |
| <b>Title I, Part A</b> | To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps. | <p><i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i></p> <p>Click or tap here to enter text.</p>                                        |

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

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

| Program                   | Intent and Purpose                                                                                                                                                                                                                                                                                                                                    | Activities Implemented to Meet Intent and Purpose                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Improvement</b> | 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. | <i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i><br><br>Click or tap here to enter text.                                                                                                                                                                                                                                                                                                      |
| <b>Title II, Part A</b>   | Preparing, training, and recruiting effective teachers, principals, or other school leaders.                                                                                                                                                                                                                                                          | <i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i><br><br>Click or tap here to enter text.                                                                                                                                                                                                                         |
| <b>Title III</b>          | 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.                                                                                                         | <i>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.</i><br><br>Click or tap here to enter text. |
| <b>Title IV, Part A</b>   | School-level services that support a well-rounded education, improved conditions for                                                                                                                                                                                                                                                                  | <i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i><br><br>Click or tap here to enter text.                                                                                                                                                                                                                                                                                        |

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

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

| Program                                                                  | Intent and Purpose                                                                                                                                                                           | Activities Implemented to Meet Intent and Purpose                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | student learning, and improved use of instructional technology.                                                                                                                              |                                                                                                                                                                                                                                                                                                                           |
| <b>Learning Assistance Program (LAP)</b>                                 | 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 | <i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i><br><br>With LAP funds we utilize our paras as reading and math small group learning support through targeted skill interventions. |
| Local Funds                                                              | Local levy revenue may be combined in schoolwide programs.                                                                                                                                   | Click or tap here to enter text.                                                                                                                                                                                                                                                                                          |
| <b>Other Funding Sources, including School Improvement Grant Funding</b> | OSSI Grant                                                                                                                                                                                   | Click or tap here to enter text.                                                                                                                                                                                                                                                                                          |

### ADDITIONAL ACTION ITEMS

Life Skills SPED: Inclusion and training

Building Staff Culture

- Built action items into day

Staff members – pick a building event and participate

### HOW CAN WE GET STUDENTS TO ENGAGE IN THEIR LEARNING

What does engaged learning look like

Could we add training to support student's engaged learning with Staci and Rana?

Explicit teaching in Kagan strategies, teach how to explicitly teach

What does engaged parenting look like and how can we

How can we change our attitude in the community about what school can do for you

- Conversation about NEU with families

Community Nights

- How to engage your kids at home

How we do WIN intervention training

# 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

|                                                      |                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Name:</b> Oakview Elementary             | <b>Does your school share a building with another school?</b><br>Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/><br><br><b>If yes, which one(s)?</b> (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text. |
| <b>School Code:</b> Click or tap here to enter text. | <b>Grade Span:</b> Kindergarten through 6 <sup>th</sup> grade<br><br><b>School Type:</b> Elementary School                                                                                                                                                                                         |
| <b>Principal:</b> Crystal Allen                      | <b>Building Enrollment:</b> 320                                                                                                                                                                                                                                                                    |
| <b>School District:</b> Centralia School District    | <b>F/R Percentage:</b> 66.4%                                                                                                                                                                                                                                                                       |



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

|                                                                                                                   |                                          |
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| <b>Board Approval Date:</b> Click or tap here to enter text.                                                      | <b>Special Education Percentage:</b> 15% |
| <b>Plan Date:</b> June 2026                                                                                       | <b>English Learner Percentage:</b> 41.8% |
| <b>Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status:</b> <i>Tier 3</i> |                                          |

### Vision and Mission Statement

**VISION:** All Students achieve academic and personal excellence

**MISSION:** Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

### School Leadership Team Members and Family-Community Partners

| Name                                                                                                                                                                                                                                                                                                                                                                                                                                                | Title (if applicable) | Role                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------|
| Crystal Allen, Principal<br>Anna Martin, Kindergarten Lead<br>Christy Cothren, 1st grade Lead<br>Tucker Sutton, 2nd grade Lead<br>Leilani Orning, 3rd grade Lead<br>Brian Bartel, 4th grade Lead<br>Marcy Heegeman, 5th grade Lead<br>Denyel Heap, 6th grade Lead<br>Shawn Peters, Instructional Facilitator<br>Isis Albert, Multi-Lingual Facilitator<br>Tatum Salas, Counselor<br>Hollie Myhr, Behavior Specialist<br>Melissa Sikel, paraeducator |                       | School Leadership<br><br>Choose an item.<br><br>Choose an item. |

Commented [KP1]: Modified to increase clarity

## 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.

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: n/a

Title 1 Threshold: n/a

ELP Threshold: 3.63%

Graduation Rate: n/a

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

**2023 WSIF Cycle 3 Identification:** Choose an item.

| WSIF Data Measures                | 2023 WSIF Cycle Data | 2024 WSIF Annual Data | 2025 WSIF Annual Data |
|-----------------------------------|----------------------|-----------------------|-----------------------|
| Comprehensive (All Student Group) | 3.75                 | 3.4                   | 3.5                   |
| Comprehensive Graduation Rate     |                      |                       |                       |
| <b>Student Group</b>              |                      |                       |                       |
| American Indian/Alaska Native     | .03%                 | .03%                  | .07%                  |
| Asian                             | .06%                 |                       |                       |
| Black/African American            | .06%                 | .03%                  | .03%                  |
| Hawaiian/Other Pacific Islander   |                      |                       | .03%                  |

|                   |       |       |       |
|-------------------|-------|-------|-------|
| Hispanic/Latino   | 43.2% | 39.7% | 41.8% |
| Two or more races | 4.6%  | 4.7%  | 6.0%  |
| White             | 50.7% | 54.7% | 50.8% |
| English Learner   | 25.8% | 22.8% | 21.3% |
| Low Income        | 88.7% | 80.3% | 73.3% |
| Special Education | 16.2% | 14.7% | 15%   |

### 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?

#### **Strengths:**

- *Positive referrals – Golden Paw recognition of students going above and beyond; Principals 100 board*
- *PTO Events*
- *Implementation of NEU symbolism around campus*
- *Continuation of the use and focus of Reading Comprehension Strategies*
- *Two classrooms implementing GLAD strategies*
- *Our MTSS process was smoother with more intentional data brought to the team by classroom teachers*
- *Reader of the week at all grade levels*
- *Implementation of a Dual Language Program*
- *Strong counselor connecting with students*
- *Regular PTO Nights and Math Night*
- *Two successful student teachers*
- *Increase in family perception through CEE data*

#### **Areas to be Strengthened:**

- *6<sup>th</sup> grade leadership*
- *Staff recognition and sense of belonging*
- *Recess behavior*
- *SBA Interim Plan for grades 3–6*
- *Writing calibration*
- *PLC – working to meet staff needs while still building community*
- *Student achievement in both Reading and Math*
- *Decrease in staff perception through CEE data.*

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

- *Supporting ML students across the school*
- *Behavior Intervention Strategies*
- *Special Education Resources and Schedule*
- *Staff culture with a sense of belonging*
- *Increasing Student celebrations*

### 3. What disproportionalities exist among student groups?

- *Students with disabilities and ML students need more support to close their achievement gap.*
- *Students with socio-economic disparity need more support to close their achievement gap.*

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

*We have identified a critical need for expanded ML instructional strategies and clearer alignment regarding WIDA proficiency expectations. Our staff requires enhanced tools to proactively support and manage student behaviors. To address systemic disproportionalities, we must establish unified, building-wide expectations by consistently leveraging CHAMPS and Character Strong frameworks. Finally, transitioning to the new K-2 CKLA curriculum (2025-2026) and the upcoming 3-6 curriculum shifts (2026-2027) will serve as foundational structural adjustments to support these goals.*

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

- *Implementation of GLAD strategies in our school using the resources of 2 trained teachers with an additional 2 teachers getting trained in the summer of 2026.*
- *Consistent implementation of CHAMPS across all venues along with visuals.*
- *Implementation of new 3-6 curriculum and year two implementation of K-2 curriculum.*
- *Reliance on the STOIC checklist for an anchor for common conversations and agreements.*

6. How do identified needs impact each other?

*Academic access and student behavior are deeply interdependent. Introducing new 3-6 and K-2 curricula requires strong language support; without the school-wide implementation of GLAD strategies, students may struggle to access the content, leading to disengagement or behavioral disruptions. Conversely, establishing consistent behavioral structures through building-wide CHAMPS and targeted transition menus directly reclaims instructional time. When transitions are smooth and behavioral expectations are predictable, teachers can successfully execute the new curriculum and language strategies, creating a positive feedback loop between academic growth and positive behavior.*

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

**Short Term**

- *Behavior response from the classroom before support is needed by an additional adult*
- *Agreements for non-negotiables for behavior and response*
- *Workshop model PD that integrates voice of all staff*
- *3-6 On Boarding new curriculum*

- *K-2 preparation for second year*

#### **Long Term**

- *Behavior systems and procedures that all staff know and use*
- *ML Strategy Implementation using GLAD instruction*
- *Implementation of Tier 2 and Tier 3 Behavior and Academic strategies*
- *Increase in NEU practices and implementation*

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

- *Communication between classrooms and home. Parents knowing the answers to: "What is my child learning?", "How is my child doing", and "What can I do at home to support my child?"*
- *Open House where families are invited to learn as an entire community our ROAR expectations, how we will celebrate students, our goals for the year (NEU, SIP Goals, attendance goals, safety etc), ways to communicate, etc. Families will then be invited to visit their child's classroom to learn specifics of the classroom environment.*
- *Communication systems that are on-going in the month of September that sets the tone for the year.*

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

*While we use CEE data at the end of the year, it would be beneficial to our goals to invite families to give feedback through a google form at various times of the year – at conferences in October, at the trimester in December, mid-year mark in January and at conferences in March. We then offer the full CEE survey in the spring.*

## **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.

*Our immediate priority is to equip grades 3–6 with new, standards-aligned ELA materials while continuing the K–2 CKLA framework. Concurrently, as outlined in our Math SMARTIE goal, we are allocating resources to establish individualized i-Ready growth pathways for 100% of our students, ensuring data-driven, equitable access to tier-2 math instruction.*

## 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:** *Hispanic / Latino*  
**Priority #2:** *Low Income*  
**Priority #3:** *Students with disabilities*

## 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:

*By Spring 2027, Oakview Elementary will ensure that 100% of students have individualized i-Ready growth pathways established through inclusive co-planning with diverse stakeholders (including SPED and ML specialists), ensuring that equitable resource allocation drives a school-wide increase for students meeting or exceeding their typical yearly growth target.*

*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?*

*By mid-year students should be at the 50% mark in their growth on iReady.*

**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.)*

| <u>Evidence-based intervention</u><br><u>(activity, practice or strategy)</u><br>to support SMARTIE Goal and | Data Measures | Lead and<br>Timeframe | Mid-Year<br>Progress (MYPR)<br>on each EBI and<br>impact thus far | End-of-Year<br>Progress (EOYR)<br>on each EBI and<br>impact during |
|--------------------------------------------------------------------------------------------------------------|---------------|-----------------------|-------------------------------------------------------------------|--------------------------------------------------------------------|
|--------------------------------------------------------------------------------------------------------------|---------------|-----------------------|-------------------------------------------------------------------|--------------------------------------------------------------------|

| the resources used for implementation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | in the 2026-27 school year.                                                                                                                                                                    | the 2026-27 school year.                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>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.</b></p> <p>Data driven instruction with use of the iReady Growth Pathways for gen ed teachers, SPED teachers and ML teachers.</p> <p>Targeted Math intervention and small-group instruction</p> <p>Regular progress monitoring and student-led data tracking</p> <p>School wide word problem solving strategies</p> <p>Calibrated and agreed upon testing environments for classrooms</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Professional Development and co-planning time that is strategic.</p> | <p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Standardized Diagnostic and Assessment Data from iReady scores, typical growth progress and stretch goal progress.</p> <p>The Pathways Audit Logs</p> <p>Comprehension Checks used as Pre/Post tests</p> <p>Fluency practice</p> <p>Student ownership of their own learning</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Disaggregated typical growth success rates</p> <p>Accelerated stretch growth for students</p> | <p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>General Ed classroom teachers, SPED teacher, ML Facilitator, Instructional Facilitator and Principal.</p> <p><b>When will this EBI occur?</b></p> <p>August – September: all students complete iReady</p> <p>September – October: grouping students using their iReady scores. Students are starting to use their tracking sheets to track their personal data and monitoring their own weekly My Path lesson passing rates.</p> <p>Mid-year: reassess</p> <p>Continue with regrouping students based on their need.</p> <p><b>When or how often will progress be monitored or data</b></p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |

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| <p><i>Intentional master schedule planning that is protected from core instruction in alignment with ML services and SPED services.</i></p> <p><i>iReady training to ensure that all staff understand where to locate the access to the digital and printable math lessons that directly align with student diagnostic deficits.</i></p> <p><b>What student groups will benefit and why?</b></p> <p><i>All students will benefit from this goal and the collaborative work of staff.</i></p> | <p><i>who are testing below grade level.</i></p> <p><i>Shift in tier-2 group dynamic stability and fluidity.</i></p> | <p><b>reviewed? Be as specific as possible.</b></p> <p><i>Weekly checks by teachers on Fridays.</i></p> <p><i>Bi-weekly checks by Instructional Facilitator, Principal</i></p> <p><i>Monthly Building Leadership review</i></p> |                                                                                                                |                                                                                                                |
| <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p>                                                                                                                                                                                                                                                                                                                                                                               | <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p>       | <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p>                                                                                                                  | <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p> | <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p> |



## SY 2026-2027 SMARTIE Goal #2:

*To foster an inclusive, high-expectations school culture, the building will design and execute a synchronized staff and family engagement plan for the 2026–2027 school year, measured by a 20% increase in positive staff culture survey metrics and 100% representation of diverse student groups in school celebrations.*

*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.  
*Increase in positive staff culture and family feedback as opportunities for feedback occur.*

**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 | Data Measures | Lead and Timeframe | Mid-Year Progress (MYPR) on each EBI and impact thus far in the | End-of-Year Progress (EOYR) on each EBI and impact during the |
|--------------------------------------------------------------------------------------|---------------|--------------------|-----------------------------------------------------------------|---------------------------------------------------------------|
|--------------------------------------------------------------------------------------|---------------|--------------------|-----------------------------------------------------------------|---------------------------------------------------------------|

| and the resources used for implementation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2026-27 school year.                                                                                                                                                                           | 2026-27 school year.                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</b></p> <p>GLAD strategies that utilize visual scaffolds and academic language framing during core instruction to support multi-lingual learners.</p> <p>Using CHAMPS building wide, we will maintain consistent, predictable expectations for classroom activities and transitions across all ecologies to maximize instructional time and reduce behavior interruptions.</p> <p>We will start staff meetings with brief peer-to-peer appreciation rituals while also celebrating our students' growth / efforts.</p> <p>Calendaring time for collaboration to create parent messaging that explicitly answers "what is my child</p> | <p><b>What data will be collected to measure the impact of implementing this EBI?</b></p> <p>Staff culture and feedback (the 20% increase)</p> <p>Quick, anonymous to gauge staff moral, clarity of expectations and perceived support.</p> <p>Tracking students receiving the TopCat monthly award, the Character Strong monthly award and the NEU award are equitably represented.</p> <p>Family Climate surveys</p> <p>Analysis of behavioral data using ionK12</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> | <p><b>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</b></p> <p>Leadership Team</p> <p>Principal</p> <p>Steering Team</p> <p>Building Secretary</p> <p><b>When will this EBI occur?</b></p> <p>Ongoing throughout the year</p> <p><b>When or how often will progress be monitored or data reviewed? Be as specific as possible.</b></p> <p>While we use CEE data at the end of the year, it would be beneficial to our goals to invite families to give feedback through a google form at various times of the year – at conferences in October, at the trimester in December, mid-year mark in January and at conferences</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><b>What impact is the evidence-based intervention having?</b></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |

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| <p>learning? How are they doing and how can I help?"</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Professional development opportunities.</p> <p>Target coaching that supports GLAD strategies, Character Strong strategies and CHAMPS / Behavior strategies.</p> <p>Consistent communication platforms like Edlio, Talking Points.</p> <p>School-wide access to GLAD strategy templates, continued access to Character Strong and NEU resources.</p> <p><b>What student groups will benefit and why?</b></p> <p>Students who receive ML services</p> <p>Students receiving special education services</p> <p>Students who experience behavior that challenges the learning environment</p> | <p>Reduction in behavioral disproportionality</p> <p>Equitable academic access and growth</p> <p>Balanced representation in school recognition</p> <p>Families access to the three questions: "what is my child learning, how is my child doing, what can I do to help?"</p> | <p>in March. We then offer the full CEE survey in the spring.</p> |  |  |
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| <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p> | <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p> | <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p> | <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p> | <p><b>For more EBIs cut and paste the prompts to answer below.</b></p> <p>Click or tap here to enter text.</p> |
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### SY 2026-2027 SMARTIE Goal #3:

*By June 2027, Oakview Elementary will decrease classroom-level disruptive conduct by 40% (from 103 to 61 incidents) and reduce classroom-level physical contact by 30% (from 86 to 60 incidents) through the school-wide implementation of proactive classroom management frameworks (CHAMPS and structured transition menus), ensuring equitable outcomes by reducing behavioral disproportionality for our ML and SPED student groups by 20%.*

*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.  
*Decrease in our behavior data specific to disruptive conduct and classroom level physical contact.*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                   |                                                                                                                                                                                                           |                                                                                                                                                                                                |                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Mid-Year Progress Review:</b> (Answer this question in January for the Mid-Year Progress Review.) <i>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.)</i></p>                                                                                                                                  |                                                                                                                                                                                                                   |                                                                                                                                                                                                           |                                                                                                                                                                                                |                                                                                                                                                                                                |
| <p><b>End of Year Progress Review:</b> (Answer this question in June for the End-of Year Progress Review.) <i>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.)</i></p>                                                                                                                            |                                                                                                                                                                                                                   |                                                                                                                                                                                                           |                                                                                                                                                                                                |                                                                                                                                                                                                |
| <p><b><u>Evidence-based intervention (activity, practice or strategy)</u> to support SMARTIE Goal and the resources used for implementation.</b></p>                                                                                                                                                                                                                                                                                               | <p><b>Data Measures</b></p>                                                                                                                                                                                       | <p><b>Lead and Timeframe</b></p>                                                                                                                                                                          | <p><b>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.</b></p>                                                                                             | <p><b>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</b></p>                                                                                               |
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><i>School-Wide behavior supports and implementation of building wide CHAMPS Framework. This implementation will reduce disruptive behaviors, decrease discipline referrals and reclaim instructional time.</i></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p><i>Discipline referrals – tracking both minor and major specific to disruptive conduct and physical conduct.</i></p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p><i>Classroom Teachers, Special Education (SPED) Teachers, and Multilingual</i></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b>What is evidence of impact?</b></p> <p>Click or tap here to enter text.</p> |

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| <p>Structured transition menus and proactive support tools. By analyzing antecedent-based strategies, the environment will be predictable and structured.</p> <p>Strong alignment with NEU and Character Strong traits.</p> <p>Buddy Rooms, Recovery Desks and Regulation Stations will be non-negotiable.</p> <p>Redefining the TopCat Den to the TopCat University</p> <p>Scheduling set times for our counselor and our behavior specialist to teach classrooms.</p> <p>"until we get it" Fun Friday.</p> <p><b>What resources will be used for implementation?</b> (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Professional Development in August with bite-sized coaching cycles and PLC Collaboration time to review transition menus, updating them with additional strategies.</p> <p>CHAMPS Visuals</p> <p><b>What student groups will benefit and why?</b></p> | <p>Brief, non-evaluative walkthrough data collected will answer our question of fidelity to implementation.</p> <p>Specific to questions on surveys from staff: answering "classroom transitions are becoming more efficient" and "school-wide behavior systems are consistently applied".</p> <p><b>How will the impact on equitable learning or behavior change be measured?</b></p> <p>Reduction in behavioral disproportionality.</p> <p>Reclaimed instructional time</p> | <p>Learner (ML) Specialists.</p> <p>Principal</p> <p><b>When will this EBI occur?</b></p> <p>Implementation in August and September at PD days and the early days of the school year.</p> <p>Fall will be calibration for classrooms struggling.</p> <p>From BYO: Progress monitoring and coaching</p> <p>EOY: celebration of our hard work!</p> <p><b>When or how often will progress be monitored or data reviewed?</b></p> <p>Be as specific as possible.</p> |  |  |
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|                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                             |  |  |
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| <p><i>Students receiving special education services</i></p> <p><i>Multi-lingual learners</i></p> <p><i>Students with behavioral challenges</i></p> <p><i>All students in our general education student body</i></p> |  | <p><i>Weekly check-in with teachers</i></p> <p><i>Monthly systemic data dives</i></p> <p><i>answering: total count of classroom-level disruptive conduct and physical contact; risk rations for our students who receive ML and SPED services</i></p> <p><i>Visual check-ins with notes</i></p> <p><i>Trimester trend analysis and staff reflection</i></p> |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|                                                                                                                       |                                                                                                                       |                                                                                                                       |                                                                                                                       |                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> |
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## 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.

# Centralia School District

## *School Improvement Plan 2026–2027*

### 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](#)

|                                                   |                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Section 1: Building Data</b>                   |                                                                                                                                                                                                                                                                                                                   |
| <b>Building Name:</b> Washington Elementary       | <b>Does your school share a building with another school?</b><br><br>Yes <input type="checkbox"/><br><br>No <input checked="" type="checkbox"/><br><br><b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text. |
| <b>School Code:</b>                               | <b>Grade Span:</b> Kindergarten through 6th<br><br><b>School Type:</b> Elementary School                                                                                                                                                                                                                          |
| <b>Principal:</b> Danielle Vekich                 | <b>Building Enrollment:</b> 307                                                                                                                                                                                                                                                                                   |
| <b>School District:</b> Centralia School District | <b>F/R Percentage:</b> 73%                                                                                                                                                                                                                                                                                        |



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

|                                             |                                                                  |
|---------------------------------------------|------------------------------------------------------------------|
| <b>Board Approval Date:</b> August 28, 2026 | <b>Special Education Percentage:</b> 17% (including speech only) |
| <b>Plan Date:</b> June 30, 2026             |                                                                  |

**Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:**  
Tier 3

**Vision and Mission Statement**  
VISION: All Students achieve academic and personal excellence  
MISSION: Prioritize Students- Uphold High Expectations- Champion Hope- Cultivate Collaboration

| <b>School Leadership Team Members and Parent-Community Partners</b><br><b>Please list by (Name, Title/Role)</b> |                                            |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Danielle Vekich, principal.                                                                                     | Chelsea Thayer, 4 <sup>th</sup> grade Lead |
| Alia Sherwood, Kindergarten Lead                                                                                | Rex Ashmore, 4 <sup>th</sup> grade Lead    |
| Susan Loney, 1 <sup>st</sup> grade Lead                                                                         | Fred Noreau, 5 <sup>th</sup> grade Lead    |
| Tucker Sutton, 2 <sup>nd</sup> grade Lead                                                                       | Heather Sprague, Instructional Facilitator |
| Megan Coates, 3 <sup>rd</sup> grade Lead                                                                        | Dani Craig- Behavior specialist            |
| Robin Ponther, Para-educator Lead                                                                               | Tiffany Porter- parent                     |

## 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.

1.

| WSIF Data Measures                | 2023 WSIF Cycle Data | 2024 WSIF Annual Data | 2025 WSIF Annual Data |
|-----------------------------------|----------------------|-----------------------|-----------------------|
| Comprehensive (All Student Group) | 3.8                  | 5.4                   | 6.1                   |
| Comprehensive Graduation Rate     | NA                   | NA                    | NA                    |
| <b>Student Group</b>              |                      |                       |                       |
| 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                   | 2.7                  | 5.2                   | 5.5                   |
| Two or more races                 | 8.1                  | 8.5                   | 9.35                  |
| White                             | 4.0                  | 5.25                  | 5.63                  |
| English Learner                   | 1.85                 | 2.3                   | 2.4                   |
| Low Income                        | 2.93                 | 5.25                  | 5.65                  |
| Special Education                 | 2.33                 | 3.5                   | 2.98                  |

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

## 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.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students

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

- a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.

We use i-Ready screening data, as well as progress monitoring for academic and our Universal Screener from CCharacter Strong to identify targeted students in SEL.

- b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.

I-Ready screening data and universal screener to rate and rank, as well as small group progress monitoring and diagnostic data

- c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?

Ever 4-6 weeks our data team meets with PLCs to review interventions and up to date data to monitor progress.

### 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?

Math professional development around best practices and using complex mathematical problems. In addition, instructional strategies in the area of foundational reading skills.

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?

Character Strong professional development to ensure a safe and welcoming environment; LETRs training for foundational skills as well as our new 3<sup>rd</sup>-6<sup>th</sup> grade Dragonfly ELA curriculum training. MTSS systems training and recalibration for all staff.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development
  - a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?



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

We give a yearly CEE survey to staff and students and we use this to determine what our PD needs are for paraeducators and teachers.

- b. How will the professional development activities benefit the students receiving targeted assistance services?

Intentional focus on deficit skills for all students receiving interventions. These students will be discussed during Data Team meetings and monitored for growth. Data will be tracked and groups will be re-evaluated every 6-8 weeks as a PLC team.

### 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.

During Data team meetings we break out the subgroups and review growth and achievement scores in academics, review attendance and behavioral data to look at trends and support for all individual students.

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

Teams reviewed data in academic, attendance and behavior each month. This information is shared with all staff and plans are made to improve and highlight the strengths.

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

We team with church groups and a non-profit organization to create food bags and a food pantry, as well as a closet of clothes to meet the basic needs of our students.

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?

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

We do our annual CEE survey and look at these results to create areas of improvement for the following year.

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 families had very high rankings in the following areas: Adults in this school value and respect my racial/cultural identity; This school has a welcoming environment; Communications/ materials I receive from the school are in my home language; Actions of school leaders promote a shared commitment for equity.

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions

- a. How does your targeted assistance program coordinate with core and additional programs in the school?

Our teams meet every Wednesday to discuss student data points, next steps for planning to support students in the targeted assistance program and we adjust groups as needed by formative assessments and I-Ready progress. Students track their goals in their student growth goal binders.

- b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?

Every student meets with their homeroom teachers every month to review student growth goals and progress towards these goals. In addition, students with an IEP and ML students also meet with their support staff more frequently to create ownership of student learning goals and motivate students to achieve at higher levels.

- c. How do you support transitions between grade spans?

During our weekly Professional Development meetings, staff share results of their students as they move up to the next grade level. Domain areas are reviewed for incoming students in SBAC and I-Ready Spring assessments, as well as behavioral support data. This helps to create a smooth transition for students needing extra support.

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

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

All students are invited to participate in our Centralia Youth Sports program (Basketball, Whiffle Ball, Flag Football, Track and Volleyball) We also have 5 family events every year where families are invited in for some fun and many time enrichment activities.

2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – [Parent and Family Engagement](#)

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

Our Community involvement committee meets the first Wednesday of every month and they discuss our family events. Every parent was invited to 2 conferences each year and parents were invited to share their ideas as far as our students' growth goals.

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

We meet the second Tuesday of every month with our PTO committee. We have increased our parent involvement and work to create family engagement nights, as well as surveys in the Spring. We review this data and set goals based upon some of the lowest areas in the parent survey.

### CNA DATA Summary

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

All subgroups in our WSIF data increased from 2023–2024–2025 and they were all above the threshold.

Students responded in the student CEE survey at 86% said that they feel that staff are preparing them for their future after high school (from 65% to 86%)

58% of our students made at least one year's growth in reading as measured by the I-Ready assessment (Compared to 58% in the prior year)

94% of staff reported in the CEE data that they are willing to be held accountable.

Parent CEE perceptual data is trending in the positive direction in school safety and support, as well as communication.

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

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

A low number of students reported on the CEE survey that they are able to calm themselves when they were excited or upset. There was a large gap (over 30%) in the staff CEE survey in looking at the me versus the rest of the staff in the areas of being held accountable and all staff believing that students can meet standard.

56% of students met 1 years growth on I-Ready, which means 44% did not meet or exceed 1 year's growth.

### 3. What disproportionalities exist among student groups?

Students with disabilities scored a 2.98 on the WSIF, while the ALL scored 6.1. (Spring 2025)

Students in ML program scored a 2.4 on the WSIF, while the ALL scored 6.1. (Spring 2025)

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

Possibly a lack of support or finding strategies to meet the needs of our ML students, as well as students on an IEP.

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

Strategic WIN (What I Need) times based upon the deficit areas of students needing extra support.

Meeting more regularly to review goals for these 2 groups and offer additional support.

### 6. How do identified needs impact each other?

More support will help students increase their achievement in efforts in reading and math.

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

We will be tracking the sub-groups (ML & students with an IEP) every 4-6 weeks with our data team to review progress.

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

Every 4-6 weeks our data teams will meet with teachers and celebrate the growth of all students and adjust support for students needing more support.

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

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

Grade level progress monitoring, SBAC data, CEE data, and I-Ready progress and data

### 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.

As we look at our ML groups, as well as students on an IEP a big need is more support to differentiate groups. We will use discretionary money to provide paraeducator supports to these 2 groups.

### 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:** Goal-setting and all students achieving at least one year of growth in math for 2026-2027

**Priority #2:** Giving students hope for their future is part of our district strategic plan and our “No Excuses University” initiative. We are going to work to increase discussions about career and college readiness after college, starting in Kindergarten & needing to increase attendance.

**Priority #3:** We have observed and saw in our CEE data that our students need to increase their coping skills in order to regulate their emotions and an decrease of students saying that they like to come to school.

## 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 2026–27. 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- From Fall 2026 to Spring 2027, 100% of Washington Elementary students will have individualized I-Ready growth pathways, as well as monthly and long-term goals, created with homeroom teachers and ML and Special education staff impacting a school-wide impact on students meeting or exceeding a year's growth in reading and math.

**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 all students making growth in I-ready toward 100% of a year's growth. (They should be at 50% of year's growth in the area of math)*

**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.                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <ul style="list-style-type: none"> <li>Using student growth folders to track progress and increase student ownership (Meet with ML and students with an IEP more frequently to check progress) Teachers commit to meeting monthly with students to discuss growth goals and set plans.</li> <li>PD focused on best practices in math &amp; reading- highlighting conceptual learning and multiple ways to solve problems &amp; science of reading best practices and a focus on comprehension strategies and deep thinking</li> <li>Increased focus on math fluency and progress monitoring for all students, especially our tier 2 &amp; 3 groups</li> <li>WIN groups will use instructional groupings and formative assessment to set 6-week rotations, specific to skills deficit areas.</li> </ul> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>OSSI funds for peer observations, subs for PD opportunities and increasing</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>We will be reviewing data during data meetings and weekly PLCs in grade levels. We will be using I-Ready, Growth Monitoring and progress monitoring.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>We will use our I-Ready reports to ensure that ALL, ML students and IEP students are on track to meet this goal</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Classroom teachers, principal, instructional facilitator</p> <p><i>When will this EBI occur?</i></p> <p>Monthly student tracking with homeroom teacher on growth goals.</p> <p>PD meetings once each month with a math focus.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Every 4-6 weeks</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

|                                                                                                                                                                                     |  |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| para-educator support for students needing extra support<br><br><i>What student groups will benefit and why?</i><br><br>All students, especially students on an IEP and ML students |  |  |  |  |
|                                                                                                                                                                                     |  |  |  |  |

SY 2026–2027 SMARTIE Goal #2: Attendance: We will increase our daily attendance to 95%– We will increase competitions to encourage better attendance

**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?*

*An increase in attendance and an upward swing in getting a higher number of students with 95% or better attendance from 109 in 2026.*

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

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2026-2027 school year.                         | End-of-Year Progress (EOYR) on each EBI and impact during the 2026-2027 school year.                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <ul style="list-style-type: none"> <li>Identify the students missing more than 20% of days and help create a plan</li> <li>Reward students who regularly come to school (0 or 1 day gone each month)</li> <li>Incentivize daily class attendance and celebrate classes with the best attendance</li> </ul> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p><i>What student groups will benefit from and why?</i></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Monthly daily attendance</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>We will see an increase in daily average attendance</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Principal, classroom teachers, student leadership team, students</p> <p><i>When will this EBI occur?</i></p> <p>Daily and monthly at assemblies</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Monthly analysis of attendance and celebrations and interventions each month</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

|                                                                                                           |  |  |  |  |
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| All students will set goals and reflect on their success toward their goals and an increase in attendance |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------|--|--|--|--|

|                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>SY 2026-2027 Goal #3: As measured by CEE student survey we will increase the comment, “I enjoy coming to this school” - 56% in 2026 from the student survey to our GOAL of 70%- As one action we will do an informal survey to ask students what makes school enjoyable and adjust accordingly.</p>                                                             |
| <p><b><u>Beginning of Year:</u></b> Answer this question and fill out the table below.</p> <p><i>What does the school expect to see at mid-year to know if they are on track to meet the overarching goal?</i></p>                                                                                                                                                 |
| <p><b>Mid-Year Progress Review:</b> (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>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.)</i></p> |

**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.)*

| <b>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Data Measures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Lead and Timeframe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.</b>                             | <b>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</b>                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <ul style="list-style-type: none"> <li>Daily morning meetings from 9:10-9:30 building-wide with a focus on de-escalation strategies &amp; character development using Character Strong</li> <li>Tier 2 small groups based upon the universal screener in the fall to focus on coping skills &amp; social skills needed and a sense of belonging</li> <li>All teachers are visible (4 at the door) to welcome students and an increase celebrations in the classroom and school-wide to increase joy and positivity</li> </ul> <p><i>What resources will be used for implementation? (For example, professional development,</i></p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Every classroom teacher will do the universal screener to rate how students are doing with externalizing behaviors and internalizing behaviors</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>2 students surveys throughout the year to measure students' ability to regulate their emotions when they are upset or excited</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>All classroom teachers, Counselor</p> <p><i>When will this EBI occur?</i></p> <p>Every morning for class meetings- Tier 2 classes will last 8 weeks per cycle and counselor will commit to 2 additional lessons in each classroom each month</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Twice a year through surveys</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> <p>.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |
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| <p><i>extended time, curriculum, materials, etc.?)</i></p> <p>Professional development for teachers to share ideas for class meetings; counselor time in classrooms</p> <p><i>What student groups will benefit and why?</i></p> <p>All students will benefit from our morning class meetings to start their day with low stress and a positive, welcoming start, as well as inclusive practices to build community. Tier 2 students will learn coping skills and breathing techniques to learn to regulate their emotions.</p> |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

## Section 7: 2026–27 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 2026–27, 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?

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?
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.
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?

## 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 2027-28 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 2027-28, 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 2027-28 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 2027-28) 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. Math PD at ESD; substitute teachers to cover for teachers as they go to training                                                                                                                          |
| 2. Additional paraeducator hours to allow for small group instruction and extra support                                                                                                                      |

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

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

| Program                   | Intent and Purpose                                                                                                                                                                                                                                                                                                                                    | Activities Implemented to Meet Intent and Purpose                                                                                                                                         |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic Education</b>    | To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.                                                                                                                                                                                                | <i>Provides for additional collaboration time to support math instruction, PLC time each week, and reading comprehension strategies.</i>                                                  |
| <b>Title I, Part A</b>    | To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.                                                                                                                                                                               | <i>Evidence-based literacy program, small group instruction for students needing extra support</i>                                                                                        |
| <b>School Improvement</b> | 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. | <i>Coaching for teachers, progress monitoring cycles, MTSS implementation. PD time at each weekly meeting to discuss student growth goals, sharing of best practices for teachers</i>     |
| <b>Title II, Part A</b>   | Preparing, training, and recruiting effective teachers, principals, or other school leaders.                                                                                                                                                                                                                                                          | <i>PBIS, GLAD (teacher-leader), and No Excuses University training ensure teachers are prepared and trained in effective practices. Math professional development training at the ESD</i> |
| <b>Title III</b>          | To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic                                                                                                                                                                         | <i>GLAD training for teacher leader; ML teacher and GLAD teacher leader will train teachers to use best practices to help our ML students succeed</i>                                     |

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

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

| Program                                                                  | Intent and Purpose                                                                                                                                                                           | Activities Implemented to Meet Intent and Purpose                                                                                                                       |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | achievement standards that other children are expected to meet.                                                                                                                              |                                                                                                                                                                         |
| <b>Title IV, Part A</b>                                                  | School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.                                         | <i>Social-emotional learning (SEL) programs- Character Strong program &amp; training; the use of Character Strong platform to be used during morning meetings daily</i> |
| <b>Learning Assistance Program (LAP)</b>                                 | 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 | <i>Instructional Facilitator: Reading and math instructional coaches, paraprofessional support for students</i>                                                         |
| Local Funds                                                              | Local levy revenue may be combined in schoolwide programs.                                                                                                                                   | Full-time counselor and part-time behavior support specialist                                                                                                           |
| <b>Other Funding Sources, including School Improvement Grant Funding</b> | Partner with local organizations to supply clothing and food                                                                                                                                 | Food Pantry                                                                                                                                                             |

# Centralia School District

## *School Improvement Plan 2026-27*

### Title I Part A, Schoolwide, Title I 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                  |                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Name:</b> Futurus High School | <b>Does your school share a building with another school?</b><br><br>Yes <input type="checkbox"/><br><br>No <input type="checkbox"/><br><br><b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text. |
| <b>School Code:</b> 5359                  | <b>Grade Span:</b> 9-12<br><br><b>School Type:</b> ALE                                                                                                                                                                                                                                                 |
| <b>Principal:</b> Eva James               | <b>Building Enrollment:</b>                                                                                                                                                                                                                                                                            |
| <b>School District:</b> Centralia         | <b>F/R Percentage:</b> >95%                                                                                                                                                                                                                                                                            |

All students achieve academic and personal excellence

|                                                              |                                                                       |
|--------------------------------------------------------------|-----------------------------------------------------------------------|
| <b>Board Approval Date:</b> Click or tap here to enter text. | <b>Special Education Percentage:</b> Click or tap here to enter text. |
| <b>Plan Date:</b> Click or tap here to enter text.           |                                                                       |

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

Tier 3 Plus – Graduation Rate

|                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vision and Mission Statement</b>                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• Vision: All Students Achieve Academic and Personal Excellence</li> <li>• Mission: Prioritize Students – Uphold High Expectations – Champion Hope – Cultivate Collaboration</li> </ul> |

|                                                                                                 |                                                       |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>School Leadership Team Members and Parent-Community Partners</b>                             |                                                       |
| <b>Please list by (Name, Title/Role)</b>                                                        |                                                       |
| Eva James, Dean of Students, Building Administrator                                             | Tanja Kern, Teacher (Math, Electives, World Language) |
| Amy Hendrickson, School Counselor                                                               | Merrit Wold, Teacher (SPED)                           |
| Ted Seeley, Teacher (ELA, Social Studies, PE/Health)                                            | Lori Buck, Office Secretary (Attendance)              |
| Student/Family input from one-on-one meetings throughout the school year and during the summer. | Centralia School Board                                |

## 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. .

### Washington School Improvement Report Card Data

| WSIF Data Measures                | 2023 WSIF Cycle Data | 2024 WSIF Annual Data | 2025 WSIF Annual Data |
|-----------------------------------|----------------------|-----------------------|-----------------------|
| Comprehensive (All Student Group) | N/A                  | N/A                   |                       |
| Comprehensive Graduation Rate     | 69%                  | 43.8%                 |                       |
| <b>Student Group</b>              |                      |                       |                       |
| American Indian/Alaska Native     | N/A                  | N/A                   |                       |
| Asian                             | N/A                  | N/A                   |                       |
| Black/African American            | N/A                  | N/A                   |                       |
| Hawaiian/Other Pacific Islander   | N/A                  | N/A                   |                       |
| Hispanic/Latino                   | 43%                  | <25%                  |                       |
| Two or more races                 | N/A                  | N/A                   |                       |
| White                             | N/A                  | N/A                   |                       |
| English Learner                   | N/A                  | N/A                   |                       |
| Low Income                        | N/A                  | N/A                   |                       |
| Special Education                 | N/A                  | N/A                   |                       |

### 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 strengths have emerged from multiple data sources?

Futurus High School continues to demonstrate strength in providing flexible, individualized pathways for students whose needs may not be fully met in a traditional high school setting. The school's small-team structure, virtual and in-person learning options, individualized course planning, and frequent student progress monitoring allow staff to respond to student needs and provide targeted support.

A particular strength is the success of students who begin the year on track to graduate. During the 2025–26 school year, students who entered Futurus on track demonstrated strong graduation and credit-progress outcomes. The school's flexible virtual model has also been successful for many older students who balance school with employment, family responsibilities, or other circumstances.

Staff use weekly student contact, monthly progress monitoring, individualized graduation planning, and collaboration among teachers, counseling, support staff, and administration to identify student needs and respond quickly. These structures provide a strong foundation for continued improvement in 2026–27.

This reflects the EOY finding that the school's small-team model and weekly/monthly monitoring were particularly effective for students who began on track.

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

The greatest academic need is improving credit acquisition and progress toward graduation for students who enter Futurus already behind on credits. While students who begin on track generally maintain satisfactory progress, students who enter significantly credit deficient are much less likely to meet annual credit-acquisition goals.

Additional needs include:

- increasing consistent student engagement, particularly for students participating virtually;
- providing earlier and more intensive interventions for students who enter behind on credits;
- strengthening study skills, time management, note-taking, pacing, and student ownership of learning;
- maintaining strong High School & Beyond Plan and graduation-planning processes;
- providing additional structure and accountability for 9th-grade students; and
- continuing culturally and linguistically responsive support and communication for Hispanic/Latino and Multilingual Learner students and families.

This is supported by last year's results. Only 24% of the 46 students in grades 10–12 who began behind on credits were meeting the progress goal at midyear, substantially below the 75% target. The ninth-grade EOY results also showed only 25% earned the full nine-credit target, although 83.3% earned at least six credits.

### **3. What disproportionalities exist among student groups?**

Previous WSIF and school-level data identified disparities in graduation and credit progress for Hispanic/Latino students, particularly among students who entered Futurus already behind on credits. However, 2025–26 data also demonstrated that this disparity is not consistent across all student groups or outcomes.

Among students who began the year on track, Hispanic/Latino students experienced outcomes similar to their non-Hispanic/Latino peers. The more significant opportunity gap occurs among students who begin the year credit deficient. This suggests that initial credit status, engagement, and access to timely intervention interact with student-group disparities and should be considered together when identifying students needing additional support.

The previous EOY analysis reached the same conclusion: Hispanic/Latino seniors who started on track had an 80% graduation rate compared with 81.8% for non-Hispanic/Latino students, while the persistent gap was concentrated among students who started behind.

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

Identified root causes include:

- Students entering Futurus already significantly behind on credits.
- Competing work, family, childcare, and other responsibilities that may interfere with consistent participation.



- Engagement challenges associated with independent and virtual learning.
- Some students needing greater structure, accountability, and direct instructional support than a primarily independent virtual model provides.
- Gaps in study habits, time management, note-taking, pacing, and help-seeking skills.
- Language and communication barriers that may affect equitable access to school information and support.
- Interventions beginning too late for students who enter significantly behind.

These build directly from the previous CNA's identification of competing work/school demands and virtual engagement gaps, as well as the EOY finding that struggling virtual students benefited from increased in-person structure.

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

The strongest theme emerging from the data is the need for early identification followed by timely, individualized intervention.

Students who begin on track generally experience strong outcomes when Futurus maintains its existing systems of flexible programming, frequent progress monitoring, individualized support, and graduation planning. Students who begin behind require those same supports earlier and at a greater intensity.

A second major theme is student engagement. Consistent weekly contact and participation, combined with satisfactory progress toward Written Student Learning Plan goals, provide an early indicator of whether students are likely to make adequate academic progress. Therefore, strengthening engagement, identifying students who are not making satisfactory progress early, and adjusting the level or modality of support before significant credit loss occurs have the greatest potential to improve student outcomes.

This aligns especially well with the prior administration's EOY recommendation to identify credit-deficient and ML students early and use existing engagement and credit data as an early-warning system.

#### **6. How do identified needs impact each other?**

The identified needs are interconnected. Student engagement affects academic progress, and academic progress affects students' ability to remain on track for graduation. Students who miss weekly contact or participation expectations may fall behind in coursework, while students who struggle academically may become less engaged.

Students entering Futurus already credit deficient have less margin for additional lost instructional time and therefore require earlier monitoring and intervention. Strong advisory relationships, regular progress monitoring, SEL support, clear graduation planning, family communication, and appropriate decisions about virtual versus in-person participation work together to increase engagement and progress toward graduation.

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

Short-Term Needs (3–6 months): Establish consistent weekly contact and participation expectations; identify students who are not making satisfactory WSLP progress early; provide immediate intervention for credit-deficient students; establish clear individual graduation and credit-acquisition plans; strengthen study skills and learning routines; and increase in-person structure when virtual participation is not resulting in satisfactory progress.

Long-Term Needs (1–2 years): Improve graduation rates; increase the percentage of credit-deficient students who successfully close credit gaps; sustain effective engagement systems for virtual and in-person students; strengthen equitable outcomes across student groups; and continue developing a consistent schoolwide system connecting engagement, WSLP progress, academic interventions, HSBP planning, and graduation readiness.

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

A significant quick win would be implementing a consistent schoolwide system for reviewing weekly engagement and satisfactory WSLP progress. Because Futurus already collects much of this information, staff can use existing weekly contact, participation, course-progress, and WSLP data to identify students needing intervention before they lose significant academic ground. Establishing clear thresholds for intervention and consistently responding when students fall below those thresholds can improve accountability and create earlier opportunities for support. Another quick win is beginning graduation and credit mapping immediately for students who enter Futurus behind on credits rather than waiting until trimester progress indicates they are off track.

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

Yes. During 2026–27, Futurus should continue using existing academic and demographic data while more intentionally combining those measures with engagement data.

Data sources should include:

- credits attempted and earned
- course completion and grades
- Edmentum progress and time-learning data
- weekly contact/participation
- WSLP satisfactory-progress determinations
- virtual versus in-person participation
- intervention implementation and response

- graduation/on-track status
- HSBP progress
- student and family feedback
- disaggregated student-group data.

These data should be reviewed at regular intervals to identify patterns and determine whether interventions are producing improved engagement, credit acquisition, and graduation outcomes.

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

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

The Comprehensive Needs Assessment identified several resource inequities that will be addressed through the 2026–27 School Improvement Plan.

**Access to Structured Support:** Students participating virtually do not have the same natural access to direct adult support, structured learning environments, peer interaction, and immediate academic assistance as students attending in person. Students who enter significantly behind on credits may require greater structure and intervention than can be provided through independent virtual participation alone.

**Time and Staffing Capacity:** Futurus serves students with diverse academic, social-emotional, employment, family, and scheduling needs. The small staff provides highly individualized support, but this model requires intentional systems for identifying and responding to students who are not engaging or making satisfactory progress before they fall further behind.

**Equitable Communication and Family Engagement:** Language, modality, and scheduling barriers can affect families' access to timely and actionable information. Continued use of accessible and home-language communication is needed to ensure families can meaningfully participate in supporting student progress.

**Access to Academic and Graduation Supports:** Students who enter Futurus already behind on credits require earlier and more intensive access to graduation mapping, academic interventions, study-skills support, counseling, and progress monitoring.

The 2026–27 SIP will address these inequities by strengthening early identification and intervention systems; monitoring weekly engagement and WSLP progress; providing targeted academic, counseling, and graduation-planning support; adjusting virtual/in-person programming when students are not making satisfactory progress; and maintaining equitable communication with students and families.

## Section 5: Priorities

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

**Priority #1:**

**Increase Credit Acquisition for Students Who Are Behind:** Support 10th–12th grade students who enter Futurus behind on credits through early identification, individualized credit-recovery plans, targeted academic interventions, and frequent progress monitoring. This priority is especially important because the 2025–26 data showed that students who entered behind were much less likely to meet progress goals.

**Priority #2:**

**Maintain On-Track Progress for Students Already on Pace to Graduate:** Ensure students who begin the year on track continue earning sufficient credits each trimester to remain on track. Use regular progress checks, timely interventions, and individualized support to prevent students from falling behind. The 2025–26 results showed strong outcomes for students who started on track, so this priority is about sustaining what is working.

**Priority #3:**

**Improve Graduation Outcomes for Seniors:** Provide intensive graduation planning, individualized course mapping, counseling, and academic support for seniors so that students who begin the year on track successfully graduate. The prior SIP identified early and intentional graduation planning as a major priority, and that remains directly connected to Futurus's Tier 3 Plus graduation-rate identification.

**Priority #4:**

**Strengthen 9th Grade On-Track Progress:** Provide additional structure, academic support, and progress monitoring for 9th grade students so they build strong learning habits, earn sufficient credits, and make one year's progress in one year's time. The 2025–26 data showed that while most 9th graders earned at least six credits, only 25% met the full nine-credit goal, indicating a continued need for focused support.

**Priority #5:**

**Strengthen Student Engagement and Satisfactory ALE Progress:** Establish consistent schoolwide expectations for weekly contact, participation, and satisfactory progress toward Written Student Learning Plan goals. Use engagement data as an early-warning system to identify students needing additional academic, behavioral, social-emotional, or in-person support. This priority builds directly on the prior SIP's identified virtual-engagement gaps and emphasis on weekly contact and progress monitoring.

## Section 6: 2026-27 School Improvement Plan SMARTIE GOALS

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?

### SY 2026-2027 SMARTIE Goal #1:

75% of all 10th–12th grade students (virtual and in-person) who are not on track to graduate will earn at least 3.5 credits per trimester, or at least 10.5 credits during the school year, based on enrollment date. This will include credits earned through

## Section 6: 2026–27 School Improvement Plan SMARTIE GOALS

Running Start, New Market, Centralia High School, and other approved programs in addition to credits earned through Futurus High School. All student groups are included in this goal, and data will be disaggregated as appropriate, especially in relation to Hispanic/Latino and Multilingual Learner students meeting progress goals.

*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?*

At least 75% of 10th–12th grade students who were credit deficient at the start of the school year, or based on enrollment date, will earn at least 3.5 credits by the end of the first trimester and be on track to earn at least 3.5 additional credits during the second trimester. Students who do not meet first-trimester progress expectations will have documented interventions, individualized progress goals, and additional supports in place.

Staff will maintain consistent weekly contact with students and monitor course progress, engagement, and credit acquisition. Families will receive regular communication regarding student progress, with communication provided in the family's home language when appropriate. Students who are participating virtually and are not making satisfactory progress will receive increased intervention, which may include additional in-person support.

**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.)*

## Section 6: 2026–27 School Improvement Plan SMARTIE GOALS

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025–26 school year.                                                                                                                  | End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year.                                                                                                                    |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Futurus will implement a multi-component system of individualized academic support that includes explicit instruction, active learning, timely and actionable feedback, differentiation, scaffolding, culturally responsive and</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Futurus will collect and review credits attempted and earned; course completion; grades; Edmentum course progress and time-learning data; weekly contact/participation; WSLP satisfactory-progress determinations; intervention data; virtual versus in-person participation; graduation/on-track status;</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Building administrator, teachers/advisors, school counselor, special education staff, ML support staff, and other appropriate support staff. The Futurus team will collaboratively review student progress and determine when interventions need to be initiated, intensified, modified, or discontinued.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> |



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| <p>inclusive instructional practices, and frequent progress monitoring.</p> <p>Students who enter Futurus behind on credits will receive individualized graduation and credit mapping, regular progress check-ins, and targeted interventions based on identified barriers to progress. Interventions may include direct teacher instruction, small-group or individual support, study-skills instruction, note-taking and time-management support, alternative workspaces, adjusted pacing, counseling support, and increased in-person participation when virtual learning is not resulting in satisfactory progress.</p> <p>Level of Evidence: Tier 1/Strong evidence and Tier 2/Moderate evidence, depending upon the specific instructional and intervention practice implemented.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended</i></p> | <p>and progress toward individual credit and graduation plans.</p> <p>Credit-acquisition data will be reviewed against the benchmark of at least 3.5 credits per trimester, adjusted as appropriate for students based on enrollment date.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>Data will be disaggregated by student group, including Hispanic/Latino status, Multilingual Learner status, special education status, grade level, and virtual/in-person participation when sample sizes allow. Staff will compare rates of satisfactory progress, engagement, credit acquisition, and intervention response to identify disproportionalities and determine whether adjustments are needed.</p> <p>The school will specifically monitor whether students who begin behind on credits demonstrate improved engagement and</p> | <p><b><i>When will this EBI occur?</i></b></p> <p>September 2026–June 2027, beginning at enrollment and continuing throughout the school year. Students entering Futurus during the year will be incorporated into the intervention and monitoring system based on their enrollment date and individual credit status.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p><b>Weekly:</b> Teachers/advisors will monitor student contact, participation, course progress, and immediate academic or engagement concerns.</p> <p><b>Monthly:</b> Staff will review student progress, WSLP satisfactory-progress status, interventions, course completion, and students identified as off pace.</p> <p><b>End of each trimester:</b> Staff will review credits earned, progress toward the 3.5-credit benchmark, intervention effectiveness, graduation/on-track status,</p> |  |  |
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| <p><i>time, curriculum, materials, etc.?)</i></p> <p>Resources will include Edmentum Courseware; district curriculum and instructional resources; student transcripts and graduation tracking tools; Written Student Learning Plans; High School &amp; Beyond Plans; individualized intervention plans; bilingual and translation resources; counselor services; ML support; teacher and administrator support; access to in-person instructional support and alternative workspaces; and opportunities available through Centralia High School, Running Start, New Market, skills centers, CTE, and other approved programs.</p> <p>Professional learning will continue to focus on ALE best practices, culturally responsive teaching, language acquisition strategies, differentiation, scaffolding, student engagement, and effective use of student progress data.</p> | <p>credit acquisition following intervention.</p> | <p>and disaggregated student-group data.</p> <p><b>Ongoing:</b> Students who are not making satisfactory progress will not wait until the end of a trimester for intervention. Supports will be adjusted when weekly or monthly data indicate a need.</p> |  |  |
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| <p><i><b>What student groups will benefit and why?</b></i></p> <p>All 10th–12th grade students who enter Futurus behind on credits will benefit from these interventions. Particular attention will be given to students who are significantly credit deficient, students participating virtually who are not making satisfactory progress, Hispanic/Latino students, Multilingual Learners, students receiving special education services, and students experiencing barriers related to employment, family responsibilities, housing instability, or other circumstances that affect consistent participation and academic progress.</p> <p>Disaggregated data will be used to determine whether students have equitable access to interventions and whether opportunity gaps are narrowing.</p> |  |  |  |  |
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## SY 2026–2027 SMARTIE Goal #2:

All 10th–11th grade students who are on track to graduate on time will earn enough credits each trimester and throughout the school year to remain on track to graduate on time. This will include credits earned through Running Start, New Market, Centralia High School, and other approved programs in addition to credits earned through Futurus High School. All student groups are included in this goal, and data will be disaggregated as appropriate.

*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?*

100% of 10th–11th grade students who begin the school year on track to graduate on time, based on enrollment date, will remain on track at mid-year. Students will demonstrate sufficient credit acquisition and course progress to maintain their individual graduation trajectory.

If a student does not meet first-trimester progress expectations or is at risk of falling off track, staff will implement documented interventions, establish individualized progress goals, and provide additional support to help the student return to satisfactory progress

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| <p>during the second trimester. Staff will maintain regular contact with students and families and monitor engagement, course progress, credit acquisition, and WSLP progress throughout the year.</p>                                                                                                                                                                   |
| <p><b>Mid-Year Progress Review:</b> (Answer this question in January for the Mid-Year Progress Review and fill out the MYPR section of the table below.) <i>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.)</i></p>       |
| <p><b>End of Year Progress Review:</b> (Answer this question in June for the End-of Year Progress Review and fill out the EOYR section of the table below.) <i>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.)</i></p> |

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year. | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year. |
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| <p><b><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></b></p> <p>Futurus will implement a multi-component system of proactive academic monitoring and individualized support designed to prevent students who begin on track from falling behind. Evidence-based practices will include explicit instruction, active learning, timely and actionable feedback, differentiation, scaffolding, culturally responsive and inclusive instructional practices, and frequent progress monitoring.</p> <p>Teachers and advisors will regularly monitor student course progress, credit acquisition, engagement, and satisfactory progress toward WSLP goals. Students showing early signs of falling off pace will receive timely intervention rather than waiting until the</p> | <p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p> <p>Futurus will collect and review credits attempted and earned; course completion; grades; Edmentum course progress and time-learning data; weekly contact/participation; WSLP satisfactory-progress determinations; intervention data; virtual versus in-person participation; High School &amp; Beyond Plan progress; and individual graduation/on-track status.</p> <p>The primary outcome measure will be the percentage of 10th–11th grade students who began the year on track and remain on track at each progress-monitoring point and at the end of the school year.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>Data will be disaggregated by student group when sample sizes allow,</p> | <p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p> <p>Building administrator, teachers/advisors, school counselor, special education staff, ML support staff, and other appropriate support staff. The Futurus team will collaboratively review student progress and determine when interventions should be initiated, intensified, modified, or discontinued.</p> <p><b><i>When will this EBI occur?</i></b></p> <p>September 2026–June 2027, beginning at enrollment and continuing throughout the school year. Students enrolling after the beginning of the school year will have their on-track status determined at enrollment and will be incorporated into the monitoring system accordingly.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> |
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| <p>end of the trimester. Supports may include individualized teacher assistance, adjusted pacing, direct instruction, study-skills and time-management support, counseling, alternative workspaces, increased in-person support, and individualized graduation planning.</p> <p>Level of Evidence: Tier 1/Strong evidence and Tier 2/Moderate evidence, depending upon the specific instructional or intervention practice implemented.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Resources will include Edmentum Courseware; district curriculum and instructional resources; student transcripts and graduation tracking tools; Written Student Learning Plans; High School &amp; Beyond Plans; individualized intervention plans; counselor services; special education and ML</p> | <p>including Hispanic/Latino status, Multilingual Learner status, special education status, grade level, and virtual/in-person participation. Staff will compare engagement, satisfactory WSLP progress, credit acquisition, intervention use, and on-track status to determine whether particular student groups are experiencing barriers to maintaining progress.</p> <p>When disparities or patterns of declining progress are identified, staff will adjust interventions and supports rather than waiting for students to become significantly credit deficient.</p> | <p><b>Weekly:</b> Teachers/advisors will monitor student contact, participation, course progress, and immediate concerns.</p> <p><b>Monthly:</b> Staff will review WSLP satisfactory-progress status, course progress, credits earned, intervention data, and students identified as at risk of falling off track.</p> <p><b>End of each trimester:</b> Staff will formally review credit acquisition and graduation/on-track status, evaluate the effectiveness of interventions, and examine disaggregated student-group data.</p> <p><b>Ongoing:</b> Students demonstrating declining engagement or academic progress will receive intervention as soon as the need is identified rather than waiting until the next formal review period.</p> |  |  |
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| <p>supports; bilingual and translation resources; teacher and administrator support; in-person instructional support and alternative workspaces; and educational opportunities available through Futurus, Centralia High School, Running Start, New Market, skills centers, CTE, and other approved programs.</p> <p>Staff collaboration and professional learning will support consistent implementation of ALE best practices, differentiation, culturally responsive instruction, student engagement strategies, and effective use of progress data.</p> <p><i>What student groups will benefit from and why?</i></p> <p>All 10th–11th grade students who begin the school year on track to graduate will benefit from proactive monitoring and intervention designed to prevent credit loss and maintain graduation progress.</p> <p>Particular attention will be given to students</p> |  |  |  |  |
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| participating virtually, Hispanic/Latino students, Multilingual Learners, students receiving special education services, and students experiencing barriers that may interfere with consistent participation or academic progress. Disaggregated data will be used to identify emerging disparities and ensure students receive timely and equitable access to support. |                                                                                                                |                                                                                                                |                                                                                                                |                                                                                                                |
| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>                                                                                                                                                                                                                                                          | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |

### SY 2026–2027 SMARTIE Goal #3:

100% of seniors who start the 2026–27 school year on track to graduate—defined as having 9 or fewer credits remaining at the start of the school year, or 3 or fewer credits remaining for each trimester based on date of enrollment—will graduate by June 2027. All student groups are included in this goal, and data will be disaggregated as appropriate.

*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?*

100% of seniors who begin the school year on track to graduate, based on enrollment date, will remain on track to graduate by the mid-year review. Students will demonstrate sufficient course completion, credit acquisition, and progress toward graduation requirements to maintain their individual graduation trajectory.

If a senior does not meet first-trimester progress expectations or is at risk of falling off track, staff will implement documented interventions, establish individualized progress goals, and provide additional academic, counseling, engagement, and/or in-person support necessary to return the student to satisfactory progress during the second trimester.

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

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year. | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year. |
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| <p><b><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></b></p> <p>Futurus will implement individualized graduation planning combined with frequent progress monitoring, explicit instruction, timely and actionable feedback, differentiation, scaffolding, and culturally responsive and inclusive instructional practices.</p> <p>Each senior will have a clearly identified pathway to graduation based on transcript review, remaining graduation requirements, High School &amp; Beyond Plan progress, and individual circumstances. Staff will regularly monitor whether students are completing coursework and earning credits at the pace necessary to graduate.</p> <p>Students showing signs of falling off pace will receive timely individualized</p> | <p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p> <p>Futurus will collect and review credits attempted and earned; course completion; grades; Edmentum course progress and time-learning data; weekly contact/participation; WSLP satisfactory-progress determinations; intervention data; virtual versus in-person participation; High School &amp; Beyond Plan completion; remaining graduation requirements; and individual graduation/on-track status.</p> <p>The primary outcome measure will be the percentage of seniors who began the year on track to graduate and remain on track at each progress-monitoring point, with the final measure being the percentage who graduate by June 2027.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> | <p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p> <p>Building administrator, school counselor, teachers/advisors, special education staff, ML support staff, and other appropriate support staff. The Futurus team will collaboratively review senior progress and coordinate academic, counseling, engagement, and graduation supports.</p> <p><b><i>When will this EBI occur?</i></b></p> <p>September 2026–June 2027, beginning with transcript and graduation-status review at enrollment and continuing through graduation. Seniors enrolling during the school year will have their graduation status and remaining requirements reviewed upon enrollment and will be incorporated into the monitoring and intervention system accordingly.</p> <p><b><i>When or how often will progress be monitored or</i></b></p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> |
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| <p>intervention. Supports may include direct teacher assistance, adjusted pacing, study-skills and time-management support, counseling, alternative workspaces, increased in-person participation, assistance accessing alternative credit opportunities, and regular student/family graduation-planning meetings.</p> <p>Level of Evidence: Tier 1/Strong evidence and Tier 2/Moderate evidence, depending upon the specific instructional or intervention practice implemented.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Resources will include student transcripts and graduation tracking tools; Edmentum Courseware; district curriculum and instructional resources; Written Student Learning Plans; High School &amp; Beyond Plans; individualized graduation maps; counselor services;</p> | <p>Graduation progress and outcomes will be disaggregated by student group when sample sizes allow, including Hispanic/Latino status, Multilingual Learner status, special education status, and virtual/in-person participation. Staff will compare engagement, satisfactory WSLP progress, credit acquisition, intervention use, and graduation outcomes to determine whether particular groups experience barriers to successful completion.</p> <p>When an individual student or student group demonstrates declining engagement or progress, staff will examine the barriers contributing to that outcome and adjust supports accordingly.</p> | <p><b><i>data reviewed? Be as specific as possible.</i></b></p> <p><b>Weekly:</b> Teachers/advisors will monitor contact, participation, coursework, engagement, and immediate barriers to progress.</p> <p><b>Monthly:</b> Staff will review each senior's WSLP satisfactory-progress status, course completion, credits earned, remaining graduation requirements, and interventions.</p> <p><b>End of each trimester:</b> Staff will formally review credits earned, remaining graduation requirements, HSBP progress, intervention effectiveness, and each student's on-track status.</p> <p><b>Ongoing:</b> Any senior demonstrating declining engagement or progress will receive intervention as soon as the concern is identified. Staff will not wait until the end of a trimester to respond when available data indicate that a student is at risk of falling off track.</p> |  |  |
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| <p>special education and ML supports; bilingual and translation resources; teacher and administrator support; in-person instructional support and alternative workspaces; and appropriate credit-earning opportunities through Futurus, Centralia High School, Running Start, New Market, skills centers, CTE, and other approved programs.</p> <p>Staff collaboration will be used to review individual senior progress, identify barriers to graduation, and coordinate supports across programs when students earn credits through multiple educational settings.</p> <p><i>What student groups will benefit and why?</i></p> <p>All seniors who begin the year on track to graduate will benefit from individualized graduation planning and proactive monitoring designed to ensure they successfully complete all remaining graduation requirements.</p> <p>Particular attention will be given to seniors</p> |  |  |  |  |
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| <p>participating virtually, Hispanic/Latino students, Multilingual Learners, students receiving special education services, and students experiencing employment, family, housing, childcare, or other circumstances that may create barriers to consistent participation and completion of graduation requirements.</p> <p>Disaggregated data will be reviewed to ensure that all groups have equitable access to the academic, counseling, engagement, and graduation supports needed to successfully earn a diploma.</p> |                                                                                                                |                                                                                                                |                                                                                                                |                                                                                                                |
| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>                                                                                                                                                                                                                                                                                                                                                                                                              | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |

## SY 2026–2027 SMARTIE Goal #4:

All 9th grade students (virtual and in-person) will earn at least 9 credits and make one year's progress in one year's time, based on enrollment date. All student groups are included in this goal, and data will be disaggregated as appropriate.

*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?*

100% of 9th grade students will be on track at mid-year to make one year's progress in one year's time and remain on track to graduate on time. Students will demonstrate sufficient course progress and credit acquisition based on their enrollment date to be on pace toward the annual goal of at least 9 credits.

If students do not meet first-trimester progress expectations or show signs of falling off pace, documented interventions will be implemented that establish individualized goals and provide the academic, engagement, and/or in-person support needed to improve progress during the second trimester. Staff will maintain consistent contact with students and families and monitor engagement, course progress, credit acquisition, and WSLP progress throughout the year.

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

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year.                                                                                                                         | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.                                                                                                                           |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p>Futurus will implement a structured system of academic support, explicit instruction, active learning, timely and actionable feedback, differentiation, scaffolding, culturally responsive and inclusive instructional practices, and frequent progress monitoring for 9th grade students.</p> <p>Because 9th grade establishes the foundation for on-time graduation, staff will closely monitor students' transition into the ALE environment, course pacing, credit acquisition,</p> | <p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p> <p>Futurus will collect and review credits attempted and earned; course completion; grades; Edmentum course progress and time-learning data; weekly contact/participation; WSLP satisfactory-progress determinations; intervention data; virtual versus in-person participation; High School &amp; Beyond Plan progress; and individual on-track graduation status.</p> <p>The primary outcome measure will be the percentage of 9th grade students who remain on pace to earn at least 9 credits during the school year, adjusted as</p> | <p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p> <p>Building administrator, teachers/advisors, school counselor, special education staff, ML support staff, and other appropriate support staff. The Futurus team will collaboratively review 9th grade progress and determine when interventions or changes in instructional support are necessary.</p> <p><b><i>When will this EBI occur?</i></b></p> <p>September 2026-June 2027, beginning with each student's enrollment and initial academic review and continuing throughout the school year. Ninth graders enrolling after the beginning of the year will have progress expectations</p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> |



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| <p>engagement, and development of independent learning skills. Students will receive explicit support in skills necessary for success, including time management, organization, note-taking, study skills, goal setting, help-seeking, and ownership of learning.</p> <p>Students who are not making satisfactory academic or engagement progress will receive timely individualized interventions, which may include direct teacher assistance, adjusted pacing, small-group or individual instruction, counseling support, alternative workspaces, increased family communication, and increased in-person participation when virtual learning is not resulting in satisfactory progress.</p> <p>Level of Evidence: Tier 1/Strong evidence and Tier 2/Moderate evidence, depending upon the specific instructional or intervention practice implemented.</p> <p><i>What resources will be used for implementation?</i></p> | <p>appropriate based on enrollment date.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>Data will be disaggregated by student group when sample sizes allow, including Hispanic/Latino status, Multilingual Learner status, special education status, and virtual/in-person participation. Staff will compare engagement, WSLP satisfactory progress, course completion, credit acquisition, intervention response, and on-track status to identify disparities and determine whether additional or different supports are needed.</p> <p>Staff will also compare outcomes for virtual and in-person 9th grade students to determine whether instructional modality is affecting engagement or satisfactory academic progress.</p> | <p>adjusted based on enrollment date.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p><b>Weekly:</b> Teachers/advisors will monitor student contact, participation, course engagement, academic progress, and immediate concerns.</p> <p><b>Monthly:</b> Staff will review WSLP satisfactory-progress status, Edmentum/course progress, credits earned, intervention data, and students identified as being off pace.</p> <p><b>End of each trimester:</b> Staff will formally review credits earned, progress toward the annual nine-credit target, intervention effectiveness, on-track graduation status, and disaggregated student-group data.</p> <p><b>Ongoing:</b> Students demonstrating declining engagement or academic progress will receive intervention as soon as concerns are identified</p> |  |  |
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| <p><i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Resources will include Edmentum Courseware; district curriculum and instructional resources; Written Student Learning Plans; student transcripts and credit-tracking tools; High School &amp; Beyond Plans; individualized intervention plans; counselor services; special education and ML supports; bilingual and translation resources; teacher and administrator support; access to in-person instruction and alternative workspaces; and other appropriate district and community resources.</p> <p>Staff collaboration and professional learning will support consistent implementation of ALE best practices, differentiation, culturally responsive instruction, student engagement strategies, and developmentally appropriate support for students transitioning into high school.</p> |  | <p>rather than waiting until the end of the trimester.</p> |  |  |
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| <p><i>What student groups will benefit and why?</i></p> <p>All 9th grade students will benefit from increased structure, early progress monitoring, and explicit support in developing the academic and independent-learning skills necessary for success in an ALE environment.</p> <p>Particular attention will be given to students participating virtually, Hispanic/Latino students, Multilingual Learners, students receiving special education services, and students experiencing barriers that may affect consistent participation or academic progress.</p> <p>Because students who fall behind during 9th grade may accumulate credit deficiencies that become increasingly difficult to recover in later grades, early intervention will be used to prevent rather than simply respond to credit gaps.</p> |  |  |  |  |
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| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |
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## SY 2026–2027 SMARTIE Goal #5:

By June 2027, 80% of Futurus students will demonstrate consistent engagement, defined as meeting established weekly contact/participation expectations and making satisfactory progress toward their Written Student Learning Plan goals.

*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 the mid-year review, at least 80% of Futurus students will demonstrate consistent engagement, defined as meeting established weekly contact/participation expectations and making satisfactory progress toward their Written Student Learning Plan goals.

Students who are not consistently meeting weekly contact/participation expectations or are not making satisfactory progress toward their WSLP goals will have documented interventions and individualized supports in place. Staff will identify barriers to engagement and progress and adjust supports based on student need. Interventions may include increased teacher contact, student and family conferences, academic support, counseling, adjustments to pacing or learning plans, and increased in-person participation when virtual learning is not resulting in satisfactory progress.

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

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year.                                                                                                                         | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.                                                                                                                           |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the</i></p> <p>Futurus will implement a schoolwide system of frequent progress monitoring, relationship-based student contact,</p> | <p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p> <p>Futurus will collect and review weekly contact/participation records; WSLP satisfactory-progress determinations; Edmentum course progress and time-learning data; course completion; grades; credits</p> | <p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p> <p>Building administrator, teachers/advisors, school counselor, special education staff, ML support staff, and other appropriate support staff. Teachers/advisors will provide and document</p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>What impact is the evidence-based intervention having?</i></b></p> <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> |

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| <p>timely and actionable feedback, individualized academic support, and early intervention to increase student engagement and satisfactory progress.</p> <p>Teachers/advisors will maintain consistent weekly contact with students and use participation, course progress, and WSLP data to identify students showing early signs of disengagement or insufficient academic progress. Staff will work with students to identify barriers, establish individualized goals, and match interventions to student needs.</p> <p>Supports may include increased teacher/advisor contact, direct instruction, scaffolding, study-skills and time-management support, counseling, student/family conferences, culturally and linguistically responsive communication, alternative workspaces, adjusted pacing, and increased in-person participation when additional structure and accountability are needed.</p> | <p>attempted and earned; intervention records; virtual versus in-person participation; and student progress toward individualized academic and graduation goals.</p> <p>The primary outcome measure will be the percentage of students who meet both components of the engagement goal: 1. established weekly contact/participation expectations and 2. satisfactory progress toward their Written Student Learning Plan goals.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>Engagement and satisfactory-progress data will be disaggregated by student group when sample sizes allow, including Hispanic/Latino status, Multilingual Learner status, special education status, grade level, credit/on-track status, and virtual/in-person participation.</p> | <p>weekly student contact and monitor satisfactory progress, while the Futurus team will collaboratively review students identified as not meeting engagement or progress expectations and determine appropriate interventions.</p> <p><b><i>When will this EBI occur?</i></b></p> <p>September 2026–June 2027, beginning at student enrollment and continuing throughout the school year. Students enrolling after the beginning of the school year will be incorporated into the engagement and WSLP monitoring system immediately upon enrollment.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p><b>Weekly:</b> Teachers/advisors will review whether students have met established contact/participation expectations and examine current course engagement and progress. Students missing expectations will receive timely follow-up.</p> |  |  |
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| <p>Level of Evidence: Tier 1/Strong evidence and Tier 2/Moderate evidence, depending upon the specific engagement, instructional, and intervention practice implemented.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Resources will include Written Student Learning Plans; Edmentum Courseware and engagement/progress data; district curriculum and instructional resources; weekly contact and participation records; student progress and intervention documentation; counselor services; special education and ML supports; bilingual and translation resources; teacher and administrator support; family communication systems; and access to in-person instructional support and alternative workspaces.</p> <p>Staff collaboration and professional learning will</p> | <p>Staff will compare rates of weekly engagement, satisfactory WSLP progress, intervention use, and academic progress to identify patterns or disproportionalities. The school will also examine whether students receiving interventions demonstrate improved engagement and satisfactory progress following implementation of those supports.</p> | <p><b>Monthly:</b> Staff will review WSLP satisfactory– progress determinations, engagement patterns, academic progress, and intervention data. Students demonstrating repeated concerns will receive additional individualized supports.</p> <p><b>End of each trimester:</b> Staff will calculate the percentage of students meeting both components of the engagement goal, review intervention effectiveness, examine connections between engagement and credit acquisition, and disaggregate results by student group and instructional modality.</p> <p><b>Ongoing:</b> Intervention will occur when concerns emerge rather than waiting for monthly or trimester review periods. Supports will be intensified, modified, or reduced based on student response and progress.</p> |  |  |
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| <p>support consistent implementation of ALE engagement expectations, progress monitoring, culturally responsive practices, differentiation, relationship-building, and appropriate intervention when students are not making satisfactory progress.</p> <p><i>What student groups will benefit and why?</i></p> <p>All Futurus students, both virtual and in-person, will benefit from clear and consistent engagement expectations and an early-intervention system that identifies concerns before students experience significant credit loss or fall off track for graduation.</p> <p>Particular attention will be given to virtual students, students who enter Futurus behind on credits, Hispanic/Latino students, Multilingual Learners, students receiving special education services, and students experiencing barriers related to employment, family responsibilities, childcare, housing instability, or other</p> |  |  |  |  |
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| <p>circumstances affecting consistent participation.</p> <p>Disaggregated engagement and progress data will help staff determine whether particular student groups are experiencing barriers to participation or satisfactory progress and whether supports are being provided equitably.</p> |                                                                                                                       |                                                                                                                       |                                                                                                                       |                                                                                                                       |
| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>                                                                                                                                                                                | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> | <p><b><i>For more EBIs cut and paste the prompts to answer below.</i></b></p> <p>Click or tap here to enter text.</p> |

## 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.

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?

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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?

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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?

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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 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.

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                             |                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Name:</b> Centralia Middle School        | <b>Does your school share a building with another school?</b><br><br>Yes <input type="checkbox"/><br><br>No <input checked="" type="checkbox"/><br><br><b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text. |
| <b>School Code:</b> Click or tap here to enter text. | <b>Grade Span:</b> 7-8<br><br><b>School Type:</b> Middle School                                                                                                                                                                                                                                                   |
| <b>Principal:</b> Allison Hillstrom.                 | <b>Building Enrollment:</b> 515                                                                                                                                                                                                                                                                                   |
| <b>School District:</b> Centralia School District    | <b>F/R Percentage:</b> 64.4%                                                                                                                                                                                                                                                                                      |
| <b>Board Approval Date:</b> August 27, 2026          | <b>Special Education Percentage:</b> 17.8%.                                                                                                                                                                                                                                                                       |



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

|                           |  |
|---------------------------|--|
| <b>Plan Date:</b> 8/13/26 |  |
|---------------------------|--|

|                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below:</p> <p><b>Tier 1</b></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vision and Mission Statement</b>                                                                                                                                        |
| <p>Vision: All students achieve academic and personal excellence</p> <p>Mission: prioritize students, uphold high expectations, champion hope, cultivate collaboration</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>School Leadership Team Members and Parent-Community Partners</b></p> <p>Thorbeckes - Swimming three times per year; partnership with student passes<br/> The HUB - Reward Day Venue; Off-site emergency staging; Athletics space support<br/> Youth Group Leaders - Priority One Club During Tuesday Lunches; Support at School Events (Dances, Open House, Parent Night),<br/> Nazarene church and local churches gathering to give support to our schools including food and clothing pantries as well as volunteering in our school.</p> <p>Dutch Bros Centralia (bi-weekly behavior incentives for staff and students)<br/> Jimmy Johns/Taco Bell/McDonalds/Starbucks (incentives for staff and students)<br/> True North (prevention program where 15+ students work together to bring awareness of drug and alcohol abuse to the community)<br/> Kiddin' Around - partnership to update and improve our school library<br/> Timberland Library - education on library check outs and e-reading. Guest speakers from Timberland come in twice a year to work with our students</p> <p>Centralia Youth Sports provides athletic opportunities for students during the summer.<br/> Centralia Academic and Athletic Foundation provides school and athletic support.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Name | Title (if applicable) | Role |
|------|-----------------------|------|
|------|-----------------------|------|

|                   |                     |                 |
|-------------------|---------------------|-----------------|
| Allison Hillstrom | Principal           | Lead            |
| Scott Gagnon      | Assistant Principal | Lead            |
| Kyle Donahue      | Teacher             | ELA Lead        |
| Chad Condit       | Teacher             | Science Lead    |
| Steve Brockman    | Teacher             | History Lead    |
| Ana Summers       | Teacher             | PE/Health Lead  |
| Holly Abbarno     | District Coach      | Liason          |
| Jayme Martin      | Teacher             | Science Lead    |
| Autumn Robison    | Teacher             | CTE Lead        |
| Drew Kostelnik    | Teacher             | Math Lead       |
| Kary Gomez        | Counselor           | Counselor Lead  |
|                   | Teacher             | Member at Large |

## 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.

#### WSIF Cycle 3 Identification Thresholds:

All Schools Threshold: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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.

| WSIF Data Measures                | 2023 WSIF Cycle Data | 2024 WSIF Annual Data | 2025 WSIF Annual Data |
|-----------------------------------|----------------------|-----------------------|-----------------------|
| Comprehensive (All Student Group) | 529                  | 479                   | 490                   |
| Comprehensive Graduation Rate     | N/A                  | N/A                   | N/A                   |
| Student Group                     |                      |                       |                       |
| American Indian/Alaska Native     | .2%                  | .8%                   | .6%                   |
| Asian                             | .2%                  | .4%                   | .4%                   |
| Black/African American            | .9%                  | .6%                   | .8%                   |
| Hawaiian/Other Pacific Islander   | .4%                  | .2%                   | .4%                   |
| Hispanic/Latino                   | 43.7%                | 48.6%                 | 45.7%                 |
| Two or more races                 | 4.9%                 | 5.0%                  | 5.1%                  |
| White                             | 49.5%                | 44.5%                 | 46.9%                 |
| English Learner                   | 15.9%                | 18.0%                 | 17.3%                 |
| Low Income                        | 78.6%                | 77.2%                 | 74.3%                 |
| Special Education                 | 16.1%                | 17.3%                 | 17.8%                 |

## 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 (2024 Data as 2025 data was not reported on Report Card):
    - 7th grade math: 18%                      8th grade math: 15.6%
    - 7th grade ELA: 40.8%                      8th grade ELA: 38.3%
  - Student Growth Percentile
- Graduation Rate (if applicable): N/A
- English Learner Progress
- School Quality or Student Success Indicators SQSS
  - Regular Attendance: 64%
  - Ninth Grade on Track: N/A
  - Dual Credit (if applicable): N/A

## 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.

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

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component Two – Identification of Students
  - a. Please describe how you select students for the program based on multiple criteria, e.g., Student Data, Teacher Referral, Previous Placement, etc.  
  
N/A
  - b. Describe the process used to create the rank-order list of students identified to receive services, e.g., grade level, age, failing or at risk of failing, not meeting standards, etc.  
  
N/A
  - c. How will you use student data to monitor progress, at what intervals will you monitor progress, and how will student data be used to determine if a student is ready to exit services?  
  
N/A

### 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?

- *Discipline in the Secondary Classroom (CHAMPS)*
- *Behavior Expectations Calibration*
- *AVID Schoolwide Strategies*
- *Teaching & Learning (STOIC)*
- *MTSS*
  - *Strengthen Tier 1 training with instructional coach*

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?

- *Discipline in the Secondary Classroom (CHAMPS)*
- *Behavior Expectations Calibration*

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

- *AVID Schoolwide Strategies*
- *Teaching & Learning (STOIC)*
- *MTSS*
  - *Strengthen Tier 1 training with instructional coach*

1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 6 – Professional Development

a. How do the opportunities for professional development you plan to provide align to the needs of teachers and paraeducators who work with students who receive targeted assistance?

N/A

b. How will the professional development activities benefit the students receiving targeted assistance services?

N/A

### 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 support and how areas of need will be improved.

Behavior – strengths have been consistent focus on professional development with Discipline in the Secondary Classroom.

Academics –Teaming has been identified as a strength and a priority to maintain for our students. Grade level, interdisciplinary teams share the same students for core classes. This enables interdisciplinary team teachers to work together to academically, behavioral, and social emotionally support students and work with families in that process. Families also know they can reach out to one core teacher and get information to all their child's core teachers.

Movement – ensuring students have 2 trimesters of PE and increased opportunities to movement has been identified as a priority for our students.

SEL – implementation of School Connect during the 23-24 school year. All teachers participated and helped students grow in this area utilizing quality lessons. Next step is to purposefully embed SEL practices in class each day.

Goal – clear implementation of MTSS; Strong, rigorous Tier 1 is the focus for 2026-27.

Students on IEPs or students who are ML qualified support are clustered in GenEd classes so they have access to core instruction and we are able to consistently provide push-in supports for core classes.

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

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

Team review of multiple data sources: Skyward/ION data, iReady, OSPI state report card, Center for Educational Effectiveness Survey. and review with CEE consultant. We will continue to review and refine throughout the school year.

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

There are some community systems of support. For example Juvenile Justice comes to the school for monthly meetings regarding students who are on probation or deferment to discuss how students are doing and if any additional support is needed. Also, our counselors work with outside agencies to obtain mental health counseling for students, and with parent support, counselors coordinator student care to receive mental health counseling while at school. This has increased student access to mental health counseling. Our Parent Teacher Organization meets monthly to review school goals, needs, and progress as well as plan activities for our students. This group supports the school, students, and staff appreciation. They also give valuable feedback on needs and opportunities they would like for their students.

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?

This is an area that we have been working on throughout the previous years. We use the annual CEE data to analyze what the perception is of family engagement at CMS is. Centralia Middle School also has a parent teacher organization that meets monthly where administrators attend and get objective thoughts and ideas from the PTO that is taken and used as data to improve performance and increase family engagement.

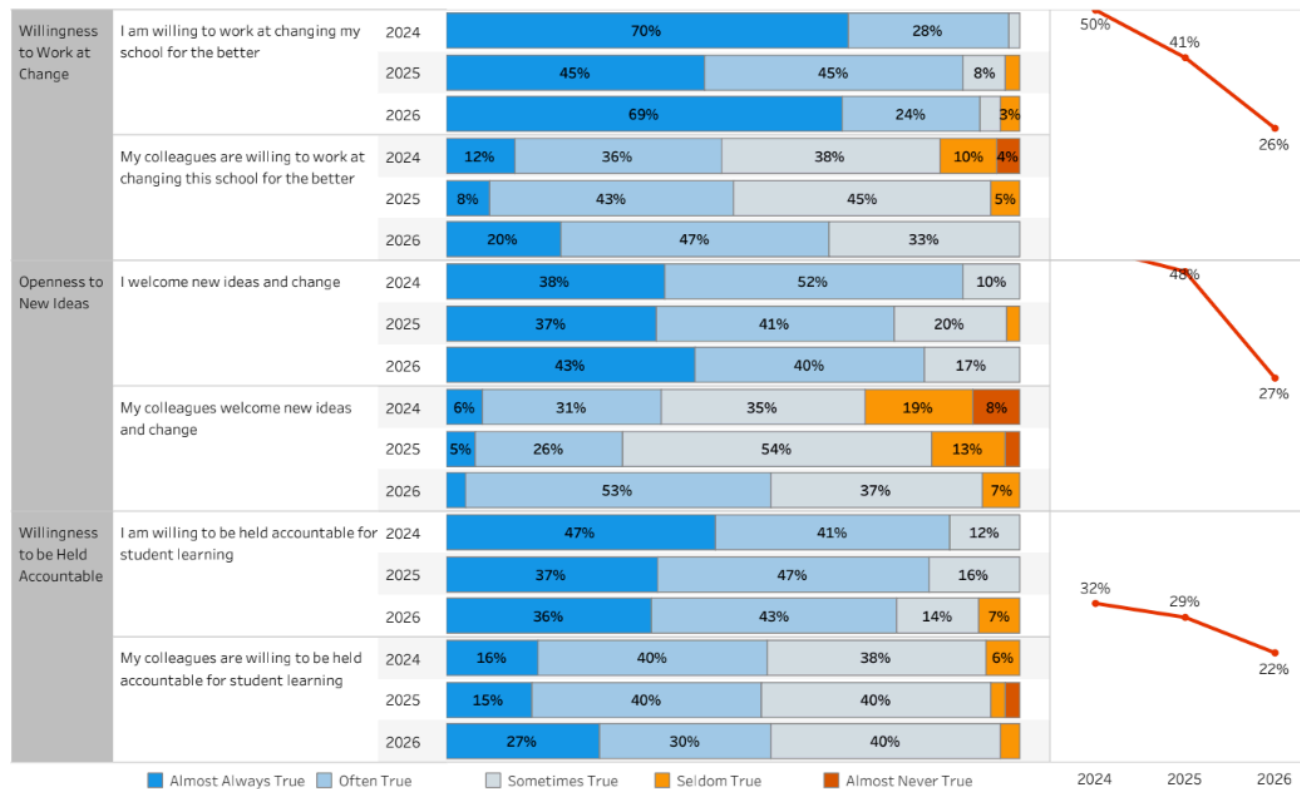
5. What areas have you identified as areas of strength, and where do you hope to improve student, family and community engagement and partnership(s)

SBA and iReady Reading scores demonstrated improvement, and closed gaps, for students on IEPs.. Utilizing inclusionary practices, with clustering support in GenEd, students on IEPs demonstrated an average of 1.5 years growth on iReady testing.

Our school has strong reward systems to celebrate student success. Trimester reward days are highly anticipated and enjoyed, but students share they would like to have individual and specific praise more often. In that respect, we honor students through a PBIS system that offers “Tiger Tickets” that students can put into a weekly drawing for prizes at lunches, bi-weekly drawing for rewards from a local coffee shop as well as a trimesterly drawing for lunch with a staff member, friends and a teacher of their choice. When run consistently, we see students improve in behavior regularly. We also offer monthly incentives for students around attendance, discipline and grades that, at this time, aren’t as consistent, meaning we aren’t seeing as great of improvement in these areas. In the 26-27 school year we have a variety of ideas and plans to help honor students in these areas more often to see growth.

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

Since our work with the Center for Educational Effectiveness (CEE) in 2025 we have seen significant growth in a variety of areas in terms of student and staff alike. As we worked with CEE in the 24-25 school year we specifically worked on improving staff to staff and staff to admin relationships and trust amongst one another. This past Spring when the CEE survey was given, we again saw drastic gains in the areas below:



1. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 4 – Coordination and Transitions
  - a. How does your targeted assistance program coordinate with core and additional programs in the school?

N/A

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

- b. How have you aligned your targeted supports to ensure students in WSIF identified student groups are receiving required services to ensure growth and proficiency?

N/A

- c. How do you support transitions between grade spans?

This year we are using a temporary para position for the first 6 weeks of school to help 7th graders transition between 6th and 7th grades. The purpose of the temporary para is to help those students learn to organize, goal set and overall adjust to life in middle school and having to transition between 7 periods as well as managing 7 classes and workloads.

Click or tap here to enter text.

- d. Are the students in your targeted assistance program able to participate in electives/enrichment time that pique their interests?

N/A

2. Title I, Part A, Targeted Assistance Program Requirement: Answer the following questions to satisfy the requirement of Component 5 – [Parent and Family Engagement](#)

- a. How does your parent and family engagement strategy align to your targeted assistance practices and strategies?

N/A

- b. How will you evaluate your parent and family engagement strategies? How will you know if they are working?

N/A

#### CNA DATA Summary

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

#### Collaboration and Communication (Family Survey):

**High Overall Positivity:** Rated as the highest characteristic in the family survey at **82% positive**.











## 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.

N/A

## 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:** Culture – closing the gap between us vs. them when it come to staff wanting to “change the school for the better.”

**Priority #2:** Attendance – data shows that we have a high number of students with excessive absences. We believe that improving attendance through a variety of strategies (celebrations, communications, identifying specific barriers, pointing families and students to resources, improving building culture overall, increasing student voice, and other targeted supports) will improve students feeling more positive about coming to school and will result in better student outcomes overall.

**Priority #3:** The district is focused specifically on how to improve math scores across all grade levels. Our focus will be on improving and strengthening Tier 1 strategies to improve student results on standardized math testing.

## 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:** Improve school culture: Increasing our teacher's beliefs in one another. By June 2027, increase staff agreement that “my colleagues are willing to change the school for the better” from 67% to 80% (CEE survey).

*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?*

*First, we will clearly and collaboratively define what it means to “change the school for the better” and what it looks like when we are doing it and what actions indicate others are doing it. We will be sending out trimesterly surveys to staff to get information about the progress towards this goal. Survey questions will be based on the common definition of change for the better. We will identify some common schoolwide expectations that ALL staff will follow. According to our leadership team, there was consensus that if they are observing and hearing that their colleagues are also following the expectations there will be improvement in the “I vs. They” gap in this category.*

*At the time of a trimester 1 survey, to obtain this goal we should theoretically see an increase from 67%-->73.5%*

*At the time of a trimester 2 survey, to obtain this goal we should theoretically see an increase from 73.5%--80% or higher*

## 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).

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

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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. |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|----------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                |                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p><i>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.</i></p> <p>Collaborative definitions</p> <p>Clear building expectations</p> <p>Professional development on building-wide expectations as needed</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Professional development on building wide expectations</p> <p>Collaboration with SILT</p> <p>PLCs</p> <p><i>What student groups will benefit and why?</i></p> <p>All students</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Trimesterly Surveys</p> <p>CEE Surveys</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>If we are noticing a dip or drop in staff confidence in one another, leadership and Admin will use that data to re-asses and adjust based on what current needs are at that time.</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>SILT &amp; Admin Team</p> <p><i>When will this EBI occur?</i></p> <p>Trimesterly and Annually</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>See above</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p><i>What is evidence of impact?</i></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

|                                                                                                                |                                                                                                                |                                                                        |                                                                        |                                                                                                                |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

**SY 2026–2027 SMARTIE Goal #2:** Improve student attendance. By June 2027, the percentage of chronically absent students (>18 missed days) will decrease from 34% of students to 17% of students.

*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 time of a trimester 1 attendance data, to obtain this goal we should theoretically see an decrease in chronically absent students from 34%-->25.5%*

*At the time of a trimester 2 survey, to obtain this goal we should theoretically see an decrease in chronically absent students from 25.5%--<17%%*

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

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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. |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|----------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|

| <p><b><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></b></p>                                                                                                                                                                                                                                                                                                   | <p><b><i>What data will be collected to measure the impact of implementing this EBI?</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></b></p>                                                                                                                                                                                                                                                        | <p><b><i>What impact is the evidence-based intervention having?</i></b></p>                                                      | <p><b><i>What impact is the evidence-based intervention having?</i></b></p>                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <p>postcards” to be sent to students reaching the threshold every time data is pulled with personal messages from teachers of the student who is chronically absent.</p> <p>Monthly attendance rewards for students that are well under/perfect attenders for that time period (monthly)</p> <p>“Atten”dances” for students that are consistently on track to meet attendance requirements.</p> <p>Attendance meetings for students that were identified in the 25-26 school year to be chronically absent. During these meetings</p> | <p>Part of CMS’s new MTSS plan is to run GAD reports (grades, attendance and behavior) every 2 weeks. This data will be used to determine which students are reaching the data rule that is listed in the column over.</p> <p>Once data is pulled every 2 weeks and interventions applied, data will again be pulled to assess whether or not the interventions are effective to the targeted group.</p> <p><b><i>How will the impact on equitable learning or behavior change be measured?</i></b></p> <p>We should see a decrease in chronically absent students as the year progresses.</p> | <ul style="list-style-type: none"> <li>• MTSS and Tier 3 Team</li> <li>• Attendance/Registrar</li> <li>• Counselors</li> <li>• Admin</li> </ul> <p><b><i>When will this EBI occur?</i></b></p> <p>Every 2 weeks data pull</p> <p>Data pulls</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>See above.</p> | <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> | <p>Click or tap here to enter text.</p> <p><b><i>What is evidence of impact?</i></b></p> <p>Click or tap here to enter text.</p> |

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| <p>students and parents will agree and sign a form to improve attendance.<br/>Incentives and consequences will be written and signed upon.</p> <ul style="list-style-type: none"> <li>Weekly and monthly attendance competitions between student teams to encourage good attendance.</li> <li>Monthly Truancy seminars held by truancy probation officers that offer students advice on why attendance matters in the real world.</li> <li>Consistent communication home on current attendance records.</li> </ul> <p><i>What resources will be used for implementation?<br/>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Time and man power. LAP funds.</p> |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|

|                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                |                                                                                                                |                                                                                                                |                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Lap Funds</p> <p><i>What student groups will benefit from and why?</i></p> <p>Chronically absent students because the proactive strategies and incentives will increase attendance across the board but more specifically the students who are chronically absent.</p> |                                                                                                                |                                                                                                                |                                                                                                                |                                                                                                                |
| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p>                                                                                                                                                                                                                                                                                                               | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |

SY 2026–2027 SMARTIE Goal #3: By Spring 2027: each CMS math cohort will grow at least 3 percentage points over its own prior-year SBA Math result. The current 7th graders (28% in 2025–2026) will reach 31% or higher as 8th graders, and the current 6th graders (33% in 2025–2026) will reach 36% or higher as 7th graders

*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?*

*After taking the mid-year iReady assessment. We should be able to run a report that shows projected percentage of students that will pass the SBAC in the Spring. This will inform us of if we are on track to meet the goal in the Spring SBA.*

**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.                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <ul style="list-style-type: none"> <li>Continued use of iReady curriculum with fidelity.</li> <li>Evidence based intervention courses that maximize the use of student time in class (small group, iReady pathways)</li> <li>Math improvements plan developed by math team, admin, math coach and director of teaching and learning.</li> </ul> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <ul style="list-style-type: none"> <li>iReady testing data in Fall and Spring</li> <li>SBAC data</li> <li>Summative and Formative data by unit</li> </ul> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>See above,</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <ul style="list-style-type: none"> <li>Core math teachers</li> <li>PLC will monitor growth based on intervention and help each other utilize strategies to help support learning growth</li> <li>Math coach will help monitor and provide feedback</li> <li>Admin</li> <li>Director of T&amp;L</li> </ul> <p><i>When will this EBI occur?</i></p> <p>Monthly meetings (between admin/instructional coach/director of T&amp;L)</p> <p>PLC Meetings multiple times per month</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <ul style="list-style-type: none"> <li>Weekly learning walks by admin in math classes where feedback will be given and changes to be made.</li> </ul> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Personnel (district coach &amp; director of T&amp;L)</p> <p>IReady curriculum</p> <p>Time for best practice PD at staff meetings</p> <p><i>What student groups will benefit and why?</i></p> <p>All students</p> |  | <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Multiple times throughout the school year.</p> |  |  |
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|                                                                                                                |                                                                                                                |                                                                                                                |                                                                                                                |                                                                                                                |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> | <p><i>For more EBIs cut and paste the prompts to answer below.</i></p> <p>Click or tap here to enter text.</p> |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|

## 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. |
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## 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                                                                                                                                                                   |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic Education</b>    | To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.                                                                                                                                                                                                | <p><i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i></p> <p>Click or tap here to enter text.</p>                          |
| <b>Title I, Part A</b>    | To provide all children with significant opportunities to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.                                                                                                                                                                               | <p><i>Example: Extended learning time, small-group interventions, evidence-based literacy programs.</i></p> <p>Click or tap here to enter text.</p>                                                                 |
| <b>School Improvement</b> | All funds are expressly intended for planning and implementation of district and school improvement plans (i.e., School Improvement Plans (SIPs), LEA-Consolidated Accountability Plans (L-CAPs), Required Action Plans (RAPs), etc.), and must be focused on the closure of educational opportunity gaps, specifically those driving identification. | <p><i>Example: Coaching for teachers, progress monitoring cycles, MTSS implementation.</i></p> <p>Click or tap here to enter text.</p>                                                                              |
| <b>Title II, Part A</b>   | Preparing, training, and recruiting effective teachers, principals, or other school leaders.                                                                                                                                                                                                                                                          | <p><i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i></p> <p>Click or tap here to enter text.</p> |
| <b>Title III</b>          | To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet                                                                                                                                                                                                                | <p><i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop</i></p>                          |

## 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                                                                                                                                                                                                       |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                          | the same academic content and academic achievement standards that other children are expected to meet.                                                                                       | <i>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.</i><br><br>Click or tap here to enter text. |
| <b>Title IV, Part A</b>                                                  | School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.                                         | <i>Example: Social-emotional learning (SEL) programs, digital literacy training, STEM enrichment.</i><br><br>Click or tap here to enter text.                                                                                                           |
| <b>Learning Assistance Program (LAP)</b>                                 | 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 | <i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i><br><br>Click or tap here to enter text.                         |
| Local Funds                                                              | Local levy revenue may be combined in schoolwide programs.                                                                                                                                   | Click or tap here to enter text.                                                                                                                                                                                                                        |
| <b>Other Funding Sources, including School Improvement Grant Funding</b> | Click or tap here to enter text.                                                                                                                                                             | Click or tap here to enter text.                                                                                                                                                                                                                        |

# Centralia School District

## *School Improvement Plan 2026-27*

### Title I Part A, Schoolwide, Title I 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                          |                                                                                                                                                                                                                                                  |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Name:</b> Centralia High School       | <b>Does your school share a building with another school?</b><br><br>Yes<br>No<br><br><b>If yes, which one(s)?</b> (Please note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text. |
| <b>School Code:</b> 3241                          | <b>Grade Span:</b> 9-12<br><br><b>School Type:</b> Secondary                                                                                                                                                                                     |
| <b>Principal:</b> Scot Embrey                     | <b>Building Enrollment:</b> 923                                                                                                                                                                                                                  |
| <b>School District:</b> Centralia School District | <b>F/R Percentage:</b> 69.3%                                                                                                                                                                                                                     |

All students achieve academic and personal excellence

|                                                              |                                            |
|--------------------------------------------------------------|--------------------------------------------|
| <b>Board Approval Date:</b> Click or tap here to enter text. | <b>Special Education Percentage:</b> 12.7% |
| <b>Plan Date:</b> 8/21/26                                    |                                            |

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

### Vision and Mission Statement

At Centralia High School our students **deserve** . . .

- to belong and define success for themselves
- to be inspired and supported by our dedicated staff
- to know they have no limits, only endless possibilities
- to graduate with a meaningful college or career pathway

### School Leadership Team Members and Parent-Community Partners

**Scot Embrey - Principal**  
**Kelly Sneed - Asst. Principal**  
**Carisssa Folgner - CTE Director**  
**Teresa Ramirez - Social Studies**  
**Austin Danielson - Social Studies**  
**Becky Barnes - English & Parent**  
**Brandon Lewis - English & Parent**  
**Phaedra Hazelton - Math**  
**Krista Ulrigg - Math**  
**Zack Hemond - Science**  
**Monica Lewis - Science & Parent**

Adrienne Ross – SPED  
 Doug Ashmore – PE & Parent  
 Danette Jones – CTE  
 Avery Mcleod – FLAM

## 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. .

### [Washington School Improvement Report Card Data](#)

| WSIF Data Measures                | 2023 WSIF Cycle Data | 2024 WSIF Annual Data | 2025 WSIF Annual Data |
|-----------------------------------|----------------------|-----------------------|-----------------------|
| Comprehensive (All Student Group) | 1004                 | 973                   | 974                   |
| Comprehensive Graduation Rate     |                      | 77%                   | 77%                   |
| <b>Student Group</b>              |                      |                       |                       |
| American Indian/Alaska Native     | 0.8%                 | 0.6%                  | 0.4%                  |
| Asian                             | 0.8%                 | 0.4%                  | 0.4%                  |
| Black/African American            | 1.6%                 | 1.8%                  | 1.2%                  |
| Hawaiian/Other Pacific Islander   | 0.5%                 | 0.6%                  | 0.6%                  |



|                   |       |       |       |
|-------------------|-------|-------|-------|
| Hispanic/Latino   | 39.7% | 42.2% | 43.8% |
| Two or more races | 5.7%  | 4.3%  | 4.2%  |
| White             | 50.9% | 49.9% | 49.3% |
| English Learner   | 11.9% | 13.3% | 15.1% |
| Low Income        | 70.8% | 69.3% | 66%   |
| Special Education | 12.7% | 12.7% | 12.1% |

## Section 6: 2026–27 School Improvement Plan SMARTIE GOALS

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: 2026–27 School Improvement Plan SMARTIE GOALS

**SY 2026–2027 SMARTIE Goal #1: By the end of Trimester 1, at least 25% of students identified in Week 2 as Tier 2 for attendance (70–89%) and Tier III (<70%) will level up (leveling up is defined as moving up tiers) as measured by Skyward attendance data.**

*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?*

*This goal will be monitored and evaluated on a trimester basis, approximately every 33% of the school year. At the end of each trimester, the school will measure progress toward the SMARTIE goal, review the effectiveness of implemented interventions, and identify which strategies were successful or unsuccessful. Based on the data, the goal, interventions, and supports will be reassessed and adjusted as needed to ensure continued progress throughout the year.*

*By the end of trimester 1 (beginning of Dec.), the school expects to see a measurable increase (25%) in attendance among students initially identified as Tier 2 (70–89%) and Tier 3 (<70%), with students demonstrating progress toward or successfully moving into a higher attendance tier. We also expect to see consistent implementation of attendance interventions, regular monitoring of identified students, and evidence that students receiving targeted supports are improving attendance at a greater rate.*

**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.)*

## Section 6: 2026–27 School Improvement Plan SMARTIE GOALS

**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 2025–26 school year.                                                                                                           | End-of-Year Progress (EOYR) on each EBI and impact during the 2025–26 school year.                                                                                                             |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><b>Tier II – defined as 70–89% attendance</b></p> <p>Supports –</p> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Weekly attendance checks to monitor: tier 1, tier 2, and tier 3 students. As well as “flagging” data for students with specific attendance issues (i.e. skipping a particular period, tardy to 1st period daily, etc.).</p> <p><i>How will the impact on equitable learning or</i></p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>SST team (counselors and admin), SILT, DD, and whole staff review.</p> <p><i>When will this EBI occur?</i></p> <p>Data will be reviewed each week by the SST team. Progress will be assessed at the 6 week mark by SILT</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <ul style="list-style-type: none"> <li>• Scot (grade level) assembly the beginning of every trimester, no teachers</li> <li>• Call students who haven't shown up during the first few days of school</li> <li>• Mid trimester 1 have staff call home during a staff meeting "We've missed you"</li> <li>• Auto claim students to teacher, the teacher could be the Bridge teacher</li> <li>• This list of students we have teachers call home, use a script</li> <li>• This group gets distributed to their trusted adult – counselors, Eiland, coaches, supervisors, etc</li> <li>• Daily pull of attendance</li> <li>• Require lunch study hall</li> <li>• Become part of the Hope Wall</li> <li>• Coaches – athletes eligible if passing 5 of 6, if not then study hall at practice, no</li> </ul> | <p><b><i>behavior change be measured?</i></b></p> <p>Attendance data will be disaggregated by student groups, including ML students and low-income students, to determine whether attendance is improving equitably across populations. We will measure changes in attendance tiers, reductions in specific attendance concerns (such as tardies, class period absences, and chronic absenteeism), and the percentage of identified students who level up to a higher attendance tier.</p> | <p>and DD, EBI will be adjusted based on the data tracking growth. At the end of each trimester, the whole staff will review the goal and EBI, based on the trimester results. Any adjustment will be made as we begin trimester 2.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>Weekly – SST</p> <p>6 weeks – SILT &amp; DD</p> <p>12 weeks (end of trimester) – whole staff</p> |  |  |
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| <p>practicing, for sports that cant do study hall at practice then do afterschool study hall for 1hr and look into possibility of running a bus to get them to practice</p> <ul style="list-style-type: none"> <li>• Counselors – meet with Tier II students and identify barriers to them attending</li> <li>• IEP consideration or 504 attendance meeting</li> <li>• CTSO/ASB eligibility participation once a month</li> </ul> <p>Tier III – defined as less than 70% attending</p> <p>Supports –</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> action immediately is parent meeting</li> <li>• Involved in attendance meeting process – CEB</li> <li>• Included on the Hope Wall of Eiland and attendance secretary</li> <li>• Identify their trusted adult</li> <li>• Explore comprehensive high school options –</li> </ul> |  |  |  |  |
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| <p>flexible schedule,<br/>Edmentum, ASU</p> <ul style="list-style-type: none"> <li>● Prompt SST meeting at CAM</li> <li>● Determine when CHS is their best educational option</li> </ul> <p><b><i>What resources will be used for implementation?</i></b><br/>(For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>School staff, counselors, administrators, and support teams will use Skyward data, weekly data reviews, existing intervention systems, student and family communication, and targeted staff collaboration time to implement and monitor interventions. Professional development and staff meeting/PLC time will also be used as needed to strengthen consistent practices and respond to identified student needs.</p> <p><b><i>What student groups will benefit and why?</i></b></p> <p><i>Tier 2 and 3 students will benefit because they'll</i></p> |  |  |  |  |
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| receive targeted support based on specific needs, consistent feedback and celebration of growth and achievement. |  |  |  |  |
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**SY 2026–2027 SMARTIE Goal #2: By the end of Trimester 1, at least 25% of students identified in Week 2 as failing one or more classes will level up (which means a student moves up a level) as measured by Skyward grade data by the end of trimester 1.**

*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?*

*This goal will be monitored and evaluated on a trimester basis, approximately every 33% of the school year. At the end of each trimester, the school will measure progress toward the SMARTIE goal, review the effectiveness of implemented interventions, and identify which strategies were successful or unsuccessful. Based on the data, the goal, interventions, and supports will be reassessed and adjusted as needed to ensure continued progress throughout the year.*

*By the end of Trimester 1 (beginning of Dec.), the school expects to see a measurable improvement (25%) among students initially identified in Week 2 as failing one or more classes, with students demonstrating progress toward or successfully leveling up academically. We also expect to see consistent implementation of academic interventions, regular monitoring of identified students, and evidence that students receiving targeted support are improving their grades and reducing the number of failing classes.*

**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 2025-26 school year. | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year. |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><b>Tier II -- defined as 1-3 Fs</b></p> <p>Supports -</p> <ul style="list-style-type: none"> <li>• Pull data every 3 weeks</li> <li>• Study Hall auto claimed</li> <li>• Wed afterschool lunch -- need a process for getting students to this lunch</li> <li>• SST Screening Process -by admin during admin mtg on Wed</li> <li>• Distribute these students to their trusted adult group – counselors, ML, Sped, athletics, ASB, CTSO, Eiland, 9<sup>th</sup> gr, Lowye, Kelly, June, Ashley, Mike, etc</li> <li>• Catch Up Week – mid Tri, school wide, get tier II caught up, don't</li> </ul> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Weekly grade checks to monitor students identified as failing one or more classes, including the number of failing classes and changes in academic levels. We will also “flag” data for students showing specific academic concerns (i.e., multiple missing assignments, failing multiple classes, sudden grade drops, etc.).</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Grade data will be disaggregated by student groups, including ML students and low-income students, to determine whether academic progress is occurring equitably across populations. We will measure reductions in the number of failing classes, improvements in grades, and the percentage of identified students who</p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>SST team (counselors and admin), SILT, DD, and whole staff review.</p> <p><i>When will this EBI occur?</i></p> <p>Data will be reviewed each week by the SST team. Progress will be assessed at the 6 week mark by SILT and DD, EBI will be adjusted based on the data tracking growth. At the end of each trimester, the whole staff will review the goal and EBI, based on the trimester results. Any adjustment will be made as we begin trimester 2.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Weekly – SST</p> <p>6 weeks – SILT &amp; DD</p> <p>12 weeks (end of trimester) – whole staff</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text. Our school-wide focus of “<b>Get 'Em Here, Keep 'Em Here</b>” will guide implementation, with professional development throughout the year centered on improving attendance, engagement, and student success. PD and staff collaboration will focus on helping teachers develop <b>consistent expectations and practices</b>, strengthening intervention systems, and increasing communication with families. Resources will also focus on increasing <b>parent and student understanding of attendance expectations and the connection between consistent attendance, academic success, and on-time graduation.</b></p> |
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| <p>announce this so students avoid it</p> <ul style="list-style-type: none"> <li>• Pull these students by grade, have a short assembly, first meet with their trusted adult and our expectations and mindset when working with their student, then have the assembly, celebrate the wins with these students with the whole Tier II group</li> <li>• Grade Level team meeting – admin brings data, teacher selects 1-2 students to adopt, schedule grade level am meetings throughout the year to talk about their student</li> <li>• Personal email that shares grade concern and why the teacher believes they aren't doing well and make outreach to parent</li> <li>• 9<sup>th</sup> Alg, 10<sup>th</sup> Geo, 10<sup>th</sup> Bridge, 9<sup>th</sup> Intervention</li> <li>• Edmentum CR</li> </ul> | <p>level up academically by the end of the trimester.</p> |  |  |  |
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| <p><b>Tier III – defined as 4+ fs</b></p> <p>Supports -</p> <ul style="list-style-type: none"> <li>• SST – teacher referral, multiple grade level concerns discussed, no progress</li> <li>• Immediately entering Tier III = parent meeting</li> <li>• Edmentum</li> <li>• Bridge</li> <li>• Grade level team meeting process</li> <li>• Flexible schedule – follow comprehensive high school system</li> <li>• Dream Big on what these students need to feel connected and supported</li> </ul> <p><i>What resources will be used for implementation?<br/>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>School staff, counselors, administrators, and support teams will use Skyward grade data, weekly grade</p> |  |  |  |  |
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| <p>reviews, existing academic intervention systems, student and family communication, and targeted staff collaboration time to implement and monitor interventions. Professional development and staff meeting/PLC time will support consistent grading practices, timely interventions, and strategies to help students successfully complete coursework and earn credits toward on-time graduation.</p> <p><b><i>What student groups will benefit from and why?</i></b></p> <p><i>Tier 2 and 3 students will benefit because they'll receive targeted support based on specific needs, consistent feedback and celebration of growth and achievement.</i></p> |  |  |  |  |
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**SY 2026–2027 SMARTIE Goal #3: By the end of Trimester 1, at least 80% of students will have one or fewer discipline referrals, excluding cell phone-related referrals, as measured by school discipline data.**

*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?*

*This goal will be monitored and evaluated on a trimester basis, approximately every 33% of the school year. At the end of each trimester, the school will measure progress toward the SMARTIE goal, review the effectiveness of implemented interventions, and identify which strategies were successful or unsuccessful. Based on the data, the goal, interventions, and supports will be reassessed and adjusted as needed to ensure continued progress throughout the year.*

*By the end of Trimester 1 (beginning of Dec.), the school expects to see at least 75% of students with one or fewer discipline referrals, excluding cell phone-related referrals. We also expect to see consistent implementation of behavior expectations and interventions, regular monitoring of discipline data, and evidence that targeted supports are reducing repeated referrals and improving student behavior.*

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

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

| <u>Evidence-based intervention (activity, practice or strategy)</u> 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 2025-26 school year.                                                                                                           | End-of-Year Progress (EOYR) on each EBI and impact during the 2025-26 school year.                                                                                                             |
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| <p><i>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the <u>level of evidence</u> for the intervention.</i></p> <p><b>Tier II -- defined as 3+ referrals within a trimester</b></p> <p>Supports -</p> <ul style="list-style-type: none"> <li>Teacher-parent communication</li> <li>Trusted adult check-in/check-out</li> <li>Lunch reflection or restorative intervention</li> <li>Behavior goal setting and monitoring</li> </ul> | <p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Weekly discipline checks to monitor the number and type of referrals students receive, excluding cell phone-related referrals. We will also “flag” data for students showing specific or repeated behavior concerns (i.e., multiple referrals, repeated behaviors, referrals during a particular class/period, etc.).</p> <p><i>How will the impact on equitable learning or</i></p> | <p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>SST team (counselors and admin), SILT, DD, and whole staff review.</p> <p><i>When will this EBI occur?</i></p> <p>Data will be reviewed each week by the SST team. Progress will be assessed at the 6 week mark by SILT and DD, EBI will be adjusted based on the data tracking growth. At the end of each trimester, the whole staff will review the goal and EBI, based on the trimester results. Any</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> | <p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p> |

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| <ul style="list-style-type: none"> <li>• Counselor or administrator problem-solving conference, bring Adam and Eva in on this</li> <li>• Social skills or behavior support groups</li> <li>• Targeted attendance and academic review to identify contributing factors</li> </ul> <p><b>Tier III – defined as Major behavior incidents or repeated Tier II concerns</b></p> <p>Supports –</p> <ul style="list-style-type: none"> <li>• Parent conference</li> <li>• Individual behavior intervention plan</li> <li>• Functional behavior review when appropriate</li> <li>• Wraparound supports with counselors, administrators, and outside agencies as appropriate</li> <li>• Daily check-in/check-out with administrator or trusted adult</li> <li>• Alternative scheduling or placement options when necessary</li> </ul> | <p><b><i>behavior change be measured?</i></b></p> <p>Discipline data will be disaggregated by student groups, including ML students and low-income students, to determine whether behavior outcomes are improving equitably across populations. We will measure reductions in repeated referrals, changes in referral patterns, and the percentage of students who have one or fewer discipline referrals by the end of the trimester.</p> | <p>adjustment will be made as we begin trimester 2.</p> <p><b><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></b></p> <p>Weekly – SST</p> <p>6 weeks – SILT &amp; DD</p> <p>12 weeks (end of trimester) – whole staff</p> |  |  |
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| <ul style="list-style-type: none"> <li>Ongoing progress monitoring and regular intervention team review</li> </ul> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>School staff, counselors, administrators, and support teams will use discipline data, weekly data reviews, existing behavior intervention systems, student and family communication, and targeted staff collaboration time to implement and monitor interventions. Professional development and staff meeting/PLC time will support consistent expectations, proactive behavior supports, and strategies to reduce repeated discipline referrals.</p> <p><i>What student groups will benefit and why?</i></p> <p><i>Tier 2 and 3 students will benefit because they'll receive targeted support</i></p> |  |  |  |  |
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| based on specific needs,<br>consistent feedback and<br>celebration of growth and<br>achievement. |  |  |  |  |
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## 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.

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.

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?

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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 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.

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.](#)

## Coversheet

### Consideration of Approval of 2026-27 Centralia-Chehalis Pupil Transportation Cooperative Maintenance Shop Rates

**Section:** VI. New Business  
**Item:** C. Consideration of Approval of 2026-27 Centralia-Chehalis Pupil  
Transportation Cooperative Maintenance Shop Rates  
**Purpose:**  
**Submitted by:**  
**Related Material:** Board Meeting Summary - SY 26 27 Coop Shop Rates.pdf  
Master GOV Inter-local 26-27.pdf  
Master SD Inter-local 26-27.pdf

**Centralia School District 401**

**Regular School Board Meeting**

**AGENDA ITEM DETAILS**

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**SUBJECT:**

S.Y. 2026/2027 Centralia – Chehalis Pupil Transportation Cooperative Maintenance Shop Rates

**BACKGROUND:**

The Centralia–Chehalis Pupil Transportation Cooperative Maintenance Shop provides fleet maintenance services for member districts and external partner agencies, including school districts and municipal entities. The proposed adjustment updates external partner rates and related billing policies while maintaining internal fleet work at cost and supporting long-term program sustainability.

**RATIONALE:**

The proposal updates labor rates using the Cooperative’s current fully burdened labor cost and applies a measured 10% increase to external partner rates. The adjustment improves cost recovery, helps offset rising labor and operational expenses, and begins narrowing the gap with prevailing market rates without creating abrupt increases for partner agencies. The proposal also formalizes billing policies for parts markup, shop supplies, minimum labor charges, and mobile service operations to better reflect actual operating costs while supporting long-term sustainability.

**FISCAL IMPACT:**

The proposed rate adjustment will improve revenue recovery for external maintenance work and help offset rising labor and operational costs. Increased revenue will support shop operations, maintenance capacity, and long-term program sustainability without creating a negative fiscal impact to the Centralia School District.

**BUDGET SOURCE:**

S.Y. 2026/2027 Cooperative Shop Rate Proposal; Cooperative labor cost analysis; current wage and benefit data; operational cost review; and informal market benchmarking for comparable heavy-duty and emergency vehicle maintenance services.

**DATA SOURCES:**

S.Y. 2026/2027 Cooperative Shop Rate Proposal; Cooperative labor cost analysis; current wage and benefit data; operational cost review; and informal market benchmarking for comparable heavy-duty and emergency vehicle maintenance services.

**SUBMITTED BY:**

Michael Lewis, Assistant Director of Transportation

**RECOMMENDED ACTION:**

Approve the S.Y. 2026/2027 Cooperative Maintenance Shop Rate Proposal as presented, with an effective date of October 1, 2026.

# Centralia – Chehalis Pupil Transportation Cooperative

Gibb Kingsley, Director of Transportation



1119 West Chestnut  
Centralia, WA 98531  
(360) 330-7628 – Office  
(360) 827-6402 – FAX

Equal Opportunity Employer

August 1, 2026

Municipal Partner  
123 A St  
Centralia, Washington 98531

## Action Required

Please return no later than Sept 30, 2026

To Whom It May Concern:

Enclosed please find the annual Interlocal Agreement between the Centralia/Chehalis Regional Pupil Transportation Cooperative Maintenance Center and **Municipal Partner**.

Included with this packet are the updated Member Agreement, Counter-Signature Page, and Schedule A. The enclosed rates and fee structure will be effective October 1, 2026, through September 30, 2027.

Our mission remains unchanged: to provide the highest quality maintenance and repair services at the most reasonable cost possible. Each year, the Cooperative conducts a review of operating costs, regional market conditions, and industry benchmarks to ensure our rates remain fair, sustainable, and reflective of the value provided to our partners.

As part of this annual review, several updates have been made to our rate and fee structure for the upcoming year. These changes are detailed in Schedule A and are provided to assist with your budgeting and planning efforts.

The Cooperative is fortunate to employ a highly skilled team of Automotive Service Excellence (ASE) certified technicians and support staff whose expertise allows us to deliver exceptional service to our member districts. The continued success of our program is made possible through the trust and support of partners like you. We remain committed to maintaining safe, reliable fleets while continually improving our operations and capabilities to meet the evolving needs of the districts we serve.

Thank you for your continued partnership and confidence in our team. If you have any questions regarding the enclosed agreement or rate schedule, please do not hesitate to contact us.

Thank you for your partnership,

Gibb Kingsley  
Director of Transportation

Enc: Member Agreement  
2026/27 Schedule A (Member Fees)

**PLEASE NOTE:** We only need the Signature page. Once signed, please EMAIL us back at [milewis@centralia.wednet.edu](mailto:milewis@centralia.wednet.edu)



**Centralia/Chehalis Pupil Transportation Co-op**  
**1119 West Chestnut**  
**Centralia, WA 98531**  
**(360) 330-7628**

## **REVISED - SCHEDULE A SHOP RATES**

### **PARTICIPATING MEMBER FEES FOR OCTOBER 1, 2026 – SEPTEMBER 30, 2027**

#### **MUNICIPAL SHOP RATES AND FEES**

|                                     |                        |
|-------------------------------------|------------------------|
| 1. Hourly Shop Rate:                | \$165.01 per hour      |
| 2. Markup on Fuel Purchases:        | \$0.30 per gallon      |
| 3. Markup on All Parts Purchased:   | 25%                    |
| 4. Shop Supply Recovery Fee:        | \$25.00 per work order |
| 5. Minimum Labor Charge:            | 1 hour per work order  |
| 6. Mobile Field Service Adjustment: | 15% on labor charges   |



**PARTICIPATING MEMBER AGREEMENT**  
**CENTRALIA/CHEHALIS COOPERATIVE REGIONAL PUPIL**  
**TRANSPORTATION MAINTENANCE CENTER**

This is an agreement by and between the Centralia/Chehalis Pupil Transportation Cooperative, acting through the operator district, Centralia School District No. 401 (hereafter referred to as "host"), and **Municipal Partner** located in Lewis County, State of Washington; hereinafter referred to as "Participating Member", to provide for operation of a Cooperative Regional Pupil Transportation Maintenance Center. This agreement shall be effective on October 1, 2026.

It is agreed by and between the parties hereto as follows:

1. Term

The term of this agreement shall be on a fiscal year basis beginning October 1 through September 30 of subsequent years, subject to the provision for withdrawal and dissolution herein contained.

2. Location

The Regional Center is located in the host district at 1119 West Chestnut Streets in Centralia, Washington.

3. Capital Investment

It is agreed that the host district has previously provided the capital outlay expenditures necessary to construct the Regional Center. No additional capital expenditure programs related to the Regional Center will be charged to the Participating Member, unless otherwise agreed by separate agreement.

4. Administration and Management

The Regional Center will be administered by a director who shall be responsible for the operation and management of the Regional Center.

- a) The director will be an employee of the host district.
- b) Those districts participating in the Regional Pupil Transportation Maintenance Center will have the opportunity yearly to review with the host district the activities of the center for improvement to the service provided.

5. Utilization

Utilization of the Regional Center shall be based on fair and equitable service to the districts. Scheduling and work assignments shall be made by the director in a manner consistent with this principal.

6. Vehicle Maintenance

The Cooperative agrees to provide vehicle maintenance services for participating district vehicles as requested in accordance with the terms and conditions set forth in Schedule A (attached)

- a) Bills will be issued and paid on a monthly basis. Billing will be itemized as is practical.

7. Mediation

It is mutually agreed hereby that whenever an issue arises concerning the operation of the Regional Center, it shall be resolved in accordance with the following procedure:

The matter shall first be presented to the director of the Regional Center. In the event of failure to agree at that level, the matter shall then be presented to the host district's superintendent or his designee. In the event that there is still no agreement at this level, the matter shall be submitted to the regional Pupil Transportation Coordinator of Region I.

8. Withdrawal

In the event that a participating member desires to withdraw from the agreement, such member shall give written notice to the host district no later than January 1<sup>st</sup> of a given year, to be effective August 31<sup>st</sup> of the fiscal year.

This writing constitutes the full and final agreement of both parties. No oral understanding, modification or agreement may be effective unless stated in writing and signed by both parties.

IN WITNESS HEREOF, the parties hereto affix their signatures, the day and year first written above.

\_\_\_\_\_  
Participating Member/Title  
Municipal Partner

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Lisa Grant, Superintendent  
Centralia School District # 401

\_\_\_\_\_  
Date

**SIGNATURE PAGE**

# Centralia – Chehalis Pupil Transportation Cooperative

Gibb Kingsley, Director of Transportation



1119 West Chestnut  
Centralia, WA 98531  
(360) 330-7628 – Office  
(360) 827-6402 – FAX

Equal Opportunity Employer

August 1, 2026

School District Partner

123 A St

Centralia, Washington 98531

## Action Required

Please return no later than October 1, 2026

To Whom It May Concern:

Enclosed please find the annual Interlocal Agreement between the Centralia/Chehalis Regional Pupil Transportation Cooperative Maintenance Center and **School District Partner**.

Included with this packet are the updated Member Agreement, Counter-Signature Page, and Schedule A. The enclosed rates and fee structure will be effective October 1, 2026, through September 30, 2027.

Our mission remains unchanged: to provide the highest quality maintenance and repair services at the most reasonable cost possible. Each year, the Cooperative conducts a review of operating costs, regional market conditions, and industry benchmarks to ensure our rates remain fair, sustainable, and reflective of the value provided to our partners.

As part of this annual review, several updates have been made to our rate and fee structure for the upcoming year. These changes are detailed in Schedule A and are provided to assist with your budgeting and planning efforts.

The Cooperative is fortunate to employ a highly skilled team of Automotive Service Excellence (ASE) certified technicians and support staff whose expertise allows us to deliver exceptional service to our member districts. The continued success of our program is made possible through the trust and support of partners like you. We remain committed to maintaining safe, reliable fleets while continually improving our operations and capabilities to meet the evolving needs of the districts we serve.

Thank you for your continued partnership and confidence in our team. If you have any questions regarding the enclosed agreement or rate schedule, please do not hesitate to contact us.

Thank you for your partnership,

Gibb Kingsley  
Director of Transportation

Enc: Member Agreement  
2026/27 Schedule A (Member Fees)

**PLEASE NOTE:** We only need the Signature page. Once signed, please EMAIL back to us at [milewis@centralia.wednet.edu](mailto:milewis@centralia.wednet.edu)



**Centralia/Chehalis Pupil Transportation Co-op**  
1119 West Chestnut  
Centralia, WA 98531  
(360) 330-7628

## **REVISED - SCHEDULE A SHOP RATES**

### **PARTICIPATING MEMBER FEES FOR OCTOBER 1, 2026 – SEPTEMBER 30, 2027**

#### **SCHOOL DISTRICT SHOP RATES AND FEES**

- |                                     |                        |
|-------------------------------------|------------------------|
| 1. Hourly Shop Rate:                | \$104.50 per hour      |
| 2. Markup on Fuel Purchases:        | \$0.30 per gallon      |
| 3. Markup on All Parts Purchased:   | 25%                    |
| 4. Shop Supply Recovery Fee:        | \$25.00 per work order |
| 5. Minimum Labor Charge:            | 1 hour per work order  |
| 6. Mobile Field Service Adjustment: | 15% on labor charges   |

**PARTICIPATING MEMBER AGREEMENT**  
**CENTRALIA/CHEHALIS COOPERATIVE REGIONAL PUPIL**  
**TRANSPORTATION MAINTENANCE CENTER**

This is an agreement by and between the Centralia/Chehalis Pupil Transportation Cooperative (hereinafter referred to as the “Cooperative”), acting through the operator district, Centralia School District No. 401 (hereafter referred to as "Host District"), and **School District Partner** located in Lewis County, State of Washington; hereinafter referred to as "Participating Member”, to provide for operation of a Cooperative Regional Pupil Transportation Maintenance Center (hereinafter referred to as the “Regional Center”). This agreement shall be effective on October 1, 2026.

It is agreed by and between the parties hereto as follows:

1. Term

The term of this agreement shall be on a fiscal year basis beginning October 1 through September 30 of subsequent years, subject to the provision for withdrawal and termination herein contained.

2. Location

The Regional Center is located in the Host district at 1119 West Chestnut Street in Centralia, Washington.

3. Capital Investment

It is agreed that the host district has previously provided the capital outlay expenditures necessary to construct the Regional Center. No additional capital expenditure programs related to the Regional Center will be charged to the Participating Member, unless otherwise agreed by separate agreement.

4. Administration and Management

No separate legal entity is intended to be established by this Agreement. Any real or personal property used in the operation of the Regional Center will remain the property of the Host District upon withdrawal of any Participating Member, unless otherwise specified by separate written agreement.

The Regional Center will be administered by a director who shall be responsible for the operation and management of the Regional Center.

- a) The director will be an employee of the host district.
- b) Those districts participating in the Regional Pupil Transportation Maintenance Center will have

the opportunity yearly to review with the host district the activities of the center for improvement to the service provided.

5. Utilization

Utilization of the Regional Center shall be based on fair and equitable service to the participating members. Scheduling and work assignments shall be made by the director in a manner consistent with this principle.

6. Vehicle Maintenance

The Cooperative agrees to provide vehicle maintenance services for participating member vehicles upon request and in accordance with the terms and conditions set forth in Schedule A (attached). It is understood that vehicles used for student transportation may need to receive priority over Participating Member vehicles. Bills will be issued and paid on a monthly basis. Billing will be itemized as is practical.

7. Mediation

It is mutually agreed hereby that whenever an issue arises concerning the operation of the Regional Center, it shall be resolved in accordance with the following procedure:

The matter shall first be presented to the director of the Regional Center. In the event of failure to agree at that level, the matter shall then be presented to the Host District's superintendent or designee. In the event that there is still no agreement at this level, the matter shall be submitted to the regional Pupil Transportation Coordinator of Region I. If the parties cannot resolve the issue with the assistance of the Pupil Transportation Coordinator, or if mediation of the issue is not available from the ESD for any reason, the parties may seek to agree in good faith on a third-party mediator.

8. Withdrawal/Termination

In the event that a Participating Member desires to withdraw from the agreement, such member shall give written notice to the host district no later than January 1<sup>st</sup> of a given year, to be effective August 31<sup>st</sup> of the fiscal year. The Host District and/or Cooperative will provide the Participating Member at least thirty (30) days' notice of any termination of this Agreement.

This writing constitutes the full and final agreement of both parties. No oral understanding, modification or agreement may be effective unless stated in writing and signed by both parties.

IN WITNESS HEREOF, the parties hereto affix their signatures, the day and year first written above.

\_\_\_\_\_  
Participating Member/Title  
Participating Organization

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dr. Lisa Grant, Superintendent  
Centralia School District # 401

\_\_\_\_\_  
Date

**SIGNATURE PAGE**



# Coversheet

## Consideration of Approval of Music Department Surplus

|                          |                                                               |
|--------------------------|---------------------------------------------------------------|
| <b>Section:</b>          | VI. New Business                                              |
| <b>Item:</b>             | D. Consideration of Approval of Music Department Surplus      |
| <b>Purpose:</b>          |                                                               |
| <b>Submitted by:</b>     |                                                               |
| <b>Related Material:</b> | Board action summary Music equipment Surplus 8.20.26.docx.pdf |

**Centralia School District 401****Regular School Board Meeting****AGENDA ITEM DETAILS**

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8.20.26

SUBJECT: Musical instrument surplusBACKGROUND:

Over the last several years, the Teaching and Learning department has prioritized resources to update and replace ageing and underperforming music instruments. The CSD Music department has done incredible work in repairing and maintaining our equipment, and there are situations where it does not make financial sense to repair items that are several decades old. Our latest round of purchases has made the following items obsolete.

| <b>Case number</b> | <b>Instrument</b> | <b>Make</b>  | <b>Serial Number</b> | <b>Reason</b> |
|--------------------|-------------------|--------------|----------------------|---------------|
| 46                 | Bassoon           | Karl Wurlich | 511                  | Obsolete      |
| 119                | Trombone          | Olds         | 116522               | Surplue       |
| 148                | Trombone          | Conn         | 407442               | Surplus       |
| 205                | Clarinet          | Image        | None found           | Surplus       |
| 277                | Clarinet          | Artley       |                      | Surplus       |
| 182                | Tuba 3/4          | Besson       | 292539               | Surplus       |
| 352                | Flute             | Artley       | 282710               | Surplus       |
| 122                | Baritone          | Olds         | 701113               | Surplus       |
| 79                 | Trombone          | Olds         | 282972               | Surplus       |

|  |                |        |  |         |
|--|----------------|--------|--|---------|
|  | 26"<br>Timpani | Ludwig |  | Surplus |
|  | 29"<br>Timpani | Ludwig |  | Surplus |

FISCAL IMPACT:

There is no cost to the district.

BUDGET SOURCE: N/A

DATA SOURCES:

Surplus Policy

SUBMITTED BY: Dr. Jeff Broome, Executive Director of Teaching and Learning

RECOMMENDED ACTION:

It is recommended that the board of directors approve these items for surplus per the CSD surplus policy.